# Music Progression of Knowledge and Skills

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| Listening, reviewing, evaluating music | Listen to a variety of music from different styles, traditions and times<br><br>Talk about the instruments that can be heard<br><br>Talk about what they like and don't like about music. | Listen to a variety of music from different styles, traditions and times (Hip Hop, Reggae, Western, Classical, Rock, Pop, Beatles, Latin, Film, Big Band, Jazz.)<br><br>Recognise where the music comes from and name some of the instruments heard<br><br>Begin to listen with respect to other people's ideas and feelings towards the music you have listened to. | Listen to a variety of music from different styles, traditions and times (South African, Rock, Reggae, Early Classical, 20th Century Contemporary Classical.)<br><br>Recognise and describe the style, where the music comes from and some of the different instruments.<br><br>Offer respectful comments and feedback about others. | Listen with increased concentration to a variety of music from different styles, traditions and time (RnB, Rock, Reggae, Pop, Film/Classical, Musical, Motown, Soul, Disco, Funk, Hip Hop, Big Band Jazz.)<br><br>Begin to recognise different style indicators and different instruments used.<br><br>Continue to use correct musical language to describe the music listened to and the feelings towards it. | Listen with increased concentration to a variety of music from different styles, traditions and time (ABBA, Grime, Beatles, Gospel, Classical Romantic, Tango, Hip Hop, Early Classical Music, 20th Century Contemporary Classical Music.)<br><br>Begin to place the music in its historical context.<br><br>Discuss the dimensions of music and how they fit into the music being listened to. | Listen with concentration to a variety of music from different styles, traditions and time and place music in its historical context (Pop, Motown, Country, A Capella Music, 80s Rock, Funk, The Beatles, Latin, Early Classical Music, 20th Century Classical Music, Contemporary Classical Music.)<br><br>Confidently recognise different style indicators.<br><br>Listen, comment on and discuss with confidence, ideas together as a group. | Listen with concentration to a variety of music from different styles, traditions and time and place music in its historical context (21st Century Classical Music, Electronic music, Turntables, Jazz, the music of Benjamin Britten, 80s Rock, the music of Carole King, Early Classical Music, 20th Century Contemporary Classical Music.)<br><br>Securely identify different instruments and their sounds.<br><br>Appropriately and confidently discuss other dimensions of music and how they fit into the music listened to. |
| Practising and performing | Learn to treat each instrument with respect and start to use the correct techniques to play them.<br><br>Learn to sing and perform songs together.<br><br>Begin to play untuned percussion instruments together in time with a pulse. | Learn to join in and stop as appropriate and follow a leader/ conductor.<br><br>Sing in tune within a limited pitch range and perform with a good sense of pulse and rhythm.<br><br>Sing and rap to each other and to an audience. Play tuned and un-tuned instruments with some control and rhythmic accuracy. | Begin to understand the importance of warming up our voices, good posture, breathing and projecting to make a high- quality singing sound.<br><br>Sing songs and melodies and begin to consider how the melody and words should be interpreted, matching this to the performance of the song.<br><br>Begin to work together as part of an ensemble/ band. Remember the importance of starting and ending together by learning to follow the conductor. | Understand how keeping an open mouth, relaxed jaw and clear pronunciation make a higher sound quality sound when singing.<br><br>Play and move between differentiated parts.<br><br>Use correct technique to play percussion, tuned, untuned, glockenspiels/ recorders. | Play together as a band/ ensemble using percussion, tuned, un-tuned, glockenspiels, to play melodies, tunes and accompaniments.<br><br>Use correct technique to play violin.<br><br>Practise, rehearse and present performances with awareness of an audience. | Understand and demonstrate, verbally and physically, that the pulse is the foundation upon which all other dimensions are build. Maintain a strong sense of pulse and recognise when you are going out of time.<br><br>Sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and a musical understanding of how parts fit together.<br><br>Continue to use glockenspiels/ recorders, to play melodies, tunes and accompaniments. | Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts.<br><br>Suggest, follow and lead simple performance directions.<br><br>Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression and maintaining appropriate pulse. |
| Creating and composing | Clap and improvise a simple rhythm e.g. clapping rhythm of own name, favourite food. | Explore and create simple musical sounds with voices and instruments within the context of the song being learnt. | Explore and create music using percussion, tuned and un-tuned instruments to play melodies, accompaniments and to | Recognise and identify rhythmic patterns found in speech- names, topic words. Start to create your own. | Improvise using rhythms and melodies with confidence and understanding. | Confidently create own melodies within the context of a song being leant. | Improvise and perform in solo and ensemble contexts, use quality not quantity of notes. |

# Music Progression of Knowledge and Skills

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Learn songs where the words can be changed to make own versions using the same melody. Create rhythms that get louder/ quieter and faster/ slower | Create your own simple rhythmic patterns in a group or solo situation. Improvise and compose using simple patterns. | improvise and compose simple melodies.<br><br>Begin to understand that when you improvise, you make up your own tune or rhythm within given boundaries. If written down or recorded, it becomes a composition. Compose using one or two notes. | Create own simple rhythmic patterns and add melodies/ tunes to it in a group or solo situation.<br><br>Start improvising using more than two notes. | Record compositions in different ways e.g. graphic/ pictorial notation, video, ICT.<br><br>Improvise and play back compositions using simple patterns confidently as part of a performance. | Build an improvisation with three then eventually five notes or pentatonic scale.<br><br>Continue to create more complex rhythms and melodies and create own rhythmic patterns that lead to melodies. | Use voice, sounds, technology and instruments in creative ways.<br><br>Notate music in different ways, using graphic/ pictorial notation. Video, ICT, formal notation. |
| Understanding musical terms | Understand the term 'pulse' and move in time to the pulse of music.<br><br>Talk about music getting faster and slower.<br><br>Talk about music getting louder and quieter. | When listening to music, start to find and internalise the pulse, using movement e.g. march, tap, clap.<br><br>Start using correct but basic musical language to describe the music you are listening to and your feelings towards it.<br><br>Demonstrate a simple understanding of dynamics (getting quieter or louder) pitch (getting higher or lower) and tempo (getting faster or lower) | Discuss simple dimensions of music (pulse, rhythm, pitch, tempo, dynamics) and how they fit into the music you are listening to .<br>Begin to demonstrate an understanding of the difference between pulse, rhythm, and pitch.<br><br>Begin to understand, through activity, that pulse is the foundation of music upon which the other dimensions are built. | Begin to understand that pulse is the heartbeat of the music, rhythm is the long and short sounds that happen over the steady beat.<br><br>Begin to understand how the other fundamental dimensions of music are sprinkled through songs and pieces of music.<br><br>Begin to recognise that music can be written down. | Begin to understand that pitch is high and low sounds, and when added to pulse and rhythm, working together a song is created.<br><br>Begin to recognise and musically demonstrate awareness of a link between shape and pitch graphic notations.<br><br>Musically demonstrate a simple understanding within the context of creating music e.g. dynamics, pitch and tempo. | Know and demonstrate how pulse and rhythm work together.<br><br>Understand the basics and foundations of formal notation.<br><br>Understand the workings of an ensemble/ orchestra/ choir and how everything fits together. | Understand and demonstrate how pulse, rhythm and pitch work together over a music track and explain how they work together to create a song.<br><br>Understand how the dimensions of music are sprinkled through songs and pieces of music.<br><br>Communicate ideas, thought and feelings through musical demonstration, language and movement, and other art forms giving simple justifications of reasons. |