

Music knowledge and skills progression

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	music, sound, instrument, nursery rhyme, action, song, beat	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, groove, audience, imagination, symbols, instruments	Keyboard, drums, bass, electric guitar, saxophone, trumpet, audience, question and answer, melody, dynamics, tempo, pulse, perform/performance, audience, rap, Reggae, glockenspiel. High, low, middle voices,	Structure, intro/introduction, verse, chorus, improvise, compose, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco. Forte, piano, timbre, ostinato, stave, lines, spaces, clef, crotchets, paired quavers, recorder	Keyboard, electric guitar, bass, drums, pulse, texture, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality. 2/4 3/4 4/4 time, harmony, conductor, notes EGDFACE, minim, major, minor, crescendo, decrescendo	Rock, bridge, backbeat, amplifier, chorus, bridge, improvise, compose, appraising, Bossa Nova, syncopation, Swing, tune/head, note values, note names, Big bands, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, Soul, groove, riff, bass line, brass section, harmony, melody. 6/8 5/4 metre. semibreve, crotchets, rests, semi-quavers, allegro, adagio, accelerando, rallentando	style indicators, melody, cover, Neo Soul, producer, groove, Motown, solo, Blues, Jazz, improvisation, by ear, melody, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, phrasing, Ukulele G F G7 C chord strum, ff, pp, mf, mp, staff notation, CDEFGABC, ternary
Singing songs with control and using the voice expressively	Sing in a group or on their own, increasingly matching the pitch and following the melody. To sing along with a pre-recorded song and add actions. To sing along with a backing track. Most children will: Begin to build a repertoire of songs. Sing to self and make up songs. Sing a few familiar songs.	Sing simple songs, chants and rhymes from memory. Follow instructions on how to sing. Imitate changes in pitch. Sing in high and low voices and talk about the difference in sound.	To find their singing voice and use their voices confidently. Sing a melody accurately at their own pitch. Sing with a sense of awareness of pulse and control of rhythm. Recognise phrase lengths and know when to breathe. Sing songs expressively. Follow pitch movements with their hands and use high, low and middle voices. Begin to sing with control of pitch (e.g. following the shape of the melody). Sing with an awareness of other performers. Most children will: Sing songs with increasing vocal control and accurate pitch. Know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to the leader's directions and visual symbols. (crescendo, decrescendo, pause) Sing short phrases independently within a singing game or short song.	☑ Sing with confidence using a wider vocal range. ☑ Sing in tune. ☑ Sing with awareness of pulse and control of rhythm. Most children will: Sing a wide range of unison songs of varying styles and structures. Sing tunelessly and with expression Perform forte and piano (loud and soft) Perform actions confidently and in time to a range of action songs. Pronounce the words within a song clearly ☑ Recognise simple structures. (Phrases). ☑ Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. ☑ Sing songs and create different vocal effects. ☑ Understand how mouth shapes can affect voice sounds. ☑ Internalise sounds by singing parts of a song 'in their heads.	☑ Sing with confidence using a wider vocal range. ☑ Sing in tune. ☑ Sing with awareness of pulse and control of rhythm. ☑ Recognise simple structures. (Phrases). ☑ Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. Most children will: Perform with control over voice and awareness of others, taking direction from a conductor. Sing rounds and partner songs in different time signatures (2, 3 and 4 time) Sing a simple second part to introduce vocal harmony.	☑ Sing songs with increasing control of breathing, posture and sound projection. ☑ Sing songs in tune and with an awareness of other parts. ☑ Identify phrases through breathing in appropriate places. ☑ Sing with expression and rehearse with others. ☑ Sing a round in two parts and identify the melodic phrases and how they fit together. ☑ Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice. Most children will: Sing a broad range of songs with a sense of ensemble and performance. Sing with accurate pitching and appropriate style. Sing three-part rounds, partner songs and songs with a verse and chorus.	☑ Sing songs with increasing control of breathing, posture and sound projection. ☑ Sing songs in tune and with an awareness of other parts. ☑ Identify phrases through breathing in appropriate places. ☑ Sing with expression and rehearse with others. ☑ Sing a round in two parts and identify the melodic phrases and how they fit together. ☑ Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice. Most children will: Sing a broad range of songs, including those that involve syncopated rhythms. Observe rhythm, phrasing, accurate pitching and appropriate style when singing. Sing Three and four-part rounds and partner songs. Experiment with positioning singers randomly i.e. no longer in discrete parts, to develop greater listening skills, balance between parts and vocal independence
Listening, Memory and Movement	Explore and engage in music making and dance, performing solo or in groups. To sing or rap nursery rhymes and simple songs from memory. To know songs have sections. Most children will: Explore the different sounds of instruments. Tap out simple rhythms. Explore how sounds can be changed.	Identify the beat (pulse) of a tune. Recognise changes in pitch. Listen to rhythms and clap them back. Begin to identify some instruments by the sound that they make.	Recall and remember short songs and sequences and patterns of sounds. Respond physically when performing, composing and appraising music. Identify different sound sources. Identify well-defined musical features. Most children will: Identify the beat (pulse) of a tune. Copy and also create rhythms for others to copy using names, colours, animals or other words. Recognise changes in pitch and dynamics. Identify more instruments by the sound that they make. Discuss how songs make you and others feel.	☑ Identify melodic phrases and play them by ear. ☑ Create sequences of movements in response to sounds. ☑ Explore and chose different movements to describe animals. ☑ Demonstrate the ability to recognise the use of structure and expressive elements through dance. ☑ Identify phrases that could be used as an introduction, interlude and ending. Most children will: Use the terms: pitch, pulse, dynamics, rhythm, timbre, tempo confidently when describing a piece of music. Recognise the style of music and important musical features of the style. Identify 2/4, 3/4 and 4/4 metre. Describe the texture and structure of a piece of music. Identify and describe instruments within a piece of music. Understand what a musical introduction is and its purpose. Identify major and minor tonality	☑ Identify melodic phrases and play them by ear. ☑ Create sequences of movements in response to sounds. ☑ Explore and chose different movements to describe animals. ☑ Demonstrate the ability to recognise the use of structure and expressive elements through dance. ☑ Identify phrases that could be used as an introduction, interlude and ending. Most children will: Use the terms: pitch, pulse, dynamics, rhythm, timbre, tempo confidently when describing a piece of music. Identify 2/4, 3/4, 6/8 and 5/4 metre. Recognise the style of music and important musical features of the style. Compare two songs in the same style. Think about the message of a song.	☑ Internalise short melodies and play these on pitched percussion (play by ear). ☑ Create dances that reflect musical features. ☑ Identify different moods and textures. ☑ Identify how a mood is created by music and lyrics. ☑ Listen to longer pieces of music and identify features. Most children will: Identify and describe the sound of instruments within a piece of music, referring to the inter-related dimensions. Identify 2/4, 3/4, 6/8 and 5/4 metre. Recognise the style of music and important musical features of the style. Compare two songs in the same style. Think about the message of a song.	☑ Internalise short melodies and play these on pitched percussion (play by ear). ☑ Create dances that reflect musical features. ☑ Identify different moods and textures. ☑ Identify how a mood is created by music and lyrics. ☑ Listen to longer pieces of music and identify features. Most children will: Describe how lyrics often reflect the cultural context of music and have social meaning. Understand what a musical outro is and its purpose. Identify and describe the sound of instruments within a piece of music, referring to the inter related dimension
Controlling pulse and rhythm	Explore and engage in music making and dance, performing solo or in groups.	Identify the beat (pulse) of a tune. Recognise changes in pitch. Listen to rhythms and clap them back. Begin to identify some instruments by the sound that they make.	Identify the pulse in different pieces of music. Identify the pulse and join in getting faster and slower together. Identify long and short sounds in music. Perform a rhythm to a given pulse. Begin to internalise and create rhythmic patterns. Accompany a chant or song by clapping or playing the pulse or rhythm.	☑ Recognise rhythmic patterns. ☑ Perform a repeated pattern to a steady pulse. ☑ Identify and recall rhythmic and melodic patterns. ☑ Identify repeated patterns used in a variety of music. (Ostinato)	☑ Recognise rhythmic patterns. ☑ Perform a repeated pattern to a steady pulse. ☑ Identify and recall rhythmic and melodic patterns. ☑ Identify repeated patterns used in a variety of music. (Ostinato)	☑ Identify different speeds of pulse (tempo) by clapping and moving. ☑ Improvise rhythm patterns. ☑ Perform an independent part keeping to a steady beat. ☑ Identify the metre of different songs through recognising the pattern of strong and weak beats. ☑ Subdivide the pulse while keeping to a steady beat.	☑ Identify different speeds of pulse (tempo) by clapping and moving. ☑ Improvise rhythm patterns. ☑ Perform an independent part keeping to a steady beat. ☑ Identify the metre of different songs through recognising the pattern of strong and weak beats. ☑ Subdivide the pulse while keeping to a steady beat.
Exploring sounds, melody and accompaniment	Sing in a group or on their own, increasingly matching the pitch and following the melody	To explore different sound sources. Make sounds and recognise how they can give a message. Identify and name classroom instruments. Create and chose sounds in response to a given stimulus. Identify how sounds can be changed. Change sounds to reflect different stimuli.	To explore different sound sources. Make sounds and recognise how they can give a message. Identify and name classroom instruments. Create and chose sounds in response to a given stimulus. Identify how sounds can be changed. Change sounds to reflect different stimuli.	Identify ways sounds are used to accompany a song. ☑ Analyse and comment on how sounds are used to create different moods. ☑ Explore and perform different types of accompaniment. ☑ Explore and select different melodic patterns. ☑ Recognise and explore different combinations of pitch sounds	Identify ways sounds are used to accompany a song. ☑ Analyse and comment on how sounds are used to create different moods. ☑ Explore and perform different types of accompaniment. ☑ Explore and select different melodic patterns. ☑ Recognise and explore different combinations of pitch sounds	Skills development for this element are to be found within 'Control of instruments' and 'Composition'.	Skills development for this element are to be found within 'Control of instruments' and 'Composition'.

Control of instruments	Explore and engage in music making and dance, performing solo or in groups.	Play instruments in different ways and create sound effects. Handle and play instruments with control. Identify different groups of instruments. Most children will: Walk, move or clap a steady beat, changing the speed of the beat as the speed (tempo) of the music changes. Use body percussion and class percussion to play repeated rhythm patterns. Use tuned instruments to play pitched patterns while maintaining a steady beat. Perform wordpattern chants; create, retain and perform own rhythm chants. Explore percussion sounds to enhance story telling. Follow pictures and symbols to guide singing and playing. E.g. 4 dots = 4 taps on a drum	Play instruments in different ways and create sound effects. Handle and play instruments with control. Identify different groups of instruments. Most children will: Mark the beat of a piece of music by tapping or clapping, and respond to changes in tempo. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Respond independently to pitch changes heard in short melodic phrases, indication with actions (stand up / sit down, hands high- hands low)	Identify melodic phrases and play them by ear. Select instruments to describe visual images. Choose instruments on the basis of internalised sounds. Most children will: Begin to understand the staff, lines and spaces, and clef. Begin to understand the differences between crotchets and paired quavers. Apply word chants to rhythms, understanding how to link each syllable to one musical note.	Identify melodic phrases and play them by ear. Select instruments to describe visual images. Choose instruments on the basis of internalised sounds. Most children will: Recognise the notes EGBDF and FACE on the musical staff. Recognise and understand the symbols for a minim, crotchet, paired quavers and rests and say how many beats they represent. Understand major and minor chords. Follow simple rhythmic scores to a steady beat, maintain individual parts accurately within the rhythmic texture	Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy. Create different effects using combinations of pitched sounds. Most children will: Further understand the symbols for semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers and say how many beats they represent. Understand the difference between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave. Read and play short rhythmic phrases at sight, using conventional symbols for known note durations. Understand how triads (chords) are formed and play them on tuned percussion, melodic instruments or keyboards. Use ICT to change and manipulate sounds.	Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy. Create different effects using combinations of pitched sounds. Use ICT to change and manipulate sounds. Most children will: (as year 5 and) know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble staff The instruments they might play or be played in a band or orchestra or by their friends
Composition	Explore and engage in music making and dance, performing solo or in groups. To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures. Use simple pulse, rhythm and pitch. Most children will: Make up simple rhythms. Represent their own ideas, thoughts and feelings through music.	Contribute to the creation of a class composition. Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'. Most children will: Create musical sound effects and short sequences of sounds in response to a stimuli (e.g. rainstorm or train Journey) Understand the difference between creating a rhythm pattern and a pitch pattern. Recognise how graphic notation can represent created sounds. Explore and invent own symbols. Improvise simple vocal chants using question and answer phrases.	Contribute to the creation of a class composition. Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'. Most children will: Create music in response to a non-musical stimulus (e.g. car race, storm, rocket launch) Create short, pitch patterns up to three notes. Create short, rhythm patterns and represent with graphic notation. Use symbols to keep a record of composed pieces. Improvisation Work with a partner to simple question and answer phrases to be sing and played on untuned percussion.	Create textures by combining sounds in different ways. Create music that describes contrasting moods/emotions. Improvise simple tunes based on the pentatonic scale. Compose music in pairs and make improvements to their own work. Create an accompaniment to a known song. Create descriptive music in pairs or small groups. Most children will: Compose in response to different stimuli e.g. stories, poetry, images) Compose music that has a beginning, middle and an end. Help to plan and create at least one simple melody using three notes, using dot notation to show higher and lower pitch, Combine rhythmic notation with letter names. song accompaniments on untuned percussion using known rhythms and note values. (crotchets and minims) Make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Improvise using voices, tuned and untuned percussion using up to three notes.	Create textures by combining sounds in different ways. Create music that describes contrasting moods/emotions. Improvise simple tunes based on the pentatonic scale. Compose music in pairs and make improvements to their own work. Create an accompaniment to a known song. Create descriptive music in pairs or small groups Most children will: Compose music to create a specific mood, for example creating music to accompany a short film clip. Combine rhythmic notation with letter names to create short pentatonic phrases (5 notes). Create sequences of 2, 3 and 4 beat phrases using known note values (minim, crotchet, crotchet rest and paired quavers). Include smooth (legato) and detached (staccato) sounds within compositions. Use rhythm notation and stick notation to capture and record compositions. dot improvise using voices, tuned and untuned percussion using up to three notes.	Identify different starting points or composing music. Explore, select combine and exploit a range of different sounds to compose a soundscape. Write lyrics to a known song. Compose a short song to own lyrics based on everyday phrases. Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition. Most children will: Compose to evoke a specific atmosphere, mood or environment onto accompany a silent film or a scene in a book. Work in pairs to compose a short ternary piece. (A – B – A) Create simple melodies using up to 5 notes and simple rhythmic patterns that work with the style of the song. Experiment with a wider range of dynamics. Record the composition using time signatures, staff notation or technology. Improvise with rhythm, using voice and instruments (up to three notes) Improvise freely over a drone or groove using tuned percussion and melodic instruments	Identify different starting points or composing music. Explore, select combine and exploit a range of different sounds to compose a soundscape. Write lyrics to a known song. Compose a short song to own lyrics based on everyday phrases. Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition. Most children will: Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale (C D E G A) and use notation to record. Compose a ternary piece; using music software apps to create and record it. Use chord changes as part of an improvised sequence. Extend improvised melodies beyond 8 beats over a fixed drone or groove
Reading and writing notation		Perform long and short sounds in response to symbols. Create long and short sounds on instruments. Play and sing phrase from dot notation. Record their own ideas. Make their own symbols as part of a class score.	Perform long and short sounds in response to symbols. Create long and short sounds on instruments. Play and sing phrase from dot notation. Record their own ideas. Make their own symbols as part of a class score.	(Model Music Curriculum) Crotchets Paired quavers Minims Fast (allegro), slow (adagio) Staff, lines and spaces, clef*, reading dot notation do-me Range of a 3rd Loud (forte) Quiet (piano)	(MMC) Crotchets Paired quavers Minims Rests Fast (allegro), slow (adagio) Getting faster (accelerando), getting slower (rallentando) Staff, lines and spaces, clef*, reading dot notation do–so Range of a 5th Loud (forte) Quiet (piano) Getting louder (crescendo), Getting softer (decrescendo)	(MMC) <input type="checkbox"/> Perform using notation as a support. <input type="checkbox"/> Sing songs with staff notation as support. Crotchets Paired quavers Minims Semibreves Semiquavers Rests Time signatures 2/4, 3/4 and 4/4 Fast (allegro), slow (adagio) Getting faster (accelerando), getting slower (rallentando) Staff, lines and spaces, clef*, reading dot notation Loud (forte)	(MMC) <input type="checkbox"/> Perform using notation as a support. <input type="checkbox"/> Sing songs with staff notation as support. Crotchets Paired quavers Minims Semibreves Semiquavers Rests Time signatures 2/4, 3/4 and 4/4 Fast (allegro), slow (adagio) Getting faster (accelerando), getting slower (rallentando) Staff, lines and spaces, clef*, reading dot notation Loud (forte)
Performance skills	Listen attentively, move to and talk about music, expressing their feelings and responses. To know a performance is sharing music. Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about. Most children will: Capture experiences and responses with a range of media, including music.	Perform together and follow instructions that combine the musical elements. Most children will: Join in with a range of songs in school assemblies Follow instructions on how to play an instrument.	Perform together and follow instructions that combine the musical elements. Most children will: Join in with a range of songs in school assemblies Play a musical part in time with a steady pulse. Listen to and follow musical instructions from a leader (conductor)	Perform in different ways, exploring the way the performers are a musical resource. <input type="checkbox"/> Perform with awareness of different parts. Most children will: Join in with a range of songs in school assemblies Play tuned percussion or a melodic instrument following staff notation using up to three notes as a whole class or in small groups. Copy melodic phrases with accuracy at different speeds; allegro and adagio (fast and slow) Play and sing with an awareness of the pulse	Perform in different ways, exploring the way the performers are a musical resource. <input type="checkbox"/> Perform with awareness of different parts. Most children will: Join in with a range of songs in school assemblies Read and perform pitch notation using up to 5 notes. Develop the basic skills of a selected instrument over a sustained learning period. Play and perform melodies following staff notation using a small range of notes as a whole class or small groups. Perform in two or more parts (e.g. melody and accompaniment or a duet). Experience leading / conducting the playing of music	Present performances effectively with awareness of audience, venue and occasion. Most children will: Join in with a range of songs in school assemblies and in school performance opportunities. Communicate the words of a song effectively to convey meaning. Sing or play following staff notation written on one staff with confidence Discuss what went well about a performance and what could have been better.	Present performances effectively with awareness of audience, venue and occasion. Most children will: Perform with controlled breathing (voice) and skilful playing (instrument) Join in with a range of songs in school assemblies and in school performance opportunities to a wider audience. Play a melody following staff notation written on one staff. Make decisions about dynamic range including ff, pp, mf and mp
Evaluating and appraising	Watch and talk about dance and performance art, expressing their feelings and responses.	Choose sounds and instruments carefully and make improvements to their own and others' work.	Choose sounds and instruments carefully and make improvements to their own and others' work.	Recognise how music can reflect different intentions.	Recognise how music can reflect different intentions.	<input type="checkbox"/> Improve their work through analysis, evaluation and comparison.	<input type="checkbox"/> Improve their work through analysis, evaluation and comparison.