

Music Progression of knowledge and skills

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tunes 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 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

EYFS	<p>Communication and Language ELG: Listening, Attention and Understanding</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 • Make comments about what they have heard and ask questions to clarify their understanding <p>Expressive Arts and Design ELG: Being Imaginative and Expressive</p> <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.
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EYFS	KS1	Year 1	Year 2	KS2	Year 3	Year 4	Year 5	Year 6
Controlling Sounds through singing and playing (Play and Perform)								
<ul style="list-style-type: none"> • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). 	<p>Use voices expressively</p>	<ul style="list-style-type: none"> • Use voices in different ways such as speaking, singing and chanting • Sing a song at different speeds 	<ul style="list-style-type: none"> • Use voices expressively and creatively. To sing with the sense of shape of the melody • Slide the voice upwards in pitch and downwards 	<p>Sing songs in unison and two parts</p>	<ul style="list-style-type: none"> • To sing in unison, becoming aware of pitch. • Sing in a round • Play singing and clapping games 	<ul style="list-style-type: none"> • To sing in unison maintaining the correct pitch and using increasing expression. • Perform in a group and 	<ul style="list-style-type: none"> • To sing in unison with clear diction, controlled pitch and sense of phrase. • Sing in 2 parts 	<ul style="list-style-type: none"> • To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.

<ul style="list-style-type: none"> • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Sing in a group or on their own, increasingly matching the pitch and following the melody 			<ul style="list-style-type: none"> • in pitch to a low voice. • Sing in a round 		<ul style="list-style-type: none"> • Use voices to create and control sounds e.g. tempo, dynamics, pitch 	<ul style="list-style-type: none"> • alone using voices and instruments • Use voices to create and control sounds e.g. tempo, dynamics, pitch 	<ul style="list-style-type: none"> • Control breathing, posture and sound projection when singing. 	<ul style="list-style-type: none"> • Perform in a group and alone using voices and instruments • Create different vocal effects when singing and rapping.
<ul style="list-style-type: none"> • Play instruments with increasing control to express their feelings and ideas. 	Play tuned and un-tuned instruments	<ul style="list-style-type: none"> • To create and choose sounds to perform simple rhythmical patterns, beginning to show an awareness of pulse. • Tuned Instruments: Glockenspiels Hand bells (Christmas) 	<ul style="list-style-type: none"> • Describe and name and group a variety of instruments. • To create and choose sounds for a specific effect. • To perform rhythmical patterns and accompaniments, keeping a steady pulse. 	To play tuned and un-tuned instruments with control and accuracy	<ul style="list-style-type: none"> • To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. 	<ul style="list-style-type: none"> • To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. 	<ul style="list-style-type: none"> • To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. 	<ul style="list-style-type: none"> • To play and perform with accuracy, fluency, control and expression
<ul style="list-style-type: none"> • Experiences a wide range of opportunities to perform independently or with others (Continuous provision) • Explore and engage in music making and dance, 	Rehearse and perform with others	<ul style="list-style-type: none"> • Collaborate with peers. • To think about others whilst performing. • Clap in time with a steady pulse 	<ul style="list-style-type: none"> • Collaborate with peers. • To think about others whilst performing 	To practise, rehearse and present performances with an awareness of the audience	<ul style="list-style-type: none"> • Collaborate with peers. • To think about others while performing. 	<ul style="list-style-type: none"> • To show some awareness of others whilst performing 	<ul style="list-style-type: none"> • To maintain my own part and be aware how the different parts fit together. 	<ul style="list-style-type: none"> • To think about the audience when performing and how to create a specific effect.

performing solo or in groups								
Creating and developing musical ideas (Create and Compose)								
<ul style="list-style-type: none"> Create their own songs or improvise a song around one they know 	Create musical patterns	<ul style="list-style-type: none"> To know about and experiment with sounds Repeat short rhythmic and melodic patterns 	<ul style="list-style-type: none"> To know about and experiment with sounds. Repeat short rhythmic and melodic patterns 	Improvise, developing rhythmic and melodic material when performing	<ul style="list-style-type: none"> Interpret notation of a rhythm (not on a stave) To create simple rhythmic patterns that use a small range of notes 	<ul style="list-style-type: none"> To create rhythmic and simple melodic patterns using an increased number of notes. 	<ul style="list-style-type: none"> To create increasingly complicated rhythmic and melodic phrases within given structures. 	<ul style="list-style-type: none"> To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures. Compose using an understanding of music from different cultures, times and styles.
	Explore, choose and organise sounds and musical ideas	<ul style="list-style-type: none"> To recognise and explore how sounds can be organised, To identify and organise sounds using simple criteria e.g. loud, soft, high low. Begin to use pictures to represent sounds 	<ul style="list-style-type: none"> To Begin to explore and choose and order sounds using the inter-related dimensions of music*. Create a sound story 	Explore, choose, combine and organise musical ideas with musical structures	<ul style="list-style-type: none"> Experiment with different sounds and instruments Compose music in pairs and in small groups 	<ul style="list-style-type: none"> Experiment with different sounds and instruments. Look at music, notations and follow each part. 	<ul style="list-style-type: none"> Experiment with different sounds and instruments Begin to use simple formal notation including beats in a bar. 	<ul style="list-style-type: none"> Experiment with different sounds and instruments Begin to use simple formal notation including beats in a bar. Plan for expression in composition.
Evaluating and Reviewing (appraising skills) MUSIC APPRECIATION								
	Explore and express ideas and feelings about music using	<ul style="list-style-type: none"> To talk about how music makes you feel or want to 	<ul style="list-style-type: none"> To respond to different moods in music and explain thinking 	Analyse and compare sounds Explore and explain ideas and	<ul style="list-style-type: none"> To explore and comment on the ways sounds can be 	<ul style="list-style-type: none"> To recognise and explore the ways sounds can be 	<ul style="list-style-type: none"> To describe, compare and evaluate different types 	<ul style="list-style-type: none"> To describe, compare and evaluate different types

	movement, dance, art and musical language.	<p>move. E.g. it makes me want jump/sleep etc</p> <ul style="list-style-type: none"> To begin to appreciate different works and composers.- How does the music make us feel? 	<p>about changes in sounds</p> <ul style="list-style-type: none"> To begin to appreciate different works and composers.- How does our mood change when listening to a piece of music. 	feelings about music using movement, dance and expressive and musical language.	<p>used expressively.</p> <ul style="list-style-type: none"> To begin to appreciate and understand different works and composers. Can we identify different instruments? 	<p>combined and used</p> <ul style="list-style-type: none"> To begin to appreciate and understand different works and composers. Can we identify instruments and changes in dynamics, tempo, pitch? 	<p>of music beginning to use musical words</p> <ul style="list-style-type: none"> To identify characteristics of a piece of music. Discuss dynamics, tempo, pitch and why the composer has used different instruments for effect 	<p>of music using a range of musical vocabulary including the inter-related dimensions of music*.</p> <ul style="list-style-type: none"> Identify features which typify the work of great composers through time.
	To make improvements to my own work	<ul style="list-style-type: none"> To think about and make simple suggestions about what could make their own work better. 2 stars and a wish E.g: play faster or louder 	<ul style="list-style-type: none"> 2 stars and a wish To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments. 	To reflect on and improve own and others work in relation to its intended effect	<ul style="list-style-type: none"> To comment on the effectiveness of own work, identifying and making improvements. 	<ul style="list-style-type: none"> To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome. 	<ul style="list-style-type: none"> To comment on the success of own and others work, suggesting improvements based on intended outcomes. 	<ul style="list-style-type: none"> To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.
Listening and applying knowledge and understanding								
<ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. 	To listen with concentration and recall sounds within increasing aural memory.	<ul style="list-style-type: none"> To begin to identify simple repeated patterns and follow basic musical instructions. To identify and recognise repeated patterns and follow a wider range of musical instructions 	<ul style="list-style-type: none"> To begin to identify simple repeated patterns and follow basic musical instructions. To identify and recognise repeated patterns and follow a wider range of musical instructions 	To listen with attention to detail and to internalise and recall sounds.	<ul style="list-style-type: none"> To listen with attention and begin to recall sounds. 	<ul style="list-style-type: none"> To listen to and recall patterns of sounds with increasing accuracy. 	<ul style="list-style-type: none"> To listen to and recall a range of sounds and patterns of sounds confidently. 	<ul style="list-style-type: none"> To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.

<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. 	<p>To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures.</p>	<ul style="list-style-type: none"> To begin to understand that musical elements can be used to create different moods and effects. 	<ul style="list-style-type: none"> To understand how musical elements create different moods and effects. 	<p>To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.</p>	<ul style="list-style-type: none"> To begin to understand how different musical elements are combined and used to create an effect. 	<ul style="list-style-type: none"> To understand how different musical elements are combined and used expressively. 	<ul style="list-style-type: none"> To begin to identify the relationship between sounds and how music can reflect different meanings. 	<ul style="list-style-type: none"> To identify and explore the relationship between sounds and how music can reflect different meanings.
	<p>To understand that sounds can be made in different ways and described using given and invented signs and symbols</p>	<ul style="list-style-type: none"> To begin to represent sounds with simple lines including shapes and marks 	<ul style="list-style-type: none"> To confidently represent sounds with a range of symbols, shapes and marks 	<p>To know that music is produced in different ways and described through relevant established and invented notations.</p>	<ul style="list-style-type: none"> To begin to recognise simple notations to represent music, including pitch and know the symbol for rest. 	<ul style="list-style-type: none"> To understand and begin to use established and invented musical notations to represent music. To know the number of beats in a minum, quaver, crotchet, quaver. 	<ul style="list-style-type: none"> To recognise and use a range of musical notations including staff notation. To know the number of beats in a minum, quaver, semibreve, dotted crotchet, rest. Create a melody using crotchets, quavers and minums. 	<ul style="list-style-type: none"> To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material. To know the number of beats in a minum, quaver, semibreve, dotted crotchet, rest. Create a melody using crotchets, quavers and minums and all equivalent rests. Use major and minor key.
	<p>To know how music is used for</p>	<ul style="list-style-type: none"> To listen to short, simple pieces of 	<ul style="list-style-type: none"> To listen to pieces of music and discuss 	<p>To understand how time and place can influence</p>	<ul style="list-style-type: none"> To listen to and begin to respond to 	<ul style="list-style-type: none"> To listen to, understand a wide range of 	<ul style="list-style-type: none"> To listen to a range of high quality, live 	<ul style="list-style-type: none"> To develop an understanding of the history

	particular purposes	music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.	where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.	the way music is created.	music drawn from different traditions and great composers and musicians.	high quality live and recorded music drawn from different traditions, great composers and musicians.	and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.	of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.
<p>*Inter-related dimensions of music (dynamics):</p> <ul style="list-style-type: none"> • PULSE: the steady beat of a piece of music • PITCH: the way the notes change from low to high and vice versa. • RHYTHM: or duration is the pattern of long and short sounds in a piece of music • DYNAMICS: Loud and soft • TEMPO: Fast and slow • TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments) • TEXTURE: Layers of sound (number of instruments or voices playing together) • STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse. 								