



# Knowledge and Skills Progression: Music

Year group	Singing	Playing instruments	Improvising / exploring	Composing	Listening	Appraising
<b>Foundation (F1)</b>	<ul style="list-style-type: none"> <li>Sing and remember some simple rhymes and songs, Nursery Rhymes and Christmas songs.</li> <li>Begin to remember and sing entire songs</li> <li>Begin to sing the melodic shape (moving melody, such as up and down, down and up)</li> </ul>	<ul style="list-style-type: none"> <li>Play instruments with increasing control to express their feelings and ideas.</li> <li>Learn to play: tapping, banging and shaking</li> </ul>	<ul style="list-style-type: none"> <li>Begin to move to a steady beat ... beat / march ...</li> </ul>	<ul style="list-style-type: none"> <li>Create their own songs, or improvise a song around one they know.</li> </ul>	<ul style="list-style-type: none"> <li>Listen with increased attention to sounds.</li> <li>Tune into body percussion sounds ... body parts.</li> <li>Begin to sing the pitch of a tone sung by another person ('pitch match').</li> <li>Begin to sing the melodic shape (moving melody, such as up and down, down and up)</li> </ul>	<ul style="list-style-type: none"> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>
<b>Reception (F2)</b>	<ul style="list-style-type: none"> <li>Sing in a group or on their own</li> <li>Engage in circle and partner songs</li> <li>Perform songs and stories to others.</li> <li>Make a range of sounds.</li> <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>Begin to explore and engage in music making</li> <li>Explore and name a variety of instruments</li> <li>Create and use own instruments and explore the different sounds</li> <li>Make a range of sounds with instruments and begin to describe them e.g. loud, soft, fast, slow, high, low</li> <li>Begin to sequence sounds to create a rhythm or beat e.g. copying a rhythm / beat, representing pictorially.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to explore and engage in dance</li> <li>Invent and dance / play music to show different emotions ... emotions vocabulary</li> <li>Copy and perform some different movements.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to make own verse for familiar song.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Clap / use body percussion to repeat / create some simple rhythms / beats.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Say if they like / dislike a piece of music and begin to talk about why.</li> </ul>

<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Sing a song with contrasting high and low melodies.</li> <li>• Combine voices and movement to perform a chant and a song.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore sounds on instruments and find different ways to vary their sound.</li> <li>• Play fast, slow, loud, and quiet sounds on percussion instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore sounds on instruments and find different ways to vary their sound.</li> </ul>	<ul style="list-style-type: none"> <li>• Create, play and combine simple word rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify changes in pitch and respond to them with movement.</li> <li>• Understand how music can tell a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen in detail to a piece of orchestral music (e.g. identify instruments).</li> <li>• Identify metre by recognising its pattern.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Sing with expression, paying attention to the pitch shape of the melody.</li> <li>• Understand pitch through singing, movement, and note names.</li> <li>• Prepare and improve a performance using movement, voice and percussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Accompany a song with vocal, body percussion and instrumenta ostinato.</li> <li>• Use instruments expressively in response to visual stimuli.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore timbre and texture to understand how sounds can be descriptive.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose music to illustrate a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Match descriptive sounds to images.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify ways of producing sounds (e.g. shake, strike, pluck).</li> <li>• Identify rising and falling pitch.</li> <li>• Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season).</li> <li>• Use simple musical vocabulary to describe music.</li> <li>• Listen, describe and respond to contemporary orchestral music.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Perform a round in three parts.</li> </ul>	<ul style="list-style-type: none"> <li>• Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion.</li> <li>• Perform rhythmic ostinati individually and in combination.</li> <li>• Understand and use pitch notations.</li> <li>• Read simple rhythm notation.</li> <li>• Read graphic notation to play a melody on tuned instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise descriptive music.</li> <li>• Improvise to an ostinato accompaniment.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange an accompaniment with attention to balance and musical effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and learn about Hindustani classical music.</li> <li>• Learn how sounds are produced and how instruments are classified.</li> <li>• Listen to and learn about a Romantic piece of music.</li> <li>• Listen to and learn about a medieval antiphon.</li> <li>• Listen to, learn about, play and dance to Tudor dance music</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the metre in a piece of music.</li> <li>• Recognise rhythm patterns in staff notation.</li> <li>• Recognise pitch shapes.</li> </ul>

<p style="text-align: center;"><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>• Sing a call and response song in a minor key in two groups</li> <li>• Combine singing, playing and dancing in a performance</li> </ul>	<ul style="list-style-type: none"> <li>• Combine four body percussion ostinati as a song accompaniment.</li> <li>• Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise melodies with a given set of five notes (a pentatonic scale).</li> <li>• Explore layers and layering using a graphic score.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose an introduction for a song.</li> <li>• Compose a fanfare.</li> <li>• Compose and play sequences of word rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the descriptive music of two famous composers of the 20th and 21st century.</li> <li>• Listen to and learn about Renaissance instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the structure of a piece of orchestral music.</li> <li>• Identify key features of minimalist music.</li> <li>• Compare and contrast the structure of two pieces of music.</li> </ul>
<p style="text-align: center;"><b>Year 5/6</b></p>	<ul style="list-style-type: none"> <li>• Convey lyrical meaning through expressive singing in a part-song with echoes.</li> <li>• Learn to sing major and minor note patterns accurately.</li> <li>• Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers.</li> <li>• Perform complex song rhythms confidently.</li> <li>• Change vocal tone to reflect mood and style.</li> </ul>	<ul style="list-style-type: none"> <li>• Play a chordal accompaniment to a piece.</li> <li>• Follow and interpret a complex graphic score for four instruments.</li> <li>• Play tuned instrumental parts confidently from graphic scores with note names.</li> </ul>		<ul style="list-style-type: none"> <li>• Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow and interpret a complex graphic score for four instruments.</li> <li>• Experience and understand the effect of changing harmony.</li> <li>• Listen to and understand modulation in a musical bridge.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music.</li> </ul>