

A progression of skills and knowledge in Music from Reception to Year 6

	EYFS	Key Stage one	Lower Key Stage two	Upper Key Stage two	Year 6
Performing	<p>Sing and chant familiar rhymes and songs in unison, responding to simple visual directions (e.g., stop, start, loud and quiet) and counting in</p> <p>Participate in singing games</p> <p>Start and finish together with others</p> <p>Sing simple songs with a range of 3 notes (C-E) e.g. doorbell sound</p> <p>Learn to handle and produce different sounds on untuned percussion instruments</p>	<p>Begin with simple songs with a small range (mi-so / a third/ C to E) and then slightly wider, following the shape of the melody, include pentatonic songs (5 notes) (C, D, E, G and A or G, A, B, D and E).</p> <p>Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy e.g. Q + A Hello, how are you...)</p> <p>Walk, move or clap a steady beat with others and perform a steady pulse on untuned percussion</p> <p>Perform short copycat rhythms accurately</p> <p>Perform chants</p> <p>Perform simple repeated rhythmic patterns (ostinato) as an accompaniment</p> <p>Perform a simple accompaniment on percussion instruments showing an awareness of pulse.</p> <p>Sing songs regularly with a pitch range of do-so (a 5th / C-G) with increasing vocal control</p> <p>Sing short phrases independently/ small groups within a singing game</p> <p>Select, organise and order sounds to perform within a simple structure.</p> <p>Suggest how they should be played and discuss effects achieved</p> <p>Change the way music is performed to reflect occasion e.g. lullaby</p> <p>Perform actions confidently and in time to a range of action songs</p>	<p>Sing a widening range of unison songs of varying styles and structures with a pitch of a 5th (C – G), tunelessly and with expression. Perform using Italian terms such as forte (loud) and piano (quiet)</p> <p>Provide more opportunities to sing as a choir to an audience</p> <p>Develop opportunities to play tuned percussion or other melodic instruments i.e., recorder</p> <p>Play and perform melodies following stave notation using a small range of 5 notes by the end of the year</p> <p>Explain how different inter-related dimensions such as pitch, duration (note length), timbre, texture and dynamics can be combined and used with expression</p> <p>Perform simple parts with expression and awareness of rhythm e.g., a drone and an ostinato or a 2-part round</p> <p>Perform with a greater awareness of the inter-related dimensions of music</p> <p>Have clear diction when singing to communicate lyrics effectively</p> <p>When playing an instrument as part of a whole class, pupils show an awareness of the conductor. They watch when to start, try to keep together and know when to stop</p> <p>Pupils show evidence of having practised their instrument which supports progress and highlights areas requiring development</p> <p>Continue to sing a broad range of unison songs with the range of an octave</p> <p>Sing rounds and partner songs in different time signatures</p>	<p>Sing a broad range of songs, observe phrasing, accurate pitching, and appropriate style</p> <p>Sing and play 3 part rounds, partner songs and songs with a verse and chorus from different times and places</p> <p>Perform at larger events and within the local community</p> <p>Perform simple, chordal accompaniments to familiar songs – (3 chord songs)</p> <p>Play melodies on tuned percussion, melodic instruments, or keyboards, following stave notation written on one stave</p> <p>Pupils make informed choices to help to improve class performances showing particular regard to dynamics and balance</p> <p>Pupils can join in a performance at a major concert opportunity e.g. Halle and have performed confidently and willingly in performances at school or beyond</p> <p>Sing a broad range of songs including those that include syncopated rhythms from a variety of times and places</p> <p>Continue to sing and play 3 and 4 part rounds</p> <p>Perform in large scale events to a wider audience, making the most of opportunities to work alongside professional musicians</p> <p>Play a melody following a stave notation written on one stave</p> <p>Accompany this same melody and others using chords or a bass line</p> <p>Perform with control and sensitivity with some pupils leading and supporting others</p> <p>Pupils show an advanced understanding of what makes a high quality performance – accuracy of pitch and rhythm, balance, dynamics, tempo, tone, following a conductor and each other – a strong sense of ensemble</p>	<p>Lead, support and teach others in the development of performance skills</p> <p>Perform longer parts from memory that contribute to an intended outcome</p> <p>Sing or play harmony parts accurately and sensitively</p>

		<p>To perform rhythmic accompaniments using a range of untuned percussion</p> <p>Build on sound production and develop clear articulation. Extension of note range- playing in higher and lower registers using appropriate embouchure techniques.. Developing good breath control and playing longer phrases. Ability to maintain a musical line within a 2-4 part arrangement. Development of ability to read and understand rhythmic/stave notation (crotchets, quavers, minims, rests) Improvising with increasing confidence 2-4 bars over 12 bar blues chord sequence. Developing and demonstrating a sense of ensemble. Reflecting and evaluating their own performances and those of others.</p>	<p>Begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony</p> <p>Perform in a variety of settings with an awareness of occasion and audience</p> <p>Play and perform melodies following stave notation using a small range of notes</p> <p>Perform in 2 or more parts from simple notation</p> <p>Pupils take part in a whole class performance and show pride in what they have achieved. They begin to show a sense of ensemble</p> <p>Pupils can demonstrate playing to the class any items the teacher asks for or things they have learnt themselves at home</p> <p>Assemble the instrument and hold sticks and beaters correctly. Use the basic stroke. Understand the layout of the glockenspiel to find F, G and A. Be able to move between the above pitches in a performance context. Perform simple 8/12/16 bar pieces in unison. Show awareness of the leader/conductor, being able to start and stop on vocal and visual command. Hold sticks/beaters correctly and can use the basic stroke. Control beaters by striking correct 'key' when playing glockenspiel. Pupils can find their way around given notes on the glockenspiel. Understand how to create loud and soft sounds. Pupils can demonstrate singing and playing the same simple melody simultaneously. They watch when to start, try to keep together and know when to stop Pupils show evidence of having practised their instrument which supports progress and highlights areas requiring development Pupils play in different part, maintaining their Play and perform melodies following</p>	<p>Pupils show themselves to be self-motivated. Progress is obvious and pupils are playing music beyond that used in class. Pupils seek out other performance opportunities either in or out of school.</p> <p>Assembling and looking after their instrument and holding it correctly. Producing a steady buzz. Learning and recalling the fingering/slide position for C & D (or transpositions of these notes). Moving between the above pitches in a performance context.Performing simple 8/12/16-bar pieces in unison. Playing with the correct posture. Producing a note with the tongue. They can play 3 sequential pitches. They can control their fingering or the slide. Pupils can empty water from their instrument. Improvise within a simple 16-beat setting using 1,2, or 3 notes.</p>	
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			stave notation using a small range of notes		
Composing	Explore how sounds can be used to respond to a stimulus including story, photo, picture, prop Collect and create sounds for a known story or poem	<p>Improvise simple vocal chants using question and answer phrases</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films</p> <p>Invent, retain and recall rhythm (crotchet and quaver) and melodic (pitch) patterns with a range of 3 notes e.g. C, D and E</p> <p>Use music technology, if available, to capture, change and combine sounds Love Music Trust July 21</p> <p>Use basic dynamics and tempo for musical expression e.g. piano / forte, fast / slow</p> <p>Create simple lyrics as a class to a well-known, traditional rhyme i.e. Twinkle Twinkle or Here we go round the mulberry bush</p> <p>Create music in response to a non-musical stimulus Work with a partner to improvise simple rhythmic and melodic question and answer phrases</p> <p>Use music technology to capture, change and combine sounds e.g. Chrome Music Lab, Scratch Junior</p> <p>Play copycat rhythms, copying a leader and inventing rhythms for others which include crotchets, quavers and crotchet rest Create rhythms using word phrases as a starting point and use these as an ostinato</p> <p>Create and perform their own chanted rhythms with the corresponding stick notation</p>	<p>Become more skilled in improvising inventing short on the spot responses using a limited note range</p> <p>Select, organise and order sounds; Structure musical ideas to create music that has a beginning, middle and end.</p> <p>Compose in response to different stimuli and musical sources using a variety of sources such as percussion, music technology and instruments they are learning</p> <p>Combine known rhythmic notation with letter names to create rising and falling phrases using just 3 notes (F, G and A are a good place to start)</p> <p>Compose song accompaniments on untuned and tuned percussion using known rhythms, note values and simple chords</p> <p>Compose a short piece of music with a given structure e.g. A B A, call and response, verse and chorus</p> <p>Use rests in simple rhythms recorded on a grid and link to music technology</p> <p>Present multiple layers on graphic scores or rhythm grids</p> <p>Use music tech e.g. keyboards, Garageband and electric sounds when composing</p> <p>Pupils can create / improvise a 2 bar rhythm only pattern either through clapping or on their instrument</p> <p>Improvise on a limited range of pitches on any melodic instrument, making use of staccato (detached) and legato (smooth)</p> <p>Begin to make decisions about the overall structure of compositions</p>	<p>Improvise freely over a drone, developing a sense of shape and character using tuned percussion and melodic instruments</p> <p>Improvise over a simple groove, responding to the beat. Experiment with a wider range of dynamics (rap / beatbox)</p> <p>Work in pairs to compose a short, structured piece e.g. ternary (A, B, A)</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment</p> <p>Record creative ideas using graphic symbols, rhythmic notation and time signatures, stave notation and technology – Garage Band</p> <p>Compose over a pentatonic scale with a drone, ostinato or melody</p> <p>Pupils contribute ideas to group /class compositions using the knowledge that they have gained of their instrument. They are sensitive to the ideas of others and are willing to refine their work</p> <p>Compose melodies using major or minor scales i.e. C major, G major, A minor or E minor, these melodies can be enhanced with chordal or rhythmic accompaniment</p> <p>Create music with multiple sections that include repetition and contrast</p> <p>Use chord changes as part of a sequence, which may be improvised</p> <p>Extend improvised melodies beyond 8 beats</p> <p>Plan and compose an 8 - or 16- beat melodic phrase using learnt scales e.g. pentatonic, blues</p> <p>Compose a piece of music suitable for a particular occasion</p> <p>Compose a melody to match a given lyric with sensitivity to stylistic features</p>	<p>Accurately write and perform a simple tune on a conventional stave</p> <p>Use a full octave to create/improvise melodies</p> <p>Compose parts for a group piece for others to perform</p>

		<p>Compose and play in groups simple rhythmic patterns of 8 beats which can then be combined with other groups to form a longer piece</p> <p>Use graphic scores to reflect pitch and dynamics Change words to songs and rhymes whilst maintaining rhythmic patterns</p> <p>Create a simple grid to record a 4 beat rhythmic pattern They can improvise a simple rhythmic call and response phrases of their own on an instrument they are learning</p>	<p>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches</p> <p>Arrange individual notation cards of known note values (minim, crotchet, quavers and crotchet rests) to create 4 bar phrases consisting of different note values with 2, 3 or 4 beats per bar (2/4, 3/4, 4/4)</p> <p>Use the inter-related dimensions of music when composing music to create a specific mood Include a range of different instruments to create small ensembles when composing</p> <p>Record creative ideas using graphic symbols, rhythm notation and time signatures, stave notation, technology</p> <p>Read and perform pitch notation within a defined range (octave)</p> <p>Follow and perform simple rhythmic notation to a steady beat</p> <p>Use rhythmic notation to transcribe words and phrases</p> <p>Use music tech e.g. keyboards, Garageband and electronic sounds when composing</p> <p>Pupils are prepared to have a go at improvising phrases of more than 2 bars on their instruments. This should be of a melodic and rhythmic nature. Pupils should be able to slot this into a larger piece of music at the correct time</p>	<p>Use prior music technology knowledge to source sounds for an intended effect and use within a composition</p> <p>Use a variety of textures and timbres when arranging a composition to create a specific mood, e.g. solo / small ensemble / whole class</p>	
Listening	<p>Identify high and low (pitch) and fast and slow (tempo) when listening to music</p> <p>To respond to questions about a piece of music they have listened to i.e. how does it make you feel? Giving a reason linked to music</p>	<p>Respond to the pulse in recorded / live music through movement and dance</p> <p>Listen to sounds in the local environment and compare high and low sounds and long and short sounds</p> <p>Identify the pulse</p> <p>Recognise the changes in pitch between high and low pitch (pitched patterns) within a small section of</p>	<p>Use listening skills to correctly order phrases using dot notation showing different arrangements of 3 notes C D E</p> <p>Individually copy a short melodic phrase with stepwise movement using a range of 5 notes and beginning on C. Begin with singing and when confident, progress to a melodic instrument</p> <p>Identify silent beats in music (rests)</p>	<p>Identify 2/4, 3/4 and 4/4 time signatures when listening to a piece of music</p> <p>Listen to a variety of pieces from different times and places, identifying their unique qualities</p> <p>Develop awareness of interrelated dimensions of music and use the correct vocabulary in their responses</p>	<p>Understand how music reflects a given occasion or context • Listen to and comment on a wide range of genres and styles of music using a broad musical vocabulary • Identify how specific musical techniques and devices contribute to the impact of a piece</p>

		<p>melody e.g. trace the pattern of the melody and also identify long and short sounds</p> <p>Tap or clap the beat of a listening piece and recognise the tempo and any changes</p> <p>Move to music, responding to the mood and emotion</p> <p>Begin to group beats in four and threes by demonstrating the strongest beat when clapping</p> <p>Respond independently to pitch changes heard in short melodic phrases indicating with actions (e.g., stand up / sit down, hands high /hands low)</p> <p>Begin to recognise changes in tempo, dynamics, timbre (scratchy, smooth, string, brass etc) and texture (solo, multiple instruments)</p> <p>Identify the different parts of a piece of music e.g., the verse and chorus in a song, introduction</p>	<p>Begin to develop active listening skills and relate what they hear to the inter-related dimensions of music</p> <p>Pupils can listen to a rhythmic call and response and reproduce it accurately on their instrument using appropriate technique</p> <p>Copy short melodic phrases including those using the pentatonic</p> <p>Identify and discuss the inter-related dimensions of music when listening to a piece of music</p> <p>Begin to identify key stylistic features within a genre of music</p> <p>Begin to develop a chronological understanding of different styles of music</p> <p>Listen to a broad range of music from different times and places</p> <p>Identify and name crotchets and quavers in rhythmic patterns</p> <p>Begin to identify key stylistic features within a genre of music</p>	<p>Recognise simple structures in the music being performed or listened to eg binary, ternary, verse, chorus etc</p> <p>Listen to a diverse range of genres, styles and traditions and identify stylistic features</p> <p>Listen to a wide range of live and recorded musicians</p> <p>Develop a cultural respect and celebrate differences in the music listened to</p> <p>Listen to music from different times and places and identify their own uniqueness</p>	
<p>Understanding and Reviewing</p>	<p>Respond to music in an intuitive way through movement, matching emotions, tempo and dynamics</p>	<p>Understand the difference between creating a rhythm pattern and a pitch pattern</p> <p>Understand that symbols (pictures) can be used to represent and organise sound</p> <p>Develop a basic understanding of how music is organised e.g. beginning, middle and end</p> <p>Investigate a range of instruments and understand they produce different sounds and then select the appropriate instrument for a specific purpose</p>	<p>Introduce the staff, lines and spaces, and use clef. Use notation to show higher or lower pitch</p> <ul style="list-style-type: none"> • Introduce and understand the differences between crotchets and quavers and their values • Apply word chants to rhythms understanding how to link each syllable to a musical note • Use appropriate musical vocabulary with understanding to describe music they are listening to and begin to identify different styles of music • Develop an ability to evaluate their own music and suggest improvements • Understand how sounds combine and create different effects on mood 	<p>Introduce a major and minor scale e.g. C major and A minor and identify which notes are different.</p> <p>Understand and develop how triads are formed, and play them on tuned percussion, melodic instruments, or keyboards</p> <p>Introduce semibreves and semiquavers and understand the relationship between semibreves, minims, crotchets and crotchet rest, paired quavers and semiquavers</p> <p>Understand the difference between 2/4, 3/4 and 4/4 time signatures</p> <p>Pupils can follow the notations used on their whole class instrumental lessons and associate</p>	<p>Evaluate musical choices in performance and composition and justify them in appropriate musical vocabulary</p> <p>Demonstrate an ability to think widely about music and compare and contrast alternative viewpoints through discussion with others</p> <p>Understand how music in a particular genre or style has developed over a period of time</p>

		<p>Respond to the leader's directions and visual symbols of dynamics and tempo</p> <p>Understand the speed of the music can change</p> <p>Read and respond to chanted rhythm patterns, and represent them with stick notation (crotchet, quaver, crotchet rest)</p> <p>Recognise dot notation and match it to 3 note tunes played on tuned percussion</p> <p>Understand that music can be structured in different ways</p> <p>Understand different sounds suit different moods</p> <p>Comment constructively on the music produced by others and begin to use the inter-related dimensions of music in their answer</p>	<ul style="list-style-type: none"> • Understand a rest indicates silence in music (crotchet rest) • Understand and identify different sections of a song, intro, verse, chorus and bridge • Pupils can assemble and look after their instrument and hold it correctly. Pupils show an awareness of pitch, pulse/beat. They are learning to control pitch when singing and, on their instrument, and they can generally maintain a steady beat when playing as part of a whole class. <p>Introduce major and minor chords and use technology to demonstrate e.g. interactive keyboard</p> <p>Identify chordal accompaniment and melody understanding static and moving parts when listening</p> <p>Introduce and understand the relationship between minims, crotchets, paired quavers and rests</p> <p>Understand how sounds combine and create different effects, mood and feelings</p> <p>Begin to develop an understanding of the term chromatic</p> <p>Pupils show awareness of and can respond to different rhythm values – quavers, crotchets and minims</p>	<p>it with the correct fingering or they can remember more complex rhythm patterns / melodic phrases in the case of percussionists</p> <p>Understand semiquavers and minim rests and the relationship between semibreves, minims, crotchets, quavers, semiquavers, crotchet, and minim rests</p> <p>Discuss the features of a piece of music which work together to reflect a mood, culture or sense of occasion referring to interrelated dimensions of music</p> <p>Present a well-formed opinion and show a willingness to engage with alternative perspectives</p> <p>Recognise syncopated rhythms</p> <p>Identify how specific musical techniques and devices contribute to the impact of a piece</p> <p>Use appropriate musical vocabulary to explain choices in composition</p> <p>Pupils perform with increasing confidence either from memory or from given notation demonstrating an understanding of different styles / genres</p>	
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