



# Knowledge and Skills Progression for Music

Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Project Driving questions</b>	<ol style="list-style-type: none"> <li>How can we show compassion, care and love to those in need?</li> <li>How can we care for our world?</li> <li>What makes someone a hero?</li> </ol>	<ol style="list-style-type: none"> <li>How can we be compassionate, caring and loving towards others?</li> <li>How can we look after our planet?</li> <li>What is it like at the seaside?</li> <li>What does it mean to be an explorer?</li> <li>Growing, Changing, Belonging -Why are differences important?</li> <li>Why did London burn and how can we design it safer today?</li> </ol>		<ol style="list-style-type: none"> <li>How can we be more compassionate, caring and loving towards others?</li> <li>How could looking through 'my window' help me to be a better steward of the environment?</li> <li>What can we learn from the Romans about work, innovation, and community?</li> <li>Can rocks show us how to be sustainable?</li> <li>Why is it important to hear everyone's story before we judge what happened in the past?</li> <li>How did the Anglo Saxons build a life they could trust?</li> </ol>		<ol style="list-style-type: none"> <li>How can we show compassion, care and love to those in need?</li> <li>What can we learn about stewardship from the medieval monarchs?</li> <li>Why does Britain have the Benin bronzes and should they be given back?</li> <li>Why is Earth special and how can we protect it?</li> <li>How can learning about past and present lifestyles help us understand why we should not judge others?</li> <li>How did trust help Ancient Egyptian society thrive, and how can we build fair and trusting communities today?</li> </ol>	
<b>Curriculum Topics - History/ Science</b>	<p><b>Ourselves</b>  <b>People that help us</b>  <b>Superheroes</b>  <b>Journeys and transport</b></p>	<p>Neil Armstrong, Explorers, Fire of London, Holidays and Seaside, Homes and Houses, Mary Seacole</p> <p><i>Seasonal Changes, Plants, Animals including humans, Living things and their habitats, Everyday Materials</i></p>		<p>Vikings and Anglo Saxons, Romans, Stone age to Iron age, Anglo Saxons to Scots, Victorians</p> <p><i>Plants , Light, Living things and their habitats, Animals including humans, Sound , Electricity, States of Matter, Forces and magnets</i></p>		<p>Tudors, Ancient Egypt, Benin, Ancient Greece, WW2</p> <p><i>Light, Electricity, Living things and their habitats, Earth and Space, Evolution and Inheritance, Properties and changes of materials, Animals including humans, Forces and Magnets</i></p>	
	<p><b>Expressive Arts and Design (Being Imaginative and Expressive ELG)</b></p> <p>Children sing a range of well-known nursery rhymes and songs.</p> <p>Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p><b>Development Matters:</b></p>	<p><b>Pupils should be taught to:</b></p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes;</p> <p>play tuned and untuned instruments musically;</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music;</p>		<p><b>Pupils should be taught to:</b></p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music;</p> <p>listen with attention to detail and recall sounds with increasing aural memory;</p> <p>use and understand staff and other musical notations;</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;</p>			

	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>develop an understanding of the history of music.</p>	
<p><b>Listening and Evaluating</b></p>	<p>Listening appropriately to someone leading a short musical phrase, song or rhyme.</p> <p>Exploring spontaneous movement with different parts of their body in response to music.</p> <p>Expressing different spontaneous emotional reactions to music, (smiling, movement, body language).</p> <p>Identifying and imitating sounds from a variety of music.</p> <p>Considering whether background music and sound effects can enhance storytelling.</p> <p>Listening to music from a wide variety of cultures and historical</p>	<p>Listening with concentration to short pieces of music or excerpts from longer pieces of music.</p> <p>Engaging with and responding to longer pieces of music.</p> <p>Coordinating the speed of their movements to match the speed of the music (not the beat).</p> <p>Beginning to move in time with the beat of the music.</p> <p>Beginning to keep movements to the beat of different speeds of music.</p> <p>Confidently moving in time with the beat of the music when modelled.</p> <p>Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy)</p> <p>Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.</p>	<p>Explaining their preferences for a piece of music using musical vocabulary.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Understanding that music from different parts of the world, and different times, has different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Identifying common features between different</p>	<p>Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.</p> <p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.</p> <p>Identifying the way that features of a song can</p>

	periods.	<p>Identifying some common instruments when listening to music.</p> <p>Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud).</p> <p>Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).</p> <p>Recognising simple patterns and repetition in pitch (e.g. do re mi).</p> <p>Talking about the tempo of music using the vocabulary of fast and slow.</p> <p>Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.</p> <p>Talking about the pitch of music, using the vocabulary of high and low.</p> <p>Stating what they enjoyed about their peers' performances.</p> <p>Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.</p> <p>Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.</p> <p>Appreciating music from a wide variety of cultures and historical periods.</p>	<p>genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of Music.</p> <p>Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>complement one another to create a coherent overall effect.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p>		
<b>Creating Sound</b>	<p>Singing short, rhythmic rhymes and songs.</p> <p>Using both speaking and singing voices.</p>	<p>Singing simple songs, chants and rhymes from memory.</p> <p>Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is</p>				

	<p>Unconsciously beginning to sing to the pulse of a song.</p> <p>Exploring vowel sounds through call and response activities.</p> <p>Exploring different ways of making sound with everyday objects and instruments.</p> <p>Exploring different ways of holding a range of instruments.</p> <p>Starting to show a preference for a dominant hand when playing instruments.</p> <p>Using instruments expressively to music.</p> <p>Using instruments to begin to follow a beat, with guidance.</p> <p>Finding a comfortable static position when playing instruments or singing.</p>	<p>gradually getting higher or lower.</p> <p>Competently singing songs with a very small pitch range (two notes that are different but close together).</p> <p>Breathing at appropriate times when singing.</p> <p>Exploring changing their singing voice in different ways.</p> <p>Singing a range of call and response songs, attempting to match the pitch and tempo they hear.</p> <p>Singing part of a given song in their head (using their 'thinking voice').</p> <p>Developing an awareness of how sound is affected by the way an instrument is held.</p> <p>Developing an awareness of how dynamics are affected by the force with which an instrument is played.</p> <p>Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling.</p> <p>Using instruments imaginatively to create soundscapes which convey a sense of place.</p> <p>Using bilateral and hand-eye co-ordination to play/hold instruments using both hands.</p> <p>Starting to understand how to produce different sounds on pitched instruments.</p> <p>Maintaining a comfortable position when sitting or standing to sing and play instruments.</p>				
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<p><b>Notation</b></p>	<p>Developing an awareness of high and low through pictorial representations of sound.</p>	<p>Reading different types of notation by moving eyes from left to right as sound occurs.</p> <p>Recognising pitch patterns using dots.</p> <p>Using pictorial representations to stay in time with the pulse when singing or playing.</p> <p>Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests).</p> <p>Beginning to read simple rhythmic patterns which include two half beats (quavers).</p> <p>Using a simplified version of a stave (only three lines) to notate known musical phrases (of two pitches).</p>	<p>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.</p> <p>Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.</p>	<p>Using staff notation to record rhythms and melodies.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p>
<p><b>Improvising and Composing</b></p>	<p>Exploring and imitating sounds from their environment and in response to events in stories.</p> <p>Exploring and imitating sounds.</p> <p>Experimenting with creating sound in different ways using instruments, body percussion and voices.</p> <p>Selecting classroom objects to use as instruments.</p> <p>Selecting sounds that make them feel a certain way or remind them of something.</p> <p>Playing sounds at the relevant point in a storytelling.</p>	<p>Creating sound responses to a variety of physical stimuli such as nature, artwork and stories.</p> <p>Improvising simple question and answer phrases, using untuned percussion or voices.</p> <p>Experimenting with creating different sounds using a single instrument.</p> <p>Experimenting with creating loud, soft, high and low sounds.</p> <p>Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.</p> <p>Selecting objects and instruments to create sounds to represent a given idea or character.</p> <p>Selecting and creating short sequences of</p>	<p>Composing a piece of music in a given style with voices and instruments.</p> <p>Beginning to improvise musically within a given style using their voice.</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Suggesting and implementing improvements to their own work, using musical vocabulary.</p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style using an instrument.</p> <p>Developing melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>Creating a piece of music with at least four different layers and a clear structure.</p>	<p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Improvising coherently within a given style.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggesting and demonstrating improvements to own and others' work.</p> <p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</p>

		<p>sound with voices or instruments to represent a given idea or character.</p> <p>Playing and combining sounds under the direction of a leader (the teacher).</p> <p>Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.</p>		<p>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p>
<b>Performing</b>	<p>Beginning to say what they liked about others' performances.</p> <p>Spontaneously expressing feelings around performing.</p> <p>Performing actively as part of a group.</p> <p>Demonstrating being a good audience member, by looking, listening and maintaining attention.</p>	<p>Offering positive feedback on others' performances.</p> <p>Starting to maintain a steady beat throughout short singing performances.</p> <p>Keeping head raised when singing.</p> <p>Keeping instruments still until their part in the performance.</p> <p>Performing actively as part of a group; keeping in time with the beat.</p> <p>Showing awareness of leader particularly when starting or ending a piece.</p> <p>Standing or sitting appropriately when performing or waiting to perform.</p> <p>Beginning to acknowledge their own feelings around performance.</p> <p>Performing actively as a group, clearly keeping in time with the beat.</p> <p>Following a leader to start and end a piece appropriately.</p>	<p>Offering constructive feedback on others' performances.</p> <p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p>	<p>Using musical vocabulary to offer constructive and precise feedback on others' performances.</p> <p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>Performing a solo or taking a leadership role within a performance.</p> <p>Performing by following a conductor's cues and directions.</p>

**Key**

**Purple - National Curriculum**

**Red - St Vincent's Curriculum**

**Black - Skills Progression**