

## Progression of Skills and Knowledge in Music



# Music

# Progression of Skills and Knowledge in Music

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performance						
(Being imaginative and expressive) 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	Pulse and beat: Understand steady beat and repeated rhythms	Pulse and beat: Understand and identify beat groupings, inc. in familiar music	Instrumental Performance: Play/perform melodies following staff notation & ordering phrases	Instrumental Performance: Develop facility in musical instrument over sustained period	Instrumental Performance: Play melodies on tuned percussion, melodic instruments or keyboards	Instrumental Performance: Play (including ensembles) melody following staff notation written on one stave
	Rhythm: Create, retain and perform own rhythm pattern/ copycat rhythms & chants	Rhythm: Play and invent copycat rhythms on untuned percussion / using word phrases	Instrumental Performance: Accurately copy stepwise melodic phrases	Instrumental Performance: Play and perform melodies following staff notation	Instrumental Performance: Perform range of repertoire pieces/arrangements, developing skill of playing by ear	Instrumental Performance: Accompany melodies using block chords/bass line
	Pitch: Listen to/compare sounds in school environment	Pitch: Play range of singing games based on the cuckoo interval	Reading Notation: Introduce the stave, lines and spaces, and clef	Reading Notation: Introduce and understand differences between minims, crotchets, paired quavers and rests	Reading Notation: Further understand differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers	Reading Notation: Further understand differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests
	Pitch: Sing familiar songs, using percussion to enhance story telling	Pitch: Recognise dot notation and match it to 3-note tunes	Reading Notation: Introduce and understand the differences between notations	Reading Notation: Follow and perform simple rhythmic scores to steady beat	Reading Notation: Read/play short rhythmic phrases at sight from prepared cards	Reading Notation: Read and play confidently from rhythm notation cards/rhythmic scores
	Pitch:Follow pictures and symbols to guide singing and playing		Reading Notation: Apply word chants to rhythms			
Composing						
	Experiment with sounds using interrelated dimensions of music eg <i>louder, softer, quicker, slower, simple musical notations</i>	Experiment with, create, select and combine sounds using the interrelated dimensions of music eg <i>louder, softer, quicker, slower, higher, lower, simple musical notations</i>	Begin to compose music on their own and with others, using the interrelated dimensions of music eg <i>pitch, tempo, dynamics, musical notations</i>  Use some staff and other musical notation	Compose music on their own and with others using the interrelated dimensions of music eg <i>pitch, tempo, dynamics, duration, musical notations</i>  Use and understand some staff and other musical notation	Improvise and compose music for a range of purposes using the interrelated dimensions of music eg <i>duration, timbre, texture, structure, tempo, musical notations</i>  Use and understand staff and other musical notation	Improvise and compose music for a range of purposes using the interrelated dimensions of music eg <i>duration, timbre, texture, structure, tempo, musical notations</i>  Use and understand staff and other musical notation

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening						
(Listening, attention and understanding) Listen attentively and respond to what they hear with relevant questions,	Listen to a combination of high-quality recorded and live music	Listen to a combination of high-quality recorded and live music	Listen with increasing concentration to combination of high-quality recorded and live music	Listen with increasing concentration to combination of high-quality recorded and live music	Listen with attention to detail to combination of high-quality recorded and live music	Listen with attention to detail to combination of high-quality recorded and live music
	Listen to music from range of origins, traditions, historical periods and social contexts	Listen to music from range of origins, traditions, historical periods and social contexts	Develop understanding of music from range of origins, traditions, historical periods and social contexts	Develop understanding of music from range of origins, traditions, historical periods and social contexts	Appreciate and understand music from range of origins, traditions, historical periods and social contexts	Appreciate and understand music from range of origins, traditions, historical periods and social contexts
	Begin to say what they like/dislike and why	Say what they like/dislike and give reasons for their opinions	Describe music using simple musical vocabulary	Describe and evaluate music using simple musical vocabulary	Evaluate and discuss music using increasing complex language	Evaluate and discuss music using increasing complex language
Singing						
(Being imaginative and expressive) 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	Sing collectively a range of simple songs, chants and rhymes from memory	Sing range of songs regularly with increasing vocal control	Sing and perform widening range of unison songs tunefully and with expression	Continue to sing/perform broad range of unison songs using accurate pitch	Perform broad range of songs from extended repertoire for audiences	Sing a broad range of songs (including syncopated rhythms) as part of a choir
	Respond to simple visual prompts	Know the meaning of simple musical vocabulary	Perform actions confidently and in time to action songs	Sing range of rounds/partner songs	Observe phrasing, accurate pitching and appropriate style	Continue to sing 3- and 4-part rounds/partner songs
			Keep a steady beat	Begin to sing repertoire with small & large leaps/simple second part	Sing 3-part rounds, partner songs & songs with verse and chorus	Continue to perform range of songs as a choir to range of audiences