

## Music Knowledge & Skill Progression

	Listen/Appraise	Rhythm/Pitch	Singing/Playing	Improvisation	Composition	Performance
Nursery	<ul style="list-style-type: none"> <li>-Listen with increased attention to sounds.</li> <li>-Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>-Sing the pitch of a tone sung by another person ('pitch match').</li> </ul>	<ul style="list-style-type: none"> <li>-Remember and sing entire songs.</li> <li>-Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>-Play instruments with increasing control to express their feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>-Create their own songs or improvise a song around one they know.</li> </ul>		
Reception	<ul style="list-style-type: none"> <li>-Listen attentively, move to and talk about music, expressing their feelings and responses</li> </ul>		<ul style="list-style-type: none"> <li>-Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>			<ul style="list-style-type: none"> <li>-Explore and engage in music making and dance, performing solo or in groups.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>-Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>

Year 1	<ul style="list-style-type: none"> <li>-Explain what different songs are about</li> <li>-Recognise the sound and names of some of the instruments they hear.</li> <li>-Know some songs have a chorus or a response/answer part.</li> </ul>	<ul style="list-style-type: none"> <li>-Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>-Know that music has a steady pulse</li> <li>-Know that we can create rhythms from words (our names, favourite food, colours and animals).</li> <li>-Copy back short rhythmic phrases.</li> <li>-Understand that high and low sounds can be produced by singing and playing instruments.</li> </ul>	<ul style="list-style-type: none"> <li>-Confidently sing five songs from memory and sing them in unison.</li> <li>-Know that they can sing notes of different pitches with their voices (high and low)</li> <li>-Learn the names of instruments they are playing.</li> <li>-Treat instruments carefully and with respect.</li> <li>-Play instruments in time with a steady pulse.</li> </ul>	<ul style="list-style-type: none"> <li>-Improvise (make up) a simple rhythm on un-tuned percussion.</li> <li>- Improvise (make up) a simple tune using two notes on a tuned percussion instrument (Glockenspiel/ chime bar).</li> </ul>	<ul style="list-style-type: none"> <li>-Create a simple melody using one, two or three notes.</li> <li>-Learn how the notes of a composition can be written down and changed.</li> </ul>	<ul style="list-style-type: none"> <li>-Perform a song from the scheme.</li> <li>-Add ideas to the performance.</li> <li>-Talk about how they felt their performance went.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>-Explain what different songs are about</li> <li>-Recognise the sound and names of some of the instruments they hear.</li> <li>-Know some songs have a chorus or a response/answer part.</li> </ul>	<ul style="list-style-type: none"> <li>-Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>-Know that music has a steady pulse</li> <li>-Know that we can create rhythms from words (our names, favourite food, colours and animals).</li> <li>-Copy back short rhythmic phrases.</li> <li>-Understand that high and low sounds can be produced by</li> </ul>	<ul style="list-style-type: none"> <li>-Confidently sing five songs from memory and sing them in unison.</li> <li>-Know that they can sing notes of different pitches with their voices (high and low)</li> <li>-Learn the names of instruments they are playing.</li> <li>-Treat instruments carefully and with respect.</li> <li>-Play instruments in time with a steady pulse.</li> </ul>	<ul style="list-style-type: none"> <li>-Improvise (make up) a simple rhythm on un-tuned percussion.</li> <li>- Improvise (make up) a simple tune using two notes on a tuned percussion instrument (Glockenspiel/ chime bar).</li> </ul>	<ul style="list-style-type: none"> <li>-Create a simple melody using one, two or three notes.</li> <li>-Learn how the notes of a composition can be written down and changed.</li> </ul>	<ul style="list-style-type: none"> <li>-Perform a song from the scheme.</li> <li>-Add ideas to the performance.</li> <li>-Talk about how they felt their performance went.</li> </ul>

		singing and playing instruments.				
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<b>Year 3</b>	<ul style="list-style-type: none"> <li>-Know who wrote and sang five different songs.</li> <li>- Talk about the meaning of a song.</li> <li>-Describe the texture, dynamics and tempo of a song.</li> <li>-Identify the main sections of a song (intro, verse, chorus etc.)</li> <li>-Name some of the instruments they can hear in a song.</li> <li>-Take it in turns to discuss how a song makes them feel.</li> <li>-Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>	<ul style="list-style-type: none"> <li>-Know how to find and demonstrate the pulse.</li> <li>-Know the difference between pulse and rhythm.</li> <li>-Know how pulse, rhythm and pitch work together to create a song.</li> <li>-Know the difference between a musical question and answer.</li> <li>-Copy back rhythmic phrases and different pitches.</li> </ul>	<ul style="list-style-type: none"> <li>-Sing in unison and in simple two-parts.</li> <li>-Demonstrate a good singing posture.</li> <li>-sing with an awareness of being 'in tune'.</li> <li>-Name and describe the instruments used in class.</li> <li>-Play simple parts on an un-tuned instrument from memory or using notation.</li> </ul>	<ul style="list-style-type: none"> <li>-Know that using two or three notes confidently is better than using five.</li> <li>-Improvise (make up) a simple tune using two or three notes on a tuned percussion instrument (glockenspiel/chime bar).</li> </ul>	<ul style="list-style-type: none"> <li>-Use different ways of recording a composition (letter names, symbols, audio etc.)</li> <li>-Create a simple melody using three-five notes.</li> <li>-Plan and create a section of music that can be performed within the unit song.</li> <li>-Use graphic/pictorial notation to record sounds.</li> </ul>	<ul style="list-style-type: none"> <li>-Communicate the meaning of the words and clearly articulate them.</li> <li>-Talk about the best place to be when performing and how to stand or sit.</li> <li>-Listen to a recording of the performance and talk about what they are pleased with and what they would change and why.</li> </ul>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>-Communicate the meaning of the words and clearly articulate them.</li> <li>-Talk about the best place to be when performing and how to stand or sit.</li> <li>-Listen to a recording of the performance and talk about what they are pleased with and what they would change and why.</li> </ul>	<ul style="list-style-type: none"> <li>-Know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song.</li> <li>-Be able to keep an internal pulse.</li> <li>-Create musical ideas for the group to copy.</li> </ul>	<ul style="list-style-type: none"> <li>-Sing in unison and backing vocals.</li> <li>-Experience rapping.</li> <li>-Listen to each other and be aware of how you fit into the group.</li> <li>-Play a musical instrument with the correct technique.</li> <li>-Name instruments they might play or be played in a band or orchestra.</li> <li>-Play simple parts on a tuned instrument from</li> </ul>	<ul style="list-style-type: none"> <li>-Know that if you improvise using the notes you have been given, you cannot make a mistake.</li> <li>-Know three well-known improvising musicians.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise the connection between sound and symbol.</li> <li>-Create melodies and rhythms that work musically within the unit song.</li> <li>-Make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>-Record compositions in a way that appropriately recognises the connection between sound and symbol.</li> </ul>	<ul style="list-style-type: none"> <li>-Record a performance and compare it to a previous performance.</li> <li>-Discuss and talk musically about it (What went Well? Even Better If)</li> </ul>

	<ul style="list-style-type: none"> <li>-Know who wrote and sand five different songs, when they were written and why.</li> <li>-Talk about some of the style indicators of the songs (musical characteristics that give the song their style).</li> <li>-Use musical vocabulary when describing the songs (pitch, rhythm, texture, dynamics, tempo)</li> <li>-Discuss the historical context of the songs.</li> </ul>		<ul style="list-style-type: none"> <li>memory or using notation.</li> <li>-Listen to and follow musical instructions from a leader.</li> </ul>			
<p style="text-align: center;"><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>-Communicate the meaning of the words and clearly articulate them.</li> <li>-Talk about the best place to be when performing and ow to stand or sit.</li> <li>-Listen to a recording of the performance and talk about what they are pleased with and what they would change and why.</li> <li>-Know who wrote and sand five different songs, when they were written and why.</li> </ul>	<ul style="list-style-type: none"> <li>-Know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song.</li> <li>-Be able to keep an internal pulse.</li> <li>-Create musical ideas for the group to copy.</li> </ul>	<ul style="list-style-type: none"> <li>-Sing in unison and backing vocals.</li> <li>-Experience rapping.</li> <li>-Listen to each other and be aware of how you fit into the group.</li> <li>-Play a musical instrument with the correct technique.</li> <li>-Name instruments they might play or be played in a band or orchestra.</li> <li>-Play simple parts on a tuned instrument from memory or using notation.</li> </ul>	<ul style="list-style-type: none"> <li>-Know that if you improvise using the notes you have been given, you cannot make a mistake.</li> <li>-Know three well-known improvising musicians.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise the connection between sound and symbol.</li> <li>-Create melodies and rhythms that work musically within the unit song.</li> <li>-Make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>-Record compositions in a way that appropriately recognises the connection between sound and symbol.</li> </ul>	

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