

Music knowledge and skills progression



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening 	*To sit still and listen to a short piece of music	*Move to music and respond showing whether it is happy or sad	*Listen to a wide range of both recorded and live music and develop an understanding of the origins of the music Answer questions about dynamics and tempo *Listen to a wide range of music. Talk about the mood of the music and changes in dynamics and tempo	*Listen to a wide range of music, identify and discuss musical dimensions *Describe music accurately using correct musical vocabulary			*Talk about how sounds are put together and the different effects used to show the composer's intention *Identify musical features and genres. Identify some of the focussed listening pieces of music and their characteristics	
Singing 	*Use our voices to make sounds	*Use our voices to sing. Sing simple songs and familiar songs	*Sing a short song in a group from a given starting pitch *Sing simple songs, chants and rhymes from memory *Use a starting pitch to sing a short solo *Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing	*Sing a short solo and stay in tune. *Sing a variety of songs in unison *Perform actions confidently and in time to a range of action songs *Follow directions for getting louder and quieter when singing *Begin to sing rounds and partner songs			*Maintain a melody as part of a group in a 2-part song *Focus on phrasing (breathing) and accurate pitching *Perform a song with an even tone across a wide vocal range eg. an octave *Focus on phrasing (breathing), accurate pitching and appropriate vocal style	

<p>Pulse, tempo, rhythm and metre</p> 	<ul style="list-style-type: none"> *Respond to the beat in music 	<ul style="list-style-type: none"> *Move in time to the beat 	<ul style="list-style-type: none"> *Identify and perform at different speeds *Play repeated patterns using body percussion, tuned and untuned classroom percussion to maintain a steady beat *Copy a leader and invent rhythm patterns for others to copy *Read and write a 4 beat pattern using ta and te-te (crotchet and paired quavers) *Talk about duration, long or short notes *Echo and improvise 4 beat rhythm patterns 	<ul style="list-style-type: none"> *Notate the rhythm of simple songs and rhymes using ta (crotchet) and te-te (paired quavers) and rests *Read and write short rhythm patterns using ta (crotchet), te-te (paired quavers), rests and notes lasting 2 beats (minims) 	<ul style="list-style-type: none"> *Write and perform a 2 part rhythmic piece in a group *Read and write using note values: whole note, half note, quarter note, eighth note, sixteenth note (semibreve, minim, crotchet, quaver, semi-quaver)
<p>Pitch</p> 	<ul style="list-style-type: none"> *Show if the pitch is high or low 	<ul style="list-style-type: none"> *Respond accurately to high or low sounds through movement 	<ul style="list-style-type: none"> *Identify changes in pitch and talk about changes in pitch using correct vocabulary, high/low, higher/lower *Sing a simple song showing the pitch with gestures, e.g. using hand signs 	<ul style="list-style-type: none"> *Read pitch symbols e.g. dot notation and perform pitch patterns accurately. *Listen and copy pitch patterns accurately *Represent pitched sounds and perform from a score e.g. 1-2 line stave 	<ul style="list-style-type: none"> *Read and perform from a pitched stave 2-5 lines (with pitch names) *Read and perform from a treble stave within a pitch range of C-C
<p>Composition and Improvisation, Texture</p> 	<ul style="list-style-type: none"> *Convey different moods and effects when playing an instrument 	<ul style="list-style-type: none"> *Put sounds together as part of a piece 	<ul style="list-style-type: none"> *Compose a piece using short sequences of sound within a given structure *Create musical sound effects and short sequences of sounds in response to stimuli e.g. a rainstorm or train journey. Combine to make a story, choosing and playing classroom instruments *Put sounds together to create a piece that has a beginning, a middle and an end. *Work with a partner to improvise short question and answer phrases to be sung and 	<ul style="list-style-type: none"> *Work in a group to compose, improve and perform a short piece *Use known rhythms and note values *Create a group accompaniment to a piece or song *Capture and record creative ideas in a variety of ways; graphic symbols, rhythm and staff notation, technology 	<ul style="list-style-type: none"> *Compose and notate a piece of music in a small group, rehearse, then perform it to others *Use a wider range of dynamics and use the correct terms e.g. pianissimo (very quiet) to fortissimo (very loud) *Compose and write a piece of music in a group within a given structure, rehearse and perform it from a score *Incorporate rhythmic variety and interest

			played on untuned percussion, creating a musical conversation		
Instruments and sound exploration, texture and timbre 	*Play a range of instruments with other children	*Handle instruments correctly and with care	<p>*Recognise and identify 6 untuned percussion instruments</p> <p>*Group instruments according to sound and how they are played (tap, scrape, shake)</p>	<p>*Create and control a variety of sounds from one instrument, using dynamics and different timbres</p> <p>*Choose, play and perform a layered piece in a group using instruments appropriate to the task</p>	<p>*Work in a group to perform a piece adjusting pitch and dynamics according to the score</p> <p>*Change the mood effectively within a group piece by making appropriate choices of instrumentation</p>
Performing 	*Perform with friends to a teacher	*Perform a song or rhyme with friends in the class	<p>*Perform appropriately in a call and response song</p> <p>*Perform an additional part in a song or rhyme</p>	<p>*Perform a 2-part piece using pulse and rhythm in class</p> <p>*Perform a group piece to an audience</p>	<p>*Perform an individual part within a group to a large audience</p> <p>*Perform with attention to musical detail to a large audience</p>