



Music

Progression of skills and Knowledge

EYFS	Development Matters	
3-4yrs Nursery	Communication and Language	<ul style="list-style-type: none"> • Sing a large repertoire of songs.
	Understanding of the World	<ul style="list-style-type: none"> • Explore how things work (instruments).
	Expressive Arts and Design	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.
Reception	Communication and Language	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Listen attentively, move to, and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. • Sing a range of well-known Nursery rhymes and songs; perform songs and rhymes and when appropriate try to move in time to music (ELG).



KS1	National Curriculum	
<p>Pupils should be taught to:</p> <p>Perform singing</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. <p>Perform playing</p> <ul style="list-style-type: none"> • Play tuned and un-tuned instruments musically. <p>Improvising and experimenting</p> <ul style="list-style-type: none"> • Experiment with concentration and understanding to a range of high quality live and recorded music. 		
Performing singing	Year 1	Year 2
	<ul style="list-style-type: none"> • Take part in singing. • Follow instructions on how and when to sing. • Take notice of others when performing. • Make and control long and short sounds (duration). • Imitate changes in pitch– high and low. 	<ul style="list-style-type: none"> • Sing songs in ensemble following the tune (melody) well. • Use voice to good effect understanding the importance of warming up first. • Perform in ensemble with instructions from the leader. • Make and control long and short sounds using voices, playing by ear, and including simple improvisation (duration)
Performing Playing	Year 1	Year 2
	<ul style="list-style-type: none"> • Follow instructions on how and when to play an instrument. • Take notice of others when performing. • Make and control long and short sounds (duration). • Imitate changes in pitch– high and low. 	<ul style="list-style-type: none"> • Perform in ensemble with instructions from the leader. • Make and control long and short sounds using instruments, playing by ear, and including simple improvisation (duration).



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Improvising and experimenting</p>	<ul style="list-style-type: none"> • Make a sequence of long and short sounds with help (duration). • Clap longer rhythms with help. • Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound– smooth, crisp, scratchy, rattling, tinkling etc.– timbre). • Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). 	<ul style="list-style-type: none"> • Carefully choose sounds to achieve an effect (including use of ICT). • Order sounds to create an effect (structure- beginnings/endings). • Create short musical patterns. • Create sequences of long and short sounds- rhythmic patterns (duration). • Control playing instruments so they sound as they should. • Use pitch changes to communicate an idea. Start to compose with two or three notes.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Listening, Developing Knowledge and Understanding</p>	<ul style="list-style-type: none"> • Listen for different types of sounds. • Know how sounds are made and changed. • Make sounds with a slight difference, with help. • Use voice in different ways to create different effects. • Hear the pulse in music. • Hear different moods in music. • Identify texture– one sound or several sounds? 	<ul style="list-style-type: none"> • Listen carefully and recall short rhythmic and melodic patterns. • Use changes in dynamics, timbre, and pitch to organise music. • Change sounds to suit a situation. • Make own sounds and symbols to make and record music. • Start to look at basic formal notation- play by ear first. • Know music can be played or listened to for a variety of purposes (in history/ different cultures). • Identify the pulse in music. • Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). • Start to recognise different instruments.



KS2	National Curriculum			
<p>Pupils should be taught to:</p> <p>Performing Singing</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. <p>Performing Playing</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 Improvising and experimenting • 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. <p>Composing</p> <ul style="list-style-type: none"> • improvise and compose music for a range of purposes using the inter-related dimension of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations. <p>Listening, Developing Knowledge and Understanding</p> <ul style="list-style-type: none"> • appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 				
Performing singing	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Sing songs from memory with accurate pitch and in tune. • Show control in voice and pronounce the words in a song clearly (diction). • Maintain a simple part within an ensemble. • Improvise (including call and response) within a group using 1 or 2 notes. 	<ul style="list-style-type: none"> • Sing in tune, breathe well, pronounce words, change pitch and dynamics. • Perform with control and awareness of what others are singing. • Improvise within a group using more than 2 notes. 	<ul style="list-style-type: none"> • Show control, phrasing and expression in singing. • Hold part in a round (pitch/structure). • Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. • Improvise on own with increasing aural memory. 	<ul style="list-style-type: none"> • Sing from memory with confidence. • Take turns to lead a group. • Maintain own part in a round/ sing a harmony part with awareness of what others are playing.



Performing playing	<ul style="list-style-type: none">• Maintain a simple part within an ensemble.• Play notes on instruments clearly and including steps/leaps in pitch.• Improvise (including call and response) within a group using 1 or 2 notes.	<ul style="list-style-type: none">• Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture).• Perform with control and awareness of what others are playing.• Improvise within a group using more than 2 notes.	<ul style="list-style-type: none">• Show control, phrasing and expression in singing.• Hold part in a round (pitch/structure).• Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.• Improvise on own with increasing aural memory.	<ul style="list-style-type: none">• Play from memory with confidence.• Take turns to lead a group.• Play accurately with awareness of what others are playing.• Play more complex instrumental parts.• Improvise using 5 notes of the pentatonic scale.
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Improvising and experimenting</p>	<ul style="list-style-type: none"> • Recognise and explore the ways sounds can be combined and used expressively. • Identify how songs are structured and accompanied. • Express song meanings/lyrics using voices or instruments. • Identify and control different ways instruments make sounds. • Improvise repeated patterns (ostinati) with a range of instruments. • Create repeated patterns and combine several layers of sound with awareness of the combined effect. 	<ul style="list-style-type: none"> • Explore repeated patterns in music/art/dance. • Improvise - devise melodic phrases - using pentatonic scales (limited range of notes: DEGAB or CDEGA). • Use ICT/electronic devices, (microphones and recording equipment) to change and manipulate sounds . • Create repeated patterns and combine several layers of sound with awareness of the combined effect. • Identify how songs are structured and accompanied. • Express song meanings/lyrics using voices or instruments. 	<ul style="list-style-type: none"> • Develop musical imagination through experimenting, improvising, and adapting sounds. • Explore different textures of untuned sounds. • Explore the relationship between sounds. • Explore different combinations of vocal sounds. • Improvise rhythmic patterns over a steady pulse with confidence. • Use ICT / electronic devices, (microphones and recording equipment) to change and manipulate sounds. 	<ul style="list-style-type: none"> • Recognise combinations of pitched sounds - concords and discords. • Identify and play CM diatonic Chords C-F-G-Am-Dm. • Improvise - developing rhythmic and melodic material within given structures - when performing. • Use ICT / electronic devices, (microphones and recording equipment) to change and manipulate sounds. • Develop musical imagination through experimenting, improvising, and adapting sounds. • Devise more complex rhythmic patterns using semi-quavers and rests.. • Fit different rhythmic patterns together and maintain own part with awareness of the pulse.
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Composing</p>	<ul style="list-style-type: none"> • Compose and perform melodies using two or three notes. • Use sound to create abstract effects (including using ICT). • Create/ improvise repeated patterns (ostinati) with a range of instruments. • Effectively choose, order, combine and control sounds (texture/ structure). • Use musical dimensions together to compose music. 	<ul style="list-style-type: none"> • Compose and perform melodies using three or four notes. • Make creative use of the way sounds can be changed, organised, and controlled (including ICT). • Create accompaniments for tunes using drones or melodic ostinati (riffs). • Create (dotted) rhythmic patterns with awareness of timbre and duration. 	<ul style="list-style-type: none"> • Compose and perform melodies using four or five notes. • Use a variety of different musical devices including melody, rhythms, and chords. • Record own compositions. • Create own songs (raps structure). Identify where to place emphasis and accents in a song to create effects (duration). 	<ul style="list-style-type: none"> • Compose and perform melodies using five or more notes. • Show confidence, thoughtfulness, and imagination in selecting sounds and structures to convey an idea. • Create music reflecting given intentions and record using standard notation. • Use ICT to organise musical ideas (where appropriate). (Combine all musical dimensions).
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Listening, Developing Knowledge and Understanding</p>	<ul style="list-style-type: none"> • Know number of beats in a minim, crotchet, quaver, and semibreve and recognise symbols (duration). • Play with a sound- then- symbol approach. • Use silence for effect and know symbol for a rest (duration). • Describe different purposes of music in history/ other cultures. 	<ul style="list-style-type: none"> • Combine sounds expressively (all dimensions). • Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). • Know that sense of occasion affects performance. • Describe different purposes of music in history/ other cultures. 	<ul style="list-style-type: none"> • Create music with an understanding of how lyrics, melody, rhythms, and accompaniments work together effectively (pitch/texture/ structure). • Read/ work out the musical stave (notes as Year 4). • Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. • Describe different purposes of music in history/ other cultures. 	<ul style="list-style-type: none"> • Use increased aural memory to recall sounds accurately. • Use knowledge of musical dimensions to know how to best combine them. • Know and use standard musical notation to perform and record own music (adding dotted quavers). • Use different venues and occasions to vary performances. (Combining all musical dimensions). • Describe different purposes of music in history/ other cultures.