

Music progression of knowledge and skills

Year	Singing	Listening	Composing	Performing
EYFS	Using their voices to join in with well known songs from memory.	<p>Responding to music with movement to reflect the tempo, dynamics or pitch of music.</p> <p>Exploring the lyrics and music by suggesting appropriate actions.</p> <p>Listen to and follow a beat using body percussion and instruments</p> <p>Consider whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and matching to object or instrument.</p> <p>Listening to sounds and identifying high and low pitch.</p> <p>Listening to and repeating simple lyrics</p> <p>Listening to and repeating simple rhythm.</p> <p>Understanding that different instruments make different sounds and group them accordingly.</p>	<p>Play untuned percussion 'in time' with a piece of music</p> <p>Experimenting with body percussion and vocal sounds to respond to music</p> <p>Select appropriate instruments/objects to represent the music.</p> <p>Experiment with playing instruments in different ways</p>	<p>Remembering and maintain their role within a group performance.</p> <p>Moving to music with instruction to perform actions.</p> <p>Participating in performances to a small audience.</p> <p>Stopping and starting playing at the right time.</p>

Year 1	Singing	Listening	Composing	Performing
	<p>Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the shape of the melody and keeping in time.</p>	<p>Recognising and understanding the difference between pulse and rhythm.</p> <p>Understanding that different types of sounds are called timbres.</p> <p>To understand pitch means how high or low a note is.</p> <p>To know that pulse is the regular beat that goes through music and can get faster or slower.</p> <p>To know that rhythm means long or short notes.</p> <p>To know that tempo is the speed of music.</p> <p>Describing the character, mood or story of music they listen to verbally or through movement.</p> <p>Describe the differences between two pieces of music.</p> <p>Express a basic opinion about the music.</p> <p>Listening to and repeating short, simple rhythmic patterns</p> <p>Listening and responding to other performers by playing as part of a group.</p>	<p>Selecting and creating short sequences of sound with voices or instruments.</p> <p>Combining instrumental and vocal sounds within a given structure</p> <p>Creating simple melodies using a few notes.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p>	<p>Maintaining the pulse using hands and instruments.</p> <p>Responding to simple musical instructions such as tempo and dynamic change as part of a class performance.</p> <p>To perform to a live audience (singing or playing instruments)</p>

Year 2	Singing	Listening	Composing	Performing
	<p>To use their voices expressively when singing including the use of basic dynamics.</p> <p>Singing short songs from memory with melodic and rhythmic accuracy.</p>	<p>Recognise timbre is the quality of sound and that it changes in music.</p> <p>Listening to and recognising instruments in a piece of music.</p> <p>To use musical vocabulary to describe music.</p> <p>Listening to and repeating a short, simple melody.</p> <p>Suggest improvements to their own and others work.</p> <p>To develop understanding of music vocabulary from year 1 e.g. tempo, rhythm, pulse, pitch</p>	<p>To select and create longer sequences of appropriate sounds with voices or instruments.</p> <p>To create simple melodies.</p> <p>To choose appropriate dynamics, tempo and timbre for a piece of music.</p>	<p>Copying longer rhythmic patterns on untuned instruments keeping a steady pulse.</p> <p>Playing short melodic patterns on an instrument.</p> <p>To perform to a live audience (singing or playing instruments)</p>

Year 3	Singing	Listening	Composing	Performing
	<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating vocal technique.</p> <p>Singing and playing in time with peers with some degree of accuracy and awareness of their part in the group performance.</p>	<p>Discussing the stylistic features, styles and traditions of music using musical vocabulary.</p> <p>Recognise and explain the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic and textural details of a piece of music verbally and through movement.</p> <p>Beginning to use musical vocabulary when discussing improvements to their own and others work.</p> <p>To develop understanding of key vocabulary from key stage 1 e.g. tempo, rhythm, pulse, pitch, timbre, dynamics</p>	<p>Compose a piece of music in a given style with voices and instruments.</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style.</p> <p>Using letter and rhythmic notation and key vocabulary to label and record their compositions.</p>	<p>Performing from basic notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.</p> <p>To perform to a live audience (singing or playing instruments)</p>

Year 4	Singing	Listening	Composing	Performing
	<p>To sing longer songs in a variety of musical styles from memory, with accuracy, fluency and a developing sense of expression.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p>	<p>Recognise the use and developments of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Recognise and discuss the stylistic features of different genres, style and traditions of music using musical vocabulary.</p> <p>Identify common features between different genres, styles and tradition of music.</p> <p>Recognising, naming and explaining the effect of interrelated dimensions of music.</p> <p>Identify scaled dynamics within a piece of music (crescendo/decrescendo)</p> <p>Developing use of musical vocabulary from year 3 to discuss the purpose of a piece of music.</p> <p>Use musical vocabulary when discussing improvements to their own and others work.</p>	<p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>To improvise musically within a given style.</p> <p>Develop melodies using rhythmic variation and looping.</p> <p>Create a piece of music with at least four different layers and a clear structure.</p> <p>Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.</p>	<p>Playing melody parts on tuned instruments with accuracy and control and developing instruments technique.</p> <p>Playing rhythms with accuracy, control and fluency.</p> <p>To perform to a live audience (singing or playing instruments)</p>

Year 5	Singing	Listening	Composing	Performing
	<p>Singing songs in two or more parts in a variety of musical styles from memory with accuracy, fluency, control and expressions.</p>	<p>To recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>To represent the features of a piece of music using graphic notation justifying their choices with reference to musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary to discuss and evaluate their own and others work.</p>	<p>To compose a detailed piece of music given stimulus with voices, bodies and instruments.</p> <p>Improvising coherently within a given style.</p> <p>Combining rhythmic patterns (ostinato) into a multi layered composition using all the inter-related dimensions of music.</p> <p>To select, discuss and refine musical choices using musical vocabulary with confidence.</p> <p>Suggesting and demonstrating improvements to own and others work.</p>	<p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score and communicating with their group.</p> <p>To perform to a live audience (singing/instruments)</p>

Year 6	Singing	Listening	Composing	Performing
	<p>Singing songs in two or more parts in a variety of musical styles from memory with accuracy, fluency, control and expressions.</p>	<p>Discussing musical era in context, identifying how they have influenced each other.</p> <p>Discuss the impact of different composers on the development of musical styles.</p> <p>To recognise and confidently discuss the stylistic features of music.</p> <p>To represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identify the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Confidently use detailed musical vocabulary to discuss and evaluate work.</p>	<p>Improving coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</p> <p>Developing melodies using rhythmic variation and changes in dynamics, pitch and texture.</p> <p>Recording own composition using appropriate forms of notation.</p> <p>Constructively critique their own and others work using musical vocabulary.</p>	<p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score and communicating with their group.</p> <p>Performing with accuracy and fluency from graphic and teacher notation and from their own notation.</p> <p>Performing by following a teachers cues and directions.</p>