

## Knowledge, Skills and Understanding Progression maps

### Music

EYFS			
	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
<b>Expressive arts and design</b>	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Being Imaginative and Expressive</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music.</p>
<b>Physical development</b>	<p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Combine different movements with ease and fluency.</p>	
<b>Communication</b>	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, Be able to talk about familiar books, and Be able to tell a long story.</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p>	

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### Music

#### KS1

KS1						
	Singing	Playing Instruments	Improvising and Exploring	Composing	Listening	Appraising
<b>Year 1 Expected</b>	<p>Sing a song with contrasting high and low melodies.</p> <p>Control vocal dynamics, duration and timbre.</p> <p>Sing a song together as a group.</p> <p>Combine voices and movement to perform a chant and a song.</p> <p>Use voices to create descriptive sounds.</p>	<p>Identify and keep a steady beat using instruments.</p> <p>Explore and control dynamics, duration, and timbre with instruments.</p> <p>Play percussion instruments at different speeds (tempi).</p> <p>Play and control changes in tempo.</p> <p>Explore sounds on instruments and find different ways to vary their sound.</p> <p>Use instruments to create descriptive sounds.</p> <p>Play fast, slow, loud, and quiet.</p>	<p>Improvise descriptive music.</p> <p>Respond to music through movement.</p> <p>Create a soundscape using instruments.</p> <p>Explore different sound sources and materials.</p> <p>Explore sounds on instruments and find different ways to vary their sound.</p>	<p>Invent and perform new rhythms to a steady beat.</p> <p>Create, play and combine simple word rhythms.</p> <p>Create a picture in sound.</p>	<p>Recognise and respond to changes in tempo in music.</p> <p>Identify changes in pitch and respond to them with movement.</p> <p>Understand how music can tell a story.</p> <p>Understand musical structure by listening and responding through movement.</p>	<p>Identify a sequence of sounds (structure) in a piece of music.</p> <p>Listen in detail to a piece of orchestral music e.g. identify instruments.</p> <p>Identify metre by recognising its pattern.</p> <p>Identify a repeated rhythm pattern.</p>
<b>Year 1 Challenging</b>	<p>Make loud and quiet sounds.</p> <p>Know that the chorus keeps being repeated.</p>	<p>Tell the difference between long and short sounds.</p> <p>Tell the difference between high and low sounds.</p> <p>Give a reason for choosing an instrument.</p>	<p>Tell the difference between a fast and slow tempo.</p> <p>Tell the difference between loud and quiet sounds.</p> <p>Identify two types of sound happening at the same time.</p>	<p>Tell the difference between long and short sounds.</p> <p>Tell the difference between high and low sounds.</p> <p>Give a reason for choosing an instrument.</p>	<p>Know that the chorus keeps being repeated.</p>	<p>Tell the difference between a fast and slow tempo.</p> <p>Tell the difference between loud and quiet sounds.</p> <p>Identify two types of sound happening at the same time.</p>

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### Music

	Singing	Playing Instruments	Improvising and Exploring	Composing	Listening	Appraising
<b>Year 2 Expected</b>	<p>Chant and sing in two parts while playing a steady beat.</p> <p>Sing with expression, paying attention to the pitch shape of the melody.</p> <p>Understand pitch through singing, movement, and note names.</p> <p>Prepare and improve a performance using movement, voice and percussion.</p>	<p>Listen to and repeat rhythmic patterns on body percussion and instruments.</p> <p>Play pitch lines on tuned percussion.</p> <p>Accompany a song with vocal, body percussion and instrumental ostinati.</p> <p>Use instruments expressively in response to visual stimuli.</p>	<p>Explore timbre and texture to understand how sounds can be descriptive.</p> <p>Combine sounds to create a musical effect in response to visual stimuli.</p> <p>Explore voices to create descriptive musical effects.</p> <p>Explore different ways to organise music.</p>	<p>Compose music to illustrate a story.</p> <p>Perform and create simple three- and four-beat rhythms using a simple score.</p>	<p>Match descriptive sounds to images.</p> <p>Listen to and repeat back rhythmic patterns on instruments and body percussion.</p>	<p>Identify ways of producing sounds (e.g. shake, strike, pluck).</p> <p>Identify rising and falling pitch.</p> <p>Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season).</p> <p>Use simple musical vocabulary to describe music.</p> <p>Listen, describe and respond to contemporary orchestral music.</p>
<b>Year 2 Challenging</b>	<p>Sing/play rhythmic patterns in contrasting tempo; keeping to the pulse.</p>	<p>Use simple structures in a piece of music.</p> <p>Know that phrases are where we breathe in a song.</p>	<p>Improvisation is making up your own tunes on the spot.</p> <p>Make up own tune that has never been heard before.</p>	<p>Use simple structures in a piece of music.</p> <p>Know that phrases are where we breathe in a song.</p>	<p>Recognise sounds that move by steps and by leaps.</p> <p>Listen for particular things when listening to music.</p>	<p>Improve their own work.</p>

## Knowledge, Skills and Understanding Progression maps

## Music

## KS2

KS2						
	Singing	Playing Instruments	Improvising and Exploring	Composing	Listening	Appraising
<b>Year 3 Expected</b>	<p>Sing in two-part harmony.</p> <p>Copy and create a wide range of vocal sounds to incorporate into a song.</p> <p>Sing in two parts (two different melodies) with movements and percussion.</p> <p>Perform a round in three parts.</p>	<p>Accompany a song with a melodic ostinato on tuned percussion.</p> <p>Perform a pentatonic song with tuned and untuned accompaniment.</p> <p>Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion.</p> <p>Perform rhythmic ostinati individually and in combination.</p> <p>Understand and use pitch notations.</p> <p>Read simple rhythm notation.</p> <p>Create and perform from a symbol score.</p> <p>Read graphic notation to play a melody on tuned instruments.</p>	<p>Improvise descriptive music.</p> <p>Improvise to an ostinato accompaniment.</p> <p>Explore simple accompaniments using beat and rhythm patterns.</p>	<p>Select descriptive sounds to accompany a poem.</p> <p>Choose different timbres to make an accompaniment.</p> <p>Make choices about musical structure.</p> <p>Create and perform from a symbol score.</p> <p>Arrange an accompaniment with attention to balance and musical effect.</p> <p>Use a score and combine sounds to create different musical textures.</p>	<p>Learn how sounds are produced and how instruments are classified.</p> <p>Listen to and learn about a range of different music.</p> <p>Listen to, learn about, play and dance to Tudor dance music.</p>	<p>Identify the metre in a piece of music.</p> <p>Recognise rhythm patterns in staff notation.</p> <p>Recognise pitch shapes.</p>

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### Music

<b>Year 3 Challenging</b>	<p>Sing in two-part harmony.</p> <p>Copy and create a wide range of vocal sounds to incorporate into a song.</p> <p>Sing in two parts (two different melodies) with movements and percussion.</p> <p>Perform a round in three parts.</p>	<p>Use different elements in their composition.</p> <p>Create repeated patterns with different instruments.</p> <p>Compose melodies and songs.</p> <p>Create accompaniments for tunes.</p> <p>Combine different sounds to create a specific mood or feeling.</p>	<p>Improve their work; explaining how it has improved.</p> <p>Use musical words (the elements of music) to describe a piece of music and compositions.</p> <p>Use musical words to describe what they like and dislike.</p> <p>Recognise the work of at least one famous composer.</p>	<p>Understand metre in 2 and 3 beats; then 4 and 5 beats.</p> <p>Understand how the use of tempo can provide contrast within a piece of music.</p>	<p>Identify the main sections of the song (introduction, verse, chorus etc.).</p> <p>Name some of the instruments they hear in a song.</p>	<p>Tell whether a change is gradual or sudden.</p> <p>Identify repetition, contrasts and variations.</p>
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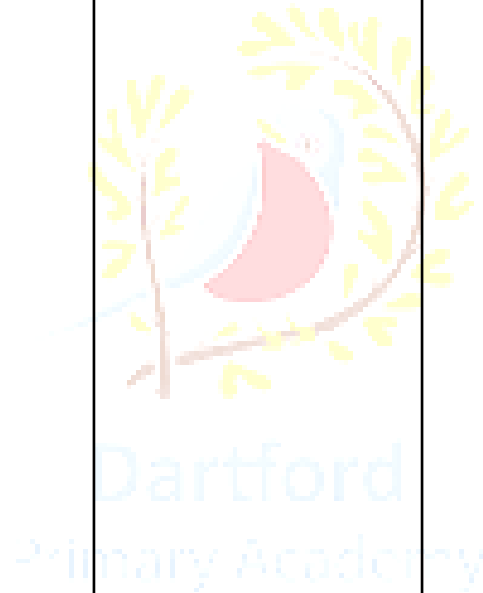
### Music

	Singing	Playing Instruments	Improvising and Exploring	Composing	Listening	Appraising
<b>Year 4 Expected</b>	<p>Perform a poem as an ensemble with rhythmic accuracy to a steady beat.</p> <p>Use beatbox techniques to imitate the sound of a drum kit.</p> <p>Learn to sing partner songs.</p> <p>Sing a call and response song in a minor key in two groups.</p> <p>Sing a song with three simple independent parts.</p> <p>Combine singing, playing and dancing in a performance.</p>	<p>Combine four body percussion ostinati as a song accompaniment.</p> <p>Play a pentatonic song with leaps in pitch on tuned percussion.</p> <p>Play and sing repeated patterns (ostinati) from staff notation.</p> <p>Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations.</p>	<p>Improvise in response to visual stimuli, with a focus on timbre.</p> <p>Explore household items as instruments and match rhythms with appropriate soundmakers.</p> <p>Improvise melodies with a given set of five notes (a pentatonic scale).</p> <p>Explore layers and layering using a graphic score.</p> <p>Understand syncopation and clap improvised off-beat rhythms.</p>	<p>Compose an introduction for a song.</p> <p>Compose and notate pentatonic melodies on a graphic score.</p> <p>Compose a rap.</p> <p>Compose a fanfare.</p> <p>Compose and play sequences of word rhythms.</p>	<p>Understand how rhythmic articulation affects musical phrasing.</p> <p>Explore the descriptive music of two famous composers of the 20th and 21st century.</p> <p>Listen to, learn and play along to different music</p> <p>Copy rhythms and a short melody.</p> <p>Match short rhythmic phrases with rhythm notation.</p> <p>Listen to and learn about Renaissance instruments.</p>	<p>Identify different instrument groups from a recording.</p> <p>Describe the structure of a piece of orchestral music.</p> <p>Develop listening skills by analysing and comparing music from different traditions.</p> <p>Identify key features of minimalist music.</p> <p>Compare and contrast the structure of two pieces of music.</p>

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### Music

<p><b>Year 4 Challenging</b></p>	<p>Use selected pitches simultaneously to produce simple harmony.</p>	<p>Explore and use sets of pitches, e.g. 4 or 5 note scales.</p> <p>Show how they can use dynamics to provide contrast.</p>	<p>Identify how a change in timbre can change the effect of a piece of music.</p>	<p>Use selected pitches simultaneously to produce simple harmony.</p>	<p>Explore and use sets of pitches, e.g. 4 or 5 note scales.</p> <p>Show how they can use dynamics to provide contrast.</p>	<p>Identify how a change in timbre can change the effect of a piece of music.</p>
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## Knowledge, Skills and Understanding Progression maps

### Music

	Singing	Playing Instruments	Improvising and Exploring	Composing	Listening	Appraising
<b>Year 5 Expected</b>	<p>Prepare for a performance by considering narration, performance space, setting up and other logistics.</p> <p>Develop techniques of performing rap using texture and rhythm.</p> <p>Sing and play scales and chromatic melodies accurately.</p> <p>Sing and play percussion in a group piece with changes in tempo and dynamics.</p> <p>Sing a song in unison and three-part harmony.</p> <p>Sing with attention to accuracy in rhythm, pitch and dynamics.</p>	<p>Read a melody in staff notation.</p> <p>Interpret graphic notation on various sound makers with an understanding of their qualities and capabilities.</p> <p>Perform music together in synchronisation with a short movie.</p> <p>Develop ensemble playing, focusing on steady beat and placing notes accurately together.</p> <p>Control short and loud sounds on a variety of instruments.</p>	<p>Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion.</p> <p>Play and improvise using the whole tone scale.</p> <p>Create musical effects using contrasting pitch.</p> <p>Interpret graphic notation on various sound makers with an understanding of their qualities and capabilities.</p> <p>Learn about and explore techniques used in movie soundtracks.</p>	<p>Develop a structure for a vocal piece and create graphic scores.</p> <p>Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores.</p> <p>Use the musical dimensions to create and perform music for a movie.</p> <p>Evaluate and refine compositions with reference to the inter-related dimensions of music.</p> <p>Create sounds for a movie, following a timesheet.</p>	<p>Hear and understand the features of the whole tone scale.</p> <p>Listen to and learn about different music from different centuries.</p> <p>Learn about the music of an early Baroque opera.</p> <p>Demonstrate understanding of the effect of music in movies.</p>	<p>Identify changes in tempo and their effects.</p> <p>Evaluate and refine compositions with reference to the inter-related dimensions of music.</p> <p>Explore and analyse a song arrangement and its structure.</p> <p>Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time.</p>



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<b>Year 5 Challenging</b>	<p>Use pitches simultaneously to produce harmony by building up simple chords.</p> <p>Devise and play a repeated sequence of pitches on a tuned instrument to accompany a song.</p>	<p>Understand the relation between pulse and syncopated patterns.</p> <p>Identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre.</p>	<p>Explain how tempo changes the character of music.</p> <p>Identify where a gradual change in dynamics has helped to shape a phrase of music.</p>	<p>Understand the relation between pulse and syncopated patterns.</p> <p>Identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre.</p>	<p>Name some of the instruments they heard in the songs and discuss what else was going on at the time.</p> <p>Use musical vocabulary to explain what they heard.</p>	<p>Explain how tempo changes the character of music.</p> <p>Identify where a gradual change in dynamics has helped to shape a phrase of music.</p>
	<b>Singing</b>	<b>Playing Instruments</b>	<b>Improvising and Exploring</b>	<b>Composing</b>	<b>Listening</b>	<b>Appraising</b>
<b>Year 6 Expected</b>	<p>Demonstrate understanding of pitch through singing from simple staff notation.</p> <p>Demonstrate understanding of beat and syncopation through singing and body percussion.</p> <p>Convey lyrical meaning through expressive singing in a part-song with echoes.</p> <p>Learn to sing major and minor note patterns accurately.</p> <p>Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers.</p> <p>Develop, rehearse and</p>	<p>Demonstrate coordination and rhythm skills by participating in a complex circle game.</p> <p>Play a chordal accompaniment to a piece.</p> <p>Follow and interpret a complex graphic score for four instruments.</p> <p>Play tuned instrumental parts confidently from graphic scores with note names.</p>	<p>Devise, combine and structure rhythms through dance.</p> <p>Improvise descriptive music on instruments and other soundmakers.</p>	<p>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music.</p> <p>Compose programme music from a visual stimulus.</p>	<p>Follow and interpret a complex graphic score for four instruments.</p> <p>Experience and understand the effect of changing harmony.</p> <p>Listen to and understand modulation in a musical bridge.</p>	<p>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music.</p>

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### Music

	<p>perform a mini-musical, including dialogue, singing, playing and movement.</p> <p>Refine vocal performance with consideration of posture, breathing and enunciation.</p> <p>Perform complex song rhythms confidently.</p> <p>Change vocal tone to reflect mood and style.</p>					
<b>Year 6 Challenging</b>	<p>Perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together.</p>	<p>Show how a small change of tempo can make a piece of music more effective.</p> <p>Use the full range of chromatic pitches to build up chords, melodic lines and bass lines.</p>	<p>Appraise the introductions, interludes and endings for songs and compositions they have created.</p>	<p>Show how a small change of tempo can make a piece of music more effective.</p> <p>Use the full range of chromatic pitches to build up chords, melodic lines and bass lines.</p>	<p>Talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p>	<p>Appraise the introductions, interludes and endings for songs and compositions they have created.</p>