<u>Music</u> - progression of knowledge and skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Knowledge –			
Listen and Appraise	To listen to songs linked to the Charanga schemes of work. Talk about how the songs make them feel and whether they like the song and why. Begin to know and recognise the sound and names of some of instruments they can hear.	To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use.	To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style.	To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: Its lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the	To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: Some of the style indicators of that song (musical characteristics that give the song its style). The lyrics: what the song is about. Any musical dimensions featured in	To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about: Some of the style indicators of the songs (musical characteristics that give the	To know five songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and to name other songs from the Units in those styles. To choose three or four other songs and be able to talk about: The style indicators of the songs (musical characteristics that

main sections of the song and of the song where they (introduction, are used verse, chorus etc.) dynamics, Name some tempo, Any musical give the songs their style). The lyrics: what the songs are about songs are about.
of the instruments pitch). Identify the the song of the song (introduction, verse, chorus etc). Instruments they heard in the song they heard in the song th
Name some of the instruments they heard in the song. They heard in the song. They heard in the song. They heard in the songs (intro, lidentify the structure of etc.) Name some of (intro, verse,
the instruments chorus etc.). they heard in Name some of the songs the The historical instruments context of the used in the songs. What songs. else was going The historical
on at context of the this time? songs. What else was going on at this time, musically and historically?

						Know and talk about that fact that we each have a musical identity.
			Skills			
Listen and respond to different styles of music by moving.	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea.	To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.	To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit Songs, eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music.	To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words.	To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's

describe the music.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Knowledge			
Pulse, rhythm and pitch	Begin to know that music has a steady pulse, like a heartbeat.		To know that music has a steady pulse, like a heartbeat.	Know how to find and demonstrate the pulse.	Know and be able to talk about:	Know and be able to talk about:	Know and be able to talk about:

To begin to know that we can create rhythms from words, our names, favourite food, colours and animals.	To know that we can create rhythms from words, our names, favourite food, colours and animals.	To know that we can create rhythms from words, our names, favourite food, colours and animals.	Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song.	How pulse, rhythm and pitch work together Pulse: Finding the pulse – the heartbeat of the music Rhythm: the	How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song	How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music How to keep
between high and low sounds in the environment, in songs and using pitched musical instruments.		pulse. We add high and low sounds, pitch, when we sing and play our instruments	every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer.	Know the difference between pulse and rhythm Pitch: High and low sounds that create melodies How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to	Musical Leadership: creating musical ideas for the group to copy or respond to	Musical Leadership: creating musical ideas for the group to copy or respond to

			Skills			
Begin to find	Find the	Find the	Find the Pulse	Find the Pulse	Find the pulse	Find the pulse
the pulse.	pulse.	pulse.				·
			Clap and say	Clap and say	Copy back	Copy back
Clap short,	Listen to the	Listen to the	back rhythms	back rhythms	rhythms based	rhythms based
rhythmic	rhythm and	rhythm and			on the words	on the words
Patterns.	clap back.	clap back.	Create your	Create your	of the main	of the main
			own simple	own simple	song, that	song, that
	Copy back	Copy back	rhythm	rhythm	include	include
	short	short	patterns	patterns	syncopation/off	syncopation/off
	rhythmic	rhythmic			beat	beat
	phrases	phrases based	Lead the class	Lead the class	Carry hards and	C
	based on words, with	on words, with one and	using their simple	using their simple rhythms	Copy back one- note riffs using	Copy back one- note riffs using
	one and two	two syllables	rhythms	simple mymms	simple and	simple and
	syllables	whilst	Trigitiiis	Listen and sing	syncopated	syncopated
	whilst	marching the	Listen and	back (no	rhythm	rhythm
	marching to	steady beat.	sing back (no	notation)	patterns	Patterns
	the		notation)	,		
	steady beat.	Create		Copy back with	Lead the class	Lead the class
		rhythms for	Copy back	instruments,	by inventing	by inventing
	Create	others to	with	without then	rhythms for	rhythms for
	rhythms for	сору.	instruments,	with notation	others to copy	others to copy
	others to		without then		back	back
	copy.	Listen and	with notation			Cara haal ta
	Listen and	sing back.			Copy back two- note riffs by	Copy back two- note riffs by
	sing back.	Use their			ear and with	ear and with
	Sing back.	voice to copy			notation	notation
	Use their	back using			notation	notation
	voice to copy	'la', whilst			Question and	Question and
	back using	marching the			answer using	answer using
	ʻla', whilst	steady beat.			two different	two different
	marching to				notes	notes
	the steady					
	beat.					

			Copy back three-note riffs by ear and with notation
			Question and answer using three different notes

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Knowledge			
Singing	Listen to and learn to sing or sing along with nursery rhymes and action songs.	To confidently sing or rap five songs from memory and sing them in unison.	To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to	To know and be able to talk about: Singing in a group can be called a choir. Leader or conductor: A person who the choir or group follow. Songs can make you feel different things e.g. happy,	To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy,	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about: Its main features Singing in unison, the	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience To choose a song and be

		warm up our voices.	energetic or sad. Singing as part of an ensemble or large group is fun, but that you must listen to each other. To know why you must warm up your voice	energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other Texture: How a solo singer makes a thinner texture than a large group To know why you must warm up your	solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice	able to talk about: Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of
				voice		warming up your voice
			Skills			gour voice
Take part in singing. Follow instructions on	Learn about voices, singing notes of different pitches (high	Learn about voices singing notes of different pitches (high	To sing in unison and in simple two-parts.	To sing in unison and in simple two-parts.	To sing in unison and to sing backing vocals.	To sing in unison and to sing backing vocals.
when to sing.	and low). Learn that they can make different types	and low). Learn that they can make different types of sounds with	To demonstrate a good singing posture.	demonstrate a good singing posture.	exploring singing solo.	demonstrate a good singing posture.

of sounds with their voices — you can rap or say words in rhythm. Learn to start and stop singing when following a leader	their voices — you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.	To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing.	To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing	To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of	To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.
				being 'in tune'.	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Knowledge			
Playing	Begin to learn the names of untuned percussion instruments and tuned instruments. Sort instruments according to the sounds they make.	Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing	Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class.	To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder)	To know and be able to talk about: The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends.	To 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 stave The instruments they might play or be played in a band or orchestra or by their friends	To 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 stave The instruments they might play or be played in a band or orchestra or by their friends
				Skills			
	Listen to and follow instructions on when to play an instrument.	Treat instruments carefully and with respect.	Treat instruments carefully and with respect.	To treat instruments carefully and with respect.	To treat instruments carefully and with respect.	Play a musical instrument with the correct technique within the	Play a musical instrument with the correct technique within the

	Play a tuned	Learn to play	Play any one,	Play any one,	context of the	context of the
	instrumental	a tuned	or all of four,	or all four,	Unit song.	Unit song.
	part with the	instrumental	differentiated	differentiated		
	song they	part that	parts on a	parts on a	Select and	Select and
	perform.	matches their	tuned	tuned	learn an	learn an
		musical	instrument – a	instrument – a	instrumental	instrumental
	Learn to play	challenge,	one-note,	one-note,	part that	part that
	an	using one of	simple or	simple or	matches their	matches their
	instrumental	the	medium part	medium part	musical	musical
	part that	differentiated	or the melody	or the melody	challenge,	challenge,
	matches their	parts (a one-	of the song)	of the song	using one of	using one of
	musical	note, simple or	from memory	from	the	the
	challenge,	medium part).	or using	memory or	differentiated	differentiated
	using one of	-	notation.	using	parts — a one-	parts — a one-
	the	Play the part		notation.	note, simple or	note, simple or
	differentiated	in time with	To rehearse		medium part	medium part
	parts (a one-	the steady	and perform	To rehearse	or the melody	or the melody
	note part, a	pulse.	their part	and perform	of the song	of the song
	simple part,	•	within the	their part	from memory	from memory
	medium part).	Listen to and	context of the	within the	or using	or using
	'	follow musical	Unit song.	context of the	notation.	notation.
	Listen to and	instructions	,	Unit song.		
	follow musical	from a leader.	To listen to		To rehearse	To rehearse
	instructions	,	and follow	To listen to	and perform	and perform
	from a leader.		musical	and follow	their part	their part
	,		instructions	musical	within the	within the
			from a leader.	instructions	context of the	context of the
				from a leader.	Unit song.	Unit song.
				To experience	To listen to	To listen to
				leading the	and follow	and follow
				playing by	musical	musical
				making sure	instructions	instructions
				everyone plays	from a leader.	from a leader.
				in the playing	J. Citt a todaci.	J. Chic a loadon
				in the playing		

		section of the	To lead a	To lead a
		song.	rehearsal	rehearsal
			session.	session.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
		Knowledge								
Improvisation	Begin to make music using percussion instruments, exploring the different sounds. Talk about why they have chosen certain sounds.	Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise!	Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes.	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them To know that using one or	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.			
				two notes	using one or	using one or	using one, two			

			confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake	two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations	two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations To know three well-known improvising musicians	or three notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations To know three well-known improvising musicians
			Skills			
Make different sounds (high and low	Clap and Improvise — Listen and clap back,	Clap and Improvise — Listen and clap back,	Copy Back – Listen and sing back	Copy Back – Listen and sing back melodic	Improvise! — Take it in turns to improvise	Improvise! — Take it in turns to improvise
– pitch;	then listen and clap your	then listen and clap your	Play and Improvise –	patterns	using one note.	using one note.

loud and	own answer	own answer	Using	Play and		
quiet –	(rhythms of	(rhythms of	instruments,	Improvise –	Sing, Play and	Sing, Play and
dynamics;	words).	words).	listen and play	Using	Copy Back –	Copy Back –
fast and slow			your own	instruments,	Listen and	Listen and
- tempo;	Sing, Play and	Sing, Play and	answer using	listen and play	copy back	copy back
quality of the	Improvise –	Improvise –	one note.	your	using	using
sound –	Use voices	Use voices		own answer	instruments,	instruments,
smooth,	and	and	Improvise! –	using one	using two	using two
crisp,	instruments,	instruments,	Take it in	note.	different	different
scratchy,	listen and	listen and	turns to		notes.	notes.
rattling,	sing back,	sing back,	improvise	Improvise! –		
tinkling etc	then listen	then listen	using one	Take it in	Play and	Play and
timbre)	and play your	and play your	note.	turns to	Improvise –	Improvise –
	own answer	own answer		improvise	Using your	Using your
	using one or	using one or	Sing, Play and	using one	instruments,	instruments,
	two	two	Copy Back –	note.	listen and play	listen and play
	notes.	notes.	Listen and		your own	your own
			copy back	Sing, Play and	answer using	answer using
	Improvise! –	Improvise! –	using	Copy Back –	one or two	one or two
	Take it in	Take it in	instruments,	Listen and	notes.	notes.
	turns to	turns to	using two	copy back		
	improvise	improvise	different	using	Improvise! –	Improvise! –
	using one or	using one or	notes.	instruments,	Take it in	Take it in
	two notes.	two notes.		using two	turns to	turns to
			Play and	different	improvise	improvise
			Improvise –	notes.	using one or	using one or
			Using your		two notes.	two notes.
			instruments,	Play and		
			listen and play	Improvise –	Improvise! –	Improvise! –
			your own	Using your	Take it in	Take it in
			answer using	instruments,	turns to	turns to
			one or two	listen and play	improvise	improvise
			notes.	your own	using three	using three
				answer using	different	different
				one or two	notes.	notes.
				notes.		

			Classroom	Classroom
		Improvise! –	Jazz 2 –	Jazz 2 –
		Take it in	Improvise with	Improvise with
		turns to	a feeling for	a feeling for
		improvise	the style of	the style of
		using one or	Bossa Nova	Bossa Nova
		two notes.	and	and
			Swing using	Swing using
		Improvise! –	the notes D, E,	the notes D, E,
		Take it in	G, A + B	G, A + B
		turns to	(pentatonic	(pentatonic
		improvise	scale/a five-	scale/a five-
		using three	note pattern)	note pattern)
		different		
		notes.		

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				 Knowled	пе		
Composition	Begin to make music using percussion instruments, exploring	Composing is like writing a story with music.	Composing is like writing a story with music.	To know and be able to talk about: A composition: music that is	To know and be able to talk about: A composition: music that is	To know and be able to talk about: A composition: music that is	To know and be able to talk about: A composition: music that is
	the different sounds. Talk about why they have chosen certain sounds.	Everyone can compose.	Everyone can compose.	created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.	created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.	created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.	created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.

			Different ways of recording compositions (letter names, symbols, audio etc.)	Different ways of recording compositions (letter names, symbols, audio etc.)	A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol	A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol
Choose	Help to	Help create	Skills Help create at	Help create at	Create simple	Create simple
sounds to	create a	three simple	least one simple	least one simple	melodies using	melodies using
represent	simple	melodies	melody using	melody using	up to five	up to five
different	melody	with the	one, three or	one, three or all	different notes	different notes
things (the	using one,	Units using	five different	five	and simple	and simple
thunder,	two or three	one, three	notes.	different notes.	rhythms that	rhythms that
sea etc)	notes.	or five			work musically	work musically
	Lagua bassa	different	Plan and create	Plan and create	with the style of	with the style of
	Learn how	notes.	a section of music that can	a section of music that can	the Unit song.	the Unit song.
	the notes of the	Learn how	be performed	be performed	Explain the	Explain the
	composition	the notes of	within the	within the	keynote or	keynote or
	can be	the	context of the	context of the	home note and	home note and
	written	composition	unit song.	unit song.	the structure of	the structure of
					,	,
	down and	can be	Talk about how	Talk about how	the melody.	the melody.

changed if	down and			Listen to and	Listen to and
necessary.	changed if	Listen to and	Listen to and	reflect upon the	reflect upon the
	necessary.	reflect upon the	reflect upon the	developing	developing
		developing	developing	composition and	composition and
		composition and	composition and	make	make
		make	make	musical	musical
		Musical	musical	decisions about	decisions about
		decisions about	decisions about	how the melody	how the melody
		pulse, rhythm,	pulse, rhythm,	connects with	connects with
		pitch, dynamics	pitch, dynamics	the song.	the song.
		and tempo.	and tempo.		
				Record the	Record the
		Record the	Record the	composition in	composition in
		composition in	composition in	any way	any way
		any way	any way	appropriate that	appropriate that
		appropriate that	appropriate that	recognises the	recognises the
		recognises the	recognises the	connection	connection
		connection	connection	between sound	between sound
		between sound	between sound	and symbol	and symbol
		and symbol	and symbol	(e.g.	(e.g.
		(e.g.	(e.g.	graphic/pictorial	graphic/pictorial
		graphic/pictorial	graphic/pictorial	notation).	notation).
		notation)	notation).		

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Knowledge			
Performance	A performance is sharing music with	A performance is sharing music with	A performance is sharing music with	To know and be able to talk about:	To know and be able to talk about:	To know and be able to talk about:	To know and be able to talk about:
	other people, called an audience	other people, called an audience	an audience. A performance	Performing is sharing music with other people, an	Performing is sharing music with other people, an	Performing is sharing music with other people, an	Performing is sharing music with an audience with
			can be a	audience	audience	audience	belief
			occasion and involve a class, a year group or a whole school.	A performance doesn't have to be a drama! It can be to one person or	A performance doesn't have to be a drama! It can be to one person or	A performance doesn't have to be a drama! It can be to one person or	A performance doesn't have to be a drama! It can be to one person or
			An audience can include your parents and friends.	to each other You need to know and have planned everything that will be performed	to each other You need to know and have planned everything that will be performed	to each other Everything that will be performed must be planned and learned	to each other Everything that will be performed must be planned and learned
				You must sing or rap the words clearly and play with confidence	You must sing or rap the words clearly and play with confidence	You must sing or rap the words clearly and play with confidence	You must sing or rap the words clearly and play with confidence A performance
				A performance can be a	A performance can be a	A performance can be a	can be a special occasion and

				special occasion and	special occasion and	special occasion and	involve an audience
				involve an audience	involve an audience	involve an audience	including of people you
				including of	including of	including of	don't know
				people you	people you	people you	
				don't know	don't know	don't know	It is planned and different
				It is planned	It is planned	It is planned	for each
				and different	and different	and different	occasion
				for each	for each	for each	A
				occasion	occasion	occasion	A performance involves
				It involves communicating	It involves communicating	A performance involves	communicating ideas, thoughts
				feelings,	feelings,	communicating	and feelings
				thoughts and ideas about	thoughts and ideas about	ideas,	about the
				the	the	thoughts and feelings	song/music
				song/music	song/music	about the	
						song/music	
_	 	01		Skills	+ 1		<u> </u>
	Take note of others	Choose a song they	Choose a song they	To choose what to	To choose what to	To choose what to	To choose what to perform and
	when	have learnt	have learnt	perform and	perform and	perform and	create a
	performing.	from the	from the	create a	create a	create a	programme.
	Cin a san sa	Scheme and	Scheme and	programme.	programme.	programme.	То
	Sing songs, play	perform it.	perform it.	То	Present a	То	communicate
	classroom	They can add	They can add	communicate	musical	communicate	the meaning of
	instruments	their ideas to	their ideas to	the meaning of	performance	the meaning of	the words and
	and share	the	the	the words and	designed to	the words and	clearly
	and perform the learning	performance.	performance.	clearly articulate	capture the audience.	clearly articulate	articulate them.
				them.		them.	

that has taken place.	Record the performance and say how they were feeling about it.	Record the performance and say how they were feeling about it.	To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they	To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it — "What went well?" and "It would have been even better if?"	To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it — "What went well?" and "It would have been even better if?"
				pleased with what they would change and why.		