



Knowledge and Skills Progression
Subject area: Music

National Curriculum Statements

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Knowledge & Skills	EYFS	Year 1	Year 2
SINGING Controlling sounds through singing	Expressive Art and Design - Being Imaginative and Expressive ELG: <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	Follow instructions on how and when to sing using counting in to start and then stop Copy back intervals of a 3 rd . doh-me Make and control long and short sounds (duration). Sing simple songs, chants, raps from memory. To know some songs have a chorus or a response/answer part. Demonstrate good singing posture.	Sing with instructions from the leader – stop, start, counting in, responding to dynamics and tempo – loud/quiet/fast/slow. Copy back intervals of a fifth pitching songs accurately. Make and control long and short sounds using voices by ear and including simple improvisation (duration). Learn simple songs, pentatonic songs, call and response songs from memory. To know that songs have a musical style – pop, folk. Use voice to good effect understanding the importance of warming up first for vocal health and demonstrating good posture.
COMPOSING	Create their own simple songs or improvise a song around one they know.	Improvise simple vocal chants, using question and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli. Understand the difference between creating a rhythm pattern and a pitch pattern.	Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Use graphic symbols, dot notation and stick notation,

	Play instruments with increasing control to express their feelings and ideas	Use music technology, to capture, change and combine sounds. Recognise how graphic notation can represent created sounds. Explore and invent	as appropriate, to keep a record of composed pieces. Use music technology, if available, to capture, change and combine sounds.
Knowledge & Skills	EYFS	Year 1	Year 2
LISTENING Responding and reviewing (appraising)	<p>Communication and Language – <u>Listening, Attention and Understanding</u> ELG:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. <p><u>Speaking</u> ELG:</p> <ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate 	<p>Move and dance with the music. Find the steady beat. Talk about feelings created by the music. Recognise some band and orchestral instruments. Describe tempo as fast or slow. Describe dynamics as loud and quiet. Join in sections of the song, eg chorus. Begin to understand where the music fits in the world. Begin to understand about different styles of music</p>	<p>Mark the beat of a listening piece by tapping or clapping. Move and dance with the music confidently. Talk about how the music makes you feel. Describe tempo as fast or slow. Describe dynamics as loud or quiet. Join in sections of the song, eg call and response. Start to talk about the style of a piece of music. Recognise some band and orchestral instruments. Start to talk about where music might fit into the world.</p>
MUSICIANSHIP	<p>Play instruments with increasing control to express their feelings and ideas Explore and engage in music making and dance, performing solo or in groups. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music To know that we can move with the pulse of the music.</p>	<p>Pulse - Walk, move or clap a steady beat Use body percussion. Play repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments. Respond to the pulse in recorded/live music through movement and dance, Rhythm - Perform short copycat rhythm patterns accurately, led by the teacher. • Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. Perform word-pattern chants. Pitch • Listen to sounds in the local school</p>	<p>Pulse/Beat • Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Walk in time to the beat of a piece of music or song. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Rhythm • Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets,</p>

		environment, comparing high and low sounds. Explore percussion sounds to enhance storytelling. Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.	quavers and crotchets rests. Create and perform their own chanted rhythm patterns with the same stick notation. Pitch • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. Recognise dot notation and match it to 3-note tunes played on tuned percussion,
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Vocabulary

EYFS -banging, shaking, tapping, blowing, clapping, songs, instrument (tuned and untuned), sound, low, high, loud, quiet, repeat, copy, beat, pulse, rhythm

Year 1 - Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.

Year 2 - Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.

National Curriculum Statements

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Knowledge & Skills	Year 3	Year 4	Year 5	Year 6
SINGING Controlling sounds through singing	<p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so tunefully and with expression.</p> <p>Perform actions confidently and in time to a range of action songs</p> <p>Show control in voice and pronounce the words in a song clearly (diction).</p> <p>Maintain a simple part within an ensemble.</p> <p>Improvise (including call and response) within a group using 1 or 2 notes.</p>	<p>Continue to sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps.</p> <p>Sing in tune, breathe well, pronounce words, change pitch and dynamics.</p> <p>Perform with control and awareness of what others are singing.</p> <p>Improvise within a group using more than 2 notes.</p>	<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</p> <p>Sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> <p>Show control, phrasing and expression in singing.</p> <p>Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.</p> <p>Improvise on own with increasing aural memory.</p>	<p>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.</p> <p>Take turns to lead a group.</p> <p>Maintain own part in a round/ sing a harmony.</p> <p>Improvise using 5 notes of the pentatonic scale.</p>
Skill	Year 3	Year 4	Year 5	Year 6
COMPOSING IMPROVISE	<p>Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in wholeclass/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-</p>	<p>Improvise on a limited range of pitches on a tuned instrument making use of musical features including smooth (legato) and detached (staccato).</p> <p>Begin to make compositional decisions about the overall structure of improvisations.</p>	<p>Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p> <p>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider</p>	<p>Extend improvisation skills through working in small groups to:</p> <ul style="list-style-type: none"> • Create music with multiple sections that include repetition and contrast. <p>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</p>

COMPOSE	<p>range. Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end.</p> <p>Compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.</p> <p>Compose • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values. Use ICT to create sound scapes.</p>	<p>Compose - Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt.</p> <p>Sing and play these phrases as self-standing compositions. • Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p> <p>Capture and record creative ideas using any graphic symbols, rhythm notation and time signatures, staff notation or technology</p>	<p>range of dynamics.</p> <p>Compose melodies made from pairs of phrases in either C major or A minor.</p> <p>Working in pairs, compose a short ternary (A B A form) piece.</p> <p>Introduce 3 simple chords to compose music to evoke a specific atmosphere, mood or environment.</p> <p>Capture and record creative ideas using graphic symbols, rhythm notation and time signatures. staff notation or technology</p>	<p>Compose • Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest.</p> <p>Play and notate the melody. Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p>
Skill	Year 3	Year 4	Year 5	Year 6
LISTENING	<p>Share your thoughts and feelings about the music together.</p> <p>Find the beat or groove of the music.</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Invent different actions to move in time with the music.</p> <p>Talk about what the song or piece of music means.</p> <p>Identify some instruments you can hear playing.</p> <p>Identify if it's a male or female</p>	<p>Talk about the words of a song. Think about why the song or piece of music was written.</p> <p>Find and demonstrate the steady beat. Identify 3/4 or 4/4 metre.</p> <p>Identify the tempo as fast, slow or steady.</p> <p>Recognise the style of music you are listening to.</p> <p>Discuss the structures of songs. Explain what a main theme is and identify when it is repeated.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality.</p> <p>Describe legato and staccato.</p>	<p>Talk about feelings created by the music. Justify a personal opinion with reference to Musical Elements.</p> <p>Find and demonstrate the steady beat. Identify 3/4, 4/4, 2/4 metre</p> <p>Identify the musical style of a song or piece of music.</p> <p>Identify instruments by ear and through a range of media.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.</p> <p>Explain a bridge passage and its position in a song.</p>	<p>Talk about feelings created by the music. Justify a personal opinion with reference to Musical Elements.</p> <p>Identify 2/4, 4/4, 3/4, 6/8 and 5/4.</p> <p>Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.</p> <p>Identify a wide range of instruments: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.</p> <p>Discuss the structure of the music with reference to verse, chorus,</p>

	voice singing the song. Talk about the style of the music.	Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.	Recall by ear memorable phrases heard in the music. Identify major and minor tonality. Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation. Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.	bridge and an instrumental break. Recall by ear memorable phrases heard in the music. Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale. Explain the role of a main theme in musical structure. Know and understand what a musical introduction and outro is, and its purpose. Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music
Skill	Year 3	Year 4	Year 5	Year 6
PERFORMING Instrumental	Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets). • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do–re–mi Individually (solo) copy stepwise melodic phrases with accuracy at different speeds;	Instrumental Performance • Develop facility in the basic skills of a selected musical instrument over a sustained learning period. Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. 27 • Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G,	Instrumental Performance • Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C–C' This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles).	Instrumental Performance - Play a melody following staff notation written on one staff C-C Make decisions about dynamic range Accompany this same melody, and others, using chords Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. Notation

<p>Reading Notation</p>	<p>allegro and adagio Reading Notation • Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Introduce and understand the differences between crotchets and paired quavers. • Apply word chants to rhythms, understanding how to link each syllable to one musical note</p>	<p>A). Reading Notation • Introduce and understand the differences between minims, crotchets, paired quavers and rests. Read and perform pitch notation within a defined range (e.g. C–G/do–so). Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble</p>	<p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. Reading Notation • Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave (e.g. C–C'/do–do). • Read and play short rhythmic phrases at sight from prepared cards</p>	<p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. Read and play from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>
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Vocabulary

Year 3 -Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.

Year 4 Vocabulary: Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.

Year 5 Vocabulary: Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.

Year 6 Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.