



Music

Progression of Skills and Knowledge

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

3 – 4 years		Reception		ELG	
Expressive arts and design	Listen with increased attention to sounds. Responds 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).	Expressive arts and design	Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Expressive arts and design	Sing a range of well-known nursery rhymes and songs. Perform songs, with others and (when appropriate) try and move in time with music.

	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.		Explore and engage in music making, performing solo or in groups.		
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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils should be taught to: • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the interrelated dimensions of music		Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the interrelated dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music			

Improvise and Compose					
Experiment with Timbre, dynamics and pitch to tell a story Compose word patterns and melodies Compose musical sound effects Improvise question and answer conversations using percussion Make up new lyrics Create musical phrases from new word rhythms that the children invent	Improvise rhythms Compose a sequence of sounds in response to a given stimulus Select instruments Structure short musical ideas to form a longer piece Compose rhythm patterns to accompany a song	Create clapping rhythms using different durations (crotchet, rest etc) Transfer clapping patterns to tuned instruments Compose a 4-beat rhythm Invent a drone accompaniment for a song they are singing Create rhythm patterns and longer sequences to communicate atmosphere and effect Improvise on the spot phrases Invent simple patterns using rhythm and notes	Improvise using voice and instruments on the pentatonic scale Compose and perform a whole class rondo Compose a simple song Explore how dynamics, timbre and texture can be used for impact Compose using a set of notes and short repeated rhythms Improvise using a pentatonic scale Create accompaniment patterns to a song Use graphic notation to represent musical ideas	Compose using body percussion to accompany a song Use specific notes to create a fanfare Use major chords to create a drone accompaniment Work creatively in small groups to share and develop ideas Improvise rhythms using chords to create an accompaniment Compose, demonstrating an understanding of bassline Create a soundscape Use graphic notation to represent musical ideas	Create a syncopated melody Improvise extended melodies using the pentatonic scale Compose and 8-bar piece on percussion using given rhythms in 3 time Compose, demonstrating and understanding of bassline and drum grooves Improvise over a range of chords Compose a rhythmic piece for percussion instruments Use graphic notation to represent musical ideas
Rhythms, lyrics, compose, improvise,	Compose, rhythm, instruments, accompany, musical	Tuned, untuned, accompaniment, improvise, compose,	Tuned, untuned, accompaniment, improvise, compose,	Tuned, untuned, accompaniment, improvise, compose,	Tuned, untuned, accompaniment, improvise, compose,

patterns, melodies, dynamics	ideas, stimulus, sequence	notes, rhythms, scale, durations, <i>crotchet, beat, rest</i>	notes, rhythms, scale, durations, <i>crotchet, beat, rest, notation, pentatonic, timbre, rondo</i>	notes, rhythms, <i>scale, durations, crotchet, beat, rest, soundscape, chords, bassline, drone</i>	notes, rhythms, <i>scale, durations, syncopation, melodies, percussion</i>
Play and Sing					
Sing a cumulative song from memory Play classroom instruments to mark the beat Sing a unison song rhythmically and in tune Chant together rhythmically, marking rests accurately Play untuned percussion	Play a songs melody on tuned percussion Sing with good diction Vary dynamic contrast when singing Perform composed pieces for an audience	Sing a call and response song, holding long notes confidently Play melodic and rhythmic accompaniments to a song Sing by improvising simple melodies and rhythms Rap accurately and rhythmically with dynamic contrasts	Sing in a given style, using expression and dynamics (forte, piano, crescendo, diminuendo) Play rhythm patterns to accompany a song Sing different parts of a song Sing with clear articulation, expressions and actions	Sing in a given stye with expression, accurate pitch and a strong beat Play notes, chords or rhythms to accompany singing Sing with expression and an appreciation of the songs purpose	Sing a syncopated melody accurately and in tune Sing and play their own arrangement of a song Sing accurately in 2 parts with dynamic contrast (forte, piano, crescendo, diminuendo) and expression
Unison, beat, unison, chant, untuned	Melody, composed, audience, dynamic contrast	Call and response, rap, rhythmically, improvising, melodies	Expression, dynamics (forte, piano, crescendo, diminuendo), parts, articulation, expressions, actions	Expression, pitch, beat (pulse), notes, chords, expression, appreciation	Syncopated, melody, accurately, tune, arrangement, dynamic (forte, piano, crescendo, diminuendo), expression

Listen and Appraise					
Listen and move in time to a song Identify a simple song structure Describe the features of a song (a March) Recognise the difference between a pattern with notes and without (pitched and unpitched) Copy short rhythm patterns by ear Move and rock to music to develop a sense of beat Respond to musical signals using movement Listen to and copy patterns using voices and instruments	Listen and respond to music verbally or physically Identify different qualities of sound (timbre) Recognise and respond to changes of speed (tempo), volume (dynamics) and pitch Listen to, recognise and play echoing phrases by ear Listen with attention to detail and recall sound patterns Listen to and copy rhythm patterns Listen to and copy vocal rhythm patterns	Identify where notes in the melody line go up and down Develop an understanding and appreciation of music from different traditions Identify differences in music from around the world (instruments, beat, tempo) Understand that folk music belongs to people of a particular place Understand the structure of rondo form (A-B-A-C-A) Compare how different composers have combined words and music Recognise different arrangements of music	Recognise elements that establish the mood and character of music Talk about the effect of instrument sounds (timbre) Move to music, using actions to represent duration (rests, crotchet, minim etc) Identify similarities and differences between styles of music (acoustic guitar, rock and folk-rock) Compare music that uses the pentatonic scale	Talk about the purpose and features of a range of genres of music, describing them using music vocabulary. Recognise individual instruments and voices by ear Identify the structure of songs Respond to music with action durations for crotchet, minim, semiquaver, and dotted quaver semiquaver. Listen and copy back simple rhythmic and melodic patterns using voice and percussion Develop listening skills and an understanding of how different	Listen to historical recordings of a range of genres (including Civil rights songs) and describe features of the music using music vocabulary. Explore the influences on an artist by comparing pieces of music from different genres and time periods Recognise and identify features of timbre/ instrumentation and expression in an extract of recorded music. Listen to a piece of music identifying where the texture of the music changes. Recognise and identify key

				instrumental parts interact (texture) Understand the differences between 3/4 and 4/4 time	musical features such as rhythm, tempo, timbre and structure
Structure, beat (pulse), patterns, instruments, rhythms	Structure, beat (pulse), patterns, instruments, rhythms, speed (tempo), volume (dynamics)	Arrangements, rondo, structure, genres, composer, melody line	Elements, pentatonic, compare, durations (crotchets, minim, rest), effect (timbre), style	Texture, time signatures, melodic rhythmic, patterns, crotchet, minim, quaver, semi-quaver, duration, repeat, genres	Timbre, structure, tempo, rhythm, genres, compare, style
The Key Three!					
Sing as a group with pitch/rhythm actions Tap the pulse Sing an echo	Sing and mark the beat with actions Learn a clapping game Body percussion sounds to the rhythm of a melody	Sing a call and response song, holding the note Add a drone accomplement to above Sing with a partner rhythmically	Sing rhythmically Part 1 and 2 of a song Adopt a rhythmic accomplement Sing a part in a partner song	Sing in unison whilst playing an untuned instrumental beat Sing in a 2-part round Sing in a 4-part round with a pitched ostinato	Sing in unison with dancing Sing chorus in 2 parts with dancing Sing chorus in 3 parts with dancing