

Progression in Music Knowledge and Skills

	Voice	Tuned and Untuned		Experimenting with Sound	
EYFS N	<p>Use their voices to join in with a few familiar songs e.g. nursery rhymes, everyday routine songs.</p> <p>Join in with repeated refrains.</p> <p>Begin to match the pitch of a tone sung by another person.</p> <p>Begin to realise the difference between a singing and speaking voice.</p>	<p>Tap out simple repeated rhythms on a range of instruments and resources.</p> <p>Begin to explore some instruments that make sounds of different pitches.</p>		<p>Explore many different sound making instruments and objects.</p> <p>Explore and learn how sounds can be changed e.g. quieter/louder, longer/shorter.</p> <p>Begin to explore how the same instrument can make different sounds by playing it in a different way.</p> <p>Develop an awareness of different environmental sounds.</p>	
Year	Declarative Knowledge – how music is constructed e.g. interrelated dimensions of music	Listening and appraising	Singing	Performing	Composing
EYFS -Rec	<p>To understand that what 'high' and 'low' notes (sounds) are.</p> <p>To recognise that different sounds can be long or short.</p> <p>To understand that instruments can be played loudly or softly.</p> <p>To know that music can be 'fast' or 'slow'.</p> <p>To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.</p> <p>To know that different instruments can sound like a particular character.</p> <p>To know that music often has more than one instrument being played at a time.</p> <p>To recognise the chorus in a familiar song.</p> <p>To know that signals can tell us when to start or stop playing.</p>	<p>Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> <p>Exploring the story behind the lyrics or music.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Considering whether a piece of music is fast, slow or moderate.</p>	<p>Using their voices to join in with well-known songs from memory e.g. a range of nursery rhymes, everyday routine songs, call and response songs etc.</p> <p>Add simple actions to well-known songs.</p> <p>Participating in singing performances to a small audience.</p>	<p>Remembering and maintaining their role within a simple 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>	<p>Playing untuned percussion 'in time' with a piece of music.</p> <p>Selecting classroom objects to use as instruments.</p> <p>Experimenting with body percussion and vocal sounds to respond to music.</p> <p>Selecting appropriate instruments to represent action and mood.</p> <p>Experimenting with playing instruments in different ways.</p>

	Understanding that different instruments make different sounds and grouping them accordingly.	<p>Listening to sounds and matching them to the object or instrument.</p> <p>Listening to sounds and identifying high and low pitch.</p> <p>Listening to and repeating a simple rhythm.</p> <p>Listening to and repeating simple lyrics.</p>			
Year	Declarative Knowledge – how music is constructed e.g. interrelated dimensions of music	Listening and appraising	Singing	Performing	Composing
1	<p>To know that dynamics means how loud or soft a sound is.</p> <p>To know that tempo is the speed of the music.</p> <p>To know that the 'pulse' is the steady beat that goes through music.</p> <p>To know that rhythm means a pattern of long and short notes.</p> <p>To understand that pitch means how high or low a note sounds.</p> <p>To understand that 'tuned' instruments play more than one pitch of notes.</p> <p>To know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch.</p> <p>Understanding that different types of sounds are called timbres.</p> <p>To understand that sounds can be adapted to change their mood, e.g. through dynamics.</p> <p>To know that music has layers called 'texture'.</p>	<p>Recognising and understanding the difference between pulse and rhythm.</p> <p>Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</p> <p>Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</p> <p>Describing the differences between two pieces of music.</p> <p>Expressing a basic opinion about music (like/dislike).</p> <p>Listening to and repeating short, simple rhythmic patterns.</p>	<p>Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>To know that their voice can create different timbres to help tell a story.</p>	<p>Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.</p> <p>Copying back short rhythmic and melodic phrases on percussion instruments.</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</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 to represent a given idea or character.</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>To know that a piece of music can have more than one section, e.g. a verse and a chorus.</p> <p>To understand that music can be represented by pictures or symbols.</p>				
Year	Declarative Knowledge – how music is constructed e.g. interrelated dimensions of music	Listening and appraising	Singing	Performing	Composing
2	<p>Understanding simple structural features in music.</p> <p>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</p> <p>To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</p> <p>To know that 'duration' means how long a note, phrase or whole piece of music lasts.</p> <p>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p> <p>To know that dynamics can change the effect a sound has on the audience.</p> <p>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</p> <p>To know that musical instruments can be used to create 'real life' sound effects.</p> <p>To understand an instrument can be matched to an animal noise based on its timbre.</p> <p>To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</p> <p>To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.</p>	<p>Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary when listening to music.</p> <p>Identifying melodies that move in steps.</p> <p>Listening to and repeating a short, simple melody by ear.</p> <p>Listening with intent to their own and others' work in order to suggest improvements.</p>	<p>Singing back short melodic patterns by ear.</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p>	<p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Playing short melodic patterns from letter notation.</p>	<p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Creating simple melodies from five or more notes.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Using letter name and graphic notation to represent the details of their composition.</p> <p>Beginning to suggest improvements to their own work.</p>

	<p>To know that 'notation' means writing music down so that someone else can play it.</p> <p>I know that a graphic score can show a picture of the structure and / or texture of music.</p>				
Year	Declarative Knowledge – how music is constructed e.g. interrelated dimensions of music	Listening and appraising	Singing	Performing	Composing
3	<p>Know some of the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>Understanding that music from different parts of the world has different features.</p> <p>Begin to understand that metre is the organisation of rhythms into patterns.</p> <p>To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A.</p> <p>To know that different notes have different durations, and that crotchets are worth one whole beat. To know that written music tells you how long to play a note for.</p> <p>To know that the word 'crescendo' means a sound getting gradually louder.</p> <p>To understand that the timbre of instruments played affect the mood and style of a piece of music.</p> <p>To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.</p> <p>To know that in a ballad, a 'stanza' means a verse. To know that music from different places often has different structural features, e.g. traditional Chinese music is based on the five-note pentatonic scale.</p>	<p>Identify some stylistic features of some different genres, styles and traditions of music (Indian, classical, Chinese, Battle Songs, Ballads, Jazz) when listening to them.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Listening with intent to their own and others' work in order to suggest improvements and beginning to use musical vocabulary (related to the inter-related dimensions of music) to do so.</p>	<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p>	<p>Playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</p>	<p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Suggesting and implementing improvements to their own work, using musical vocabulary.</p>

	<p>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p> <p>Understanding that music from different times has different features.</p>				
Year	Declarative Knowledge – how music is constructed e.g. interrelated dimensions of music	Listening and appraising	Singing	Performing	Composing
4	<p>To know what a motif is in music.</p> <p>To know that a motif in music can be a repeated rhythm.</p> <p>To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music.</p> <p>To know some stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).</p> <p>To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.</p> <p>To know that a glissando in music means a sliding effect played on instruments or made by your voice.</p> <p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p> <p>To know that combining different instruments playing different rhythms creates layers of sound called 'texture'.</p> <p>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p> <p>To know that playing in time means all performers playing together at the same speed.</p> <p>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p> <p>To know that grouping instruments according to their timbre can create contrasting 'textures' in music.</p>	<p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p>	<p>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Singing in time with peers with accuracy and awareness of their part in the group performance.</p>	<p>Playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p> <p>To follow 'performance directions' that have been added to music notation to tell the performers how to play.</p>	<p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>Creating a piece of music with at least four different layers and a clear structure.</p> <p>Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</p> <p>Suggesting improvements to others' work, using musical vocabulary.</p>

	<p>To understand that both instruments and voices can create audio effects that describe something you can see.</p> <p>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</p> <p>To understand that harmony means playing two notes at the same time, which usually sound good together.</p> <p>To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</p> <p>To know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</p> <p>To know that 'performance directions' are words added to music notation to tell the performers how to play.</p>	<p>Listening with intent and using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>			
Year	Declarative Knowledge – how music is constructed e.g. interrelated dimensions of music	Listening and appraising	Singing	Performing	Composing
5	<p>Pitch: To understand that a minor key can be used to make music sound sad.</p> <p>To understand that major chords/scales create a bright, happy sound.</p> <p>To understand that a chord is the layering of several pitches played at the same time.</p> <p>To understand how triads are formed.</p> <p>Understand metre in terms of strong and weak beats and organising beats into a time signature (2/4, 3/4 4/4)</p> <p>Understand visual representation of pulse and rhythm patterns; Graphic scores and notation – Semibreve, Minim, Crotchet, Quaver, Semiquavers.</p> <p>Understand musical terms associated with changing dynamics: Crescendo and Diminuendo</p> <p>Begin to understand Mezzo dynamics (mp, mf) Sforzando, Pianissimo (pp)</p> <p>Further develop understanding of form and sectional structures: Binary/Ternary/Rondo</p>	<p>Identifying Major and Minor scales.</p> <p>Recognise metre in musical pieces and begin to identify strong and weak beats via clapping and moving.</p> <p>Begin to recognize time signatures (2/4, 3/4 4/4).</p> <p>Play or clap back longer rhythmic patterns up to 4 bars</p> <p>Recognising and confidently discussing the stylistic features of a range of different genres, styles and traditions of</p>	<p>Tunes with small leaps and more than an octave.</p> <p>Singing songs in two or more parts (e.g. partner songs, rounds and songs with simple countermelody e.g. combining verse over chorus) in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Singing increasingly complex rhythms and melodies</p> <p>Develop an increasing awareness of the</p>	<p>Conducting changes of dynamic from piano to forte</p> <p>Conducting beats within simple time signatures.</p> <p>Clarinet: Play with correct posture and hold. Play simple tunes with good tone. Learn to control articulation.</p> <p>Playing musical instruments with control and technique including changes of dynamic, tempo and physical expression.</p>	<p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (e.g. remix, colours, stories, drama).</p> <p>Improvise rhythmic patterns up to 4 bars.</p> <p>Improvising coherently within a given style.</p> <p>Composing music using Binary/Ternary/Rondo using all the inter-related dimensions of music to create a mood or effect.</p>

	<p>Exploring call and response in further detail</p> <p>Understand the value of crotchets, paired quavers, minims, semibreves and semiquavers, in grids and on staves plus, the equivalent rests.</p> <p>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p> <p>To understand (and begin to use) music as a vehicle through self-expression; listening, singing, improvised responses from a stimulus</p> <p>Clarinet - How to assemble/ disassemble and take care of instrument.</p>	<p>music using musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Identifying timbre of orchestral instruments and different vocal styles and discussing in detail why particular pieces may require different timbre.</p> <p>Explore layers of rhythmic and melodic phrases</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p>To experience and feel a response to music – refining and controlling physical movement or sung/played response.</p>	<p>importance of breathing in singing.</p> <p>Responding to performance directions</p> <p>To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</p> <p>Choosing vocal qualities appropriate to style of music (twang, sob and aspirate)</p>	<p>Begin to play in simple parts, keeping in time with others and adjusting dynamics and pitch accordingly.</p> <p>Control changes of tempo within a piece.</p> <p>Learn to play pieces using scales.</p> <p>Play triads on tuned percussion/ melodic instruments.</p> <p>Performing with accuracy and fluency from graphic and simple staff notation</p> <p>Reading and recording crotchets, paired quavers, minims, semibreves and semiquavers, in grids and on staves plus, the equivalent rests.</p>	<p>Using staff notation to record rhythms and melodies.</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence e.g. selecting suitable timbre to express a mood, composing using different textures.</p> <p>Suggesting and demonstrating improvements to own and others' work.</p>
Year	Declarative Knowledge – how music is constructed e.g. interrelated dimensions of music	Listening and appraising	Singing	Performing	Composing
6	<p>To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'</p> <p>To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</p>	<p>Recognising and confidently discussing the stylistic features of a wide range of different genres, styles and traditions of music using musical vocabulary.</p> <p>Identifying the way that features of a song can</p>	<p>Singing more complex melodies requiring vocal agility.</p> <p>Singing with the appropriate balance between parts.</p> <p>Singing 2-3 parts / independent melodies</p>	<p>Playing more complex tunes within an octave using own instrument.</p> <p>Playing musical instruments with refined tone and technique.</p> <p>More advanced control of dynamics, changes in</p>	<p>Improvising coherently and creatively within a given style and, at times, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus</p>

	<p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.</p> <p>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p> <p>To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.</p> <p>To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</p>	<p>complement one another to create a coherent overall effect.</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Use a range of musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose might affect the way a piece of music sounds.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p>	<p>from memory, with accuracy, fluency, control and expression.</p> <p>Singing songs with more complex accompaniment.</p>	<p>tempo, physical expression and articulation.</p> <p>Playing in more complex parts, working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p> <p>Performing a solo or taking a leadership role within a performance.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing by following a conductor's cues and directions.</p>	<p>with voices, bodies and Instruments.</p> <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating dynamics and other performance directions.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p>
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