

Music Skills and Knowledge Progression

Listening, Appraising and Responding

NC: Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and great composers and musicians

NC: Listen with concentration, attention to detail and recall sounds with increasing aural memory

NC: Develop an understanding of the history of music

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Shows attention to sounds and music	Concentrates and listens to a piece of music	Listens out for particular things i.e. instruments when listening to music	Recognises the work of at least one composer	Identifies the character of a piece of music	Describes, compares and evaluates music using musical vocabulary	Evaluates how the venue, occasion, and purpose affects the way a piece of music is created
Responds emotionally and physically to music when it changes	Responds to different moods in music and say how it makes them feel		Uses musical vocabulary to describe a piece of music or composition	Identifies and describes the different purposes of music	Explains why music is successful or unsuccessful	Analyses features within different pieces of music
Moves and dances to music	Says whether they like or dislike a piece – using musical vocabulary		Uses musical vocabulary to describe likes and dislikes about a piece of music	Begins to identify the style of work of a range of composers	Contrasts the work of a famous composer and can explain preferences	Compares and contrasts the impact that different composers from different times have had on people at that time
Listens with increased concentration to sounds	Recognises & names different instruments they can hear		Recognises a range of musical instruments and the different sounds they make	Recognises and explores a range of musical styles and traditions and knows their basic style indicators	Develops a deeper understanding of the history and context of music	Recognises the dimensions of music when listening to music
Responds to what has been heard expressing thoughts and simple feelings						

Music Skills and Knowledge Progression

Singing

NC: Use the voice expressively and creatively by singing songs, chants and rhymes

NC: Sing musically with increasing confidence

NC: Sing with increasing accuracy, fluency, control and expression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can remember and sing simple songs joining in with the actions	Sing/perform simple songs, chants and rhymes from memory	Sing songs with a pitch range of do-so, pitching accurately with expression and increasing vocal control.	Sings a widening range of unison songs of varying styles and structures with a pitch range of do–so tunefully and with expression	Sing a 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)	Sings a range of songs from an extended repertoire with a sense of ensemble and performance	Sings a range of songs, including those that involve syncopated rhythms with a sense of ensemble and performance
Says Nursery Rhymes	Sings collectively and at the same pitch,	Knows the meaning of dynamics (loud/quiet) and tempo (fast/slow) and is able to demonstrate these when singing, by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)	Performs forte and piano, loud and soft	Sings rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony	This should include observing phrasing, accurate pitching and appropriate style	This should include observing rhythm, phrasing, accurate pitching and appropriate style
Moves to simple songs	Responds to simple visual directions (e.g. stop, start, loud, quiet) and counting in – follow the conductor	Sings simple songs with a very small range, including pentatonic songs	Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders)	Sings three-part rounds, partner songs, and songs with a verse and a chorus.	Sings three-part rounds, partner songs, and songs with a verse and a chorus.	Continues 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
Sings the pitch of a tone sung by another person – pitch matching	Sings simple songs with a very small range, including pentatonic songs	Sings short phrases independently within a singing game or short song.	Walks, moves or claps a steady beat with others, changing the speed of the beat as the tempo of the music changes	Performs a range of songs in school assemblies and in school performance opportunities	Performs a range of songs in school assemblies and in school performance opportunities	Performs a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.
Sings a range of well-known nursery rhymes and songs (ELG)	Sings a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy.	Sings a song in two parts	Sings songs with multiple parts with increasing confidence	Sings as part of an ensemble with confidence and precision	Sings as part of an ensemble with confidence and precision	
			Performs as a choir in school assemblies.	Performs a range of songs in school assemblies		

Music Skills and Knowledge Progression

Improvising & Composing



NC: experiment with, create, select and combine sounds

NC: Improvise and compose music for a range of purposes

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Experiences a range of non-tuned percussion instruments and can combine sounds	Improvise simple vocal chants, using question and answer phrases	Improvise a simple rhythm using different instruments including the voice	Understands that improvisation is when a composer makes up a tune within boundaries	Improvise on a limited range of pitches including musical features	Improvise freely over a drone, developing a sense of shape and character, using tuned percussion and melodic instruments	Creates music with multiple sections that include repetition and contrast (in small groups)
Improvise a song around one already known	Understands the difference between creating a rhythm pattern and a pitch pattern	Works with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation	Improvise (using voices, tuned/untuned percussion and instruments)	Begins to make compositional decisions about the overall structure of improvisations	Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape	Uses chord changes as part of an improvised sequence
	Invents, retains and recalls rhythm and pitch patterns and performs these for others, taking turns		Invents short 'on-the-spot' responses using a limited note-range	Improvise with increasing confidence using voice, rhythms and varied pitch	Experiments with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).	Extends improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.
			Structures musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end			
			Composes in response to different stimuli, e.g. stories, verse, images (paintings & photographs) and musical sources			

Music Skills and Knowledge Progression

Composing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creates own songs Creates own music	Creates musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey Combines instruments to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves) Recognises how graphic notation can represent created sounds. Explore and invent own symbols, for example: 	Uses tuned and untuned classroom percussion to compose and improvise Experiments with, create select and combine sounds using Pitch, Duration, Dynamics, Tempo, Timbre, Texture and Structure Creates music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch) Uses graphic symbols, dot notation and stick notation, as appropriate; to keep a record of composed pieces	Understands that composition is when a composer writes down and records a musical idea Combines known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi) Composes song accompaniments on untuned percussion using known rhythms and note values Uses music technology, if available, to capture, change and combine sounds	Combines rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches. Sings and play these phrases as self-standing compositions Arranges 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  Explores developing knowledge of musical components by composing music to create a specific mood Captures and records creative ideas using, graphic symbols, rhythm notation, time signatures, staff notation & technology	Composes complex rhythms from an increasing aural memory Composes melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment Working in pairs/small groups, composes a short piece Uses chords to compose music to evoke a specific atmosphere, mood or environment, eg create music to accompany a silent film or to set a scene in a play or book Captures and record creative ideas using, graphic symbols, rhythm notation, time signatures, staff notation & technology	Plans and composes an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest Plays this melody on available tuned percussion and/or orchestral instruments. Notates this melody Composes melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen Enhances melodies with rhythmic or chordal accompaniment Improvises and composes music for a range of purposes using the inter-related dimensions of music

Music Skills and Knowledge Progression

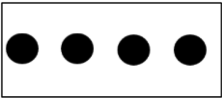

Musicianship

NC: Play tuned and untuned instruments musically

NC: Use and understand staff and other musical notations

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plays instruments with increasing control to express feelings and ideas	Walks, moves or claps a steady beat/pulse with others, changing the speed of the beat as the tempo of the music changes	Knows that rhythm describes the mixture of long/short sounds which are performed on top of the pulse	Knows that rhythm is a combination of long and short sounds that convey movement	Copy increasingly challenging rhythms using body percussion and untuned instruments	Recognises rhythms in simple time, compound time & syncopation	Understand the differences between semibreves, minims, dotted minims, dotted crotchets, crotchets, quavers and semiquavers, and their equivalent rest
Explores and engages in music making and dance, performing solo or in groups	Walks in time to the beat of a piece of music or song	Knows that pulse is the underlying steady beat of music	Knows that pitch is how high or low a sound is. Knows that melody is a sequence of notes and rhythms	Knows and uses the Pentatonic scale to improvise	Full diatonic scale in different keys eg C major, G major, F major	.
Performs songs, rhymes, poems and stories with others – and tried to move in time with music (ELG)	Uses body percussion and classroom percussion playing repeated rhythm patterns and short, pitched patterns on tuned instrument to maintain a steady beat	Knows that tempo describes how fast and slow the music is	Knows that structure describes how different sections of music are ordered eg Call and response	Knows a range of vocabulary to describe dynamics, tempo & articulation eg Getting louder (crescendo), getting softer (decrescendo); legato (smooth), staccato (detached) Getting faster (accelerando), getting slower (rallentando)	Knows that structure is the way a piece is built and what order sections are in	Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do)
	Responds to the pulse in recorded/live music through movement and dance; stepping, jumping, walking on tiptoes	Knows that dynamics is how loud or quiet the music is	Knows that timbre describes the character or quality of sound - the tone that distinguishes a sound or combination of sounds	Getting louder (crescendo), getting softer (decrescendo); legato (smooth), staccato (detached) Getting faster (accelerando), getting slower (rallentando)	Recognises music in different forms eg Binary form, Ternary form, verse and chorus form, music with multiple sections	Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations
	Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat	Knows that the speed of the beat can change, creating a faster or slower pace	Knows that harmony is the sounding of two or more notes at the same time – (Drone)	Recognises different playing techniques eg tonguing/slurring	Uses and recognises a wider range of dynamics/tempo eg including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet)	Read and play from notation a four-bar phrase, confidently identifying note names and durations
	Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns	Marks the beat of a listening piece by tapping or clapping	Knows that texture is the layers of sound in a musical work and the relationship between them	Introduce and understand the differences between minims, crotchets, paired quavers and rests	Getting faster (accelerando), getting slower (rallentando)	
		Begins to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats		Read and perform pitch notation within a defined range (e.g. C–G/do–so).	Understand the differences between	

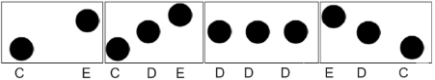
Music Skills and Knowledge Progression

	<p>Listen to sounds in the local school environment, comparing high and low sounds</p> <p>Sing familiar songs in both low and high voices and talk about the difference in sound</p> <p>Explore percussion sounds to enhance storytelling, e.g. ascending xylophone notes to suggest Jack climbing the beanstalk; quiet sounds created on a rainstick/shakers to depict a shower; regular strong beats played on a drum to replicate menacing footsteps</p> <p>Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.</p> 	<p>Identifies the beat groupings in familiar music that they sing regularly and listen to</p> <p>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion</p> <p>Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests</p> <p>Responds to pitch changes heard in short melodic phrases, indicating with actions</p> <p>Recognise dot notation and match it to 3-note tunes played on tuned percussion, for example:</p>  <p>Use tuned and untuned classroom percussion to play accompaniments and tunes</p> <p>Practise, rehearse and perform music to an audience with confidence</p>	<p>Knows that dynamics is the variation in loudness between notes and phrases</p> <p>Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch</p> <p>Knows that duration is the length of a sound</p> <p>Introduces and understands the differences between crotchets, minims and paired quavers</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note</p>	<p>Follow and perform simple rhythmic scores to a steady beat</p> <p>maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble</p>	<p>semibreves, minims, crotchets and crotchet rests, dotted crotchets paired quavers and semiquavers</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures</p> <p>Read and perform pitch notation within an octave (e.g. C–C'/do–do)</p> <p>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations</p>	
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Music Skills and Knowledge Progression

Instrumental Performance

NC: play and perform in solo and ensemble contexts, using voices and instruments with increasing accuracy, fluency, control and expression

Year 3	Year 4	Year 5	Year 6
<p>Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder</p> <p>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)</p> <p>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi (see illustration)</p>  <p>Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases</p> <p>Play and perform in solo or ensemble contexts with confidence</p>	<p>Develop facility in the basic skills of a selected musical instrument over a sustained learning period</p> <p>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</p> <p>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. Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A)</p> <p>Play and perform in solo or ensemble contexts with confidence</p>	<p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range</p> <p>Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs</p> <p>Perform a range of repertoire pieces</p> <p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies</p> <p>Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression</p>	<p>Play a melody following staff notation written on one stave and using notes within an octave range (do–do)</p> <p>Make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet</p> <p>Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard</p> <p>Engage with others through ensemble playing with pupils taking on melody or accompaniment roles</p> <p>The accompaniment, if instrumental, could be chords or a single-note bass line</p>

Music Skills and Knowledge Progression

Musical Vocabulary

Suggested year group in which vocabulary could be introduced verbally

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5 & 6
Rhyme	Chant	Crescendo, (getting louder)	Unison	Octave	Groove
Action	Pulse		Harmony	Rest	fortissimo, (very loud)
Pitch	Pitch	Decrescendo (getting softer)	Solo	Time Signature	pianissimo (very quiet)
Melody	Beat		Drone	Bar/line	mezzo forte (moderately loud)
Tune	Pattern	Pause	Forte (loud)	Treble/Bass	
Instrument	Ostinato	Improvise	Texture	Duet	mezzo piano (moderately quiet)
Voice	Rhythm	Conversation	Piano (soft)	Legato (smooth)	
Stop	Conductor	Compose	Stave	Staccato (detached)	Binary
Start	Sequence	Composer	Allegro (Fast)	Pentatonic	Ternary
Loud	Verse	Duration	Clef	Major/Minor chords	Chordal
Soft	Symbol	Timbre	Adagio (slow)	Score	Triad
Quiet	Chorus	Texture	Crotchet	Staff Notation	Diatonic
Fast	Dynamic	Structure.	Echo	stave	Pizzicato
Slow	Repeat		Minim	Accelerando (getting faster)	Tremolo
	Tempo		Phrases	Rallentando (getting slower)	Syncopated
	Sound		Quaver		syncopation
	Speed		Composition		Expression
	Untuned/tuned		Semibreve	Semiquaver	Variations
	Percussion		Improvisation	Contrast	Rondo
	Call & Response		Accompaniment		Introduction
	Graphic Notation		Metre		Interlude
			Form		
			Silence		
			Increase		
			Decrease		
			Phrase		