Progression of Skills & knowledge

Listening and evaluating

Year 1/2

Skills

- Listening with concentration to short pieces of music or excerpts from longer pieces of music.
- Engaging with and responding to longer pieces of music.
- Coordinating the speed of their movements to match the speed of the music (not the beat).
- Beginning to move in time with the beat of the music.
- Beginning to keep movements to the beat of different speeds of music.
- Confidently moving in time with the beat of the music when modelled.
- Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy)
- Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.
- Identifying some common instruments when listening to music.
- Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud).
- Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).
- Recognising simple patterns and repetition in pitch (e.g. do re mi).
- Talking about the tempo of music using the vocabulary of fast and slow.

Knowledge

- To recognise and name the following instruments: up to three instruments from Group A and B.
- To know that sections of music can be described as fast or slow and the meaning of these terms.
- To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.
- To know that sounds within music can be described as high or low sounds and the meaning of these terms.
- To know that pulse is the regular heartbeat within music.
- To understand that the pulse of the music can change.
- To know that dynamics can change how someone listening feels about music.
- To know that an instrument or rhythm pattern can represent a character in a story.
- To know that dynamics can change the effect a sound has on the audience.

- Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.
- Talking about the pitch of music, using the vocabulary of high and low.
- Stating what they enjoyed about their peers' performances.
- Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.
- Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.
- Appreciating music from a wide variety of cultures and historical periods.

Year 3/4

Skills

- Explaining their preferences for a piece of music using musical vocabulary.
- Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Understanding that music from different parts of the world, and different times, has different features.
- Recognising and explaining the changes within a piece of music using musical vocabulary.
- Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.
- Beginning to show an awareness of metre.
- Recognising the use and development of motifs in music.
- Identifying gradual dynamic and tempo changes within a piece of music.
- Identifying common features between different genres, styles and traditions of music.

Knowledge

- To know that a ballad tells a story through song.
- To understand that the timbre of instruments played affect the mood and style of a piece of music.
- To know that an ensemble is a group of musicians who perform together.
- To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.
- To know that the word 'crescendo' means a sound getting gradually louder.
- To know that some traditional music around the world is based on five notes called a 'pentatonic' scale.
- To understand that 'syncopation' means a rhythm that is played off the natural beat.
- To know that Ragtime is piano music that uses syncopation and a fast tempo.
- To know that jazz is a type of music that originated in the

- Recognising, naming and explaining the effect of the interrelated dimensions of music.
- Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.
- Using musical vocabulary to discuss the purpose of a piece of music.
- Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.

African-American communities of the USA about 120 years ago.
- To know that 'scat singing' is using made-up words to create the sound of an instrument playing.
- To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music.
- To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'.
- To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'
- To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note.
- To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.
- To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness.
- To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.
- To know that when you sing without accompaniment it is called 'A Capella'.
- To know that a glissando in music means a sliding effect played on instruments or made by your voice.
- To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.
- To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.
- To understand that both instruments and voices can create audio effects that describe something you can see. To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.

National curriculum - end of KS2

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use and understand staff and other musical notations

appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

develop an understanding of the history of music.

Progression of Skills & knowledge

Listening and evaluating

Year 5/6

Skills

- Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.
- Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.
- Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.
- Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.
- Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.
- Identifying the way that features of a song can complement one another to create a coherent overall effect.
- Comparing, discussing and evaluating music using detailed musical vocabulary.
- Use musical vocabulary correctly when describing and evaluating the features of a piece of music.
- Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.

Knowledge

- To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.
- To understand that a chord is the layering of several pitches played at the same time.
- To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.
- To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.
- To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.
- To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.
- To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.
- To understand that major chords create a bright, happy sound.
- To know that poly-rhythms means many rhythms played at once.
- To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals.
- To know that remix is music that has been changed, usually so it is suitable for dancing to.
- To understand that musical theatre includes both character and

• Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.	action songs, which explain what is going on and how characters feel. • To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. • To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright. • To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2 • A 'counter-subject' or 'counter-melody' provides contrast to the main melody. • To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. • To know that a film soundtrack includes the background music and any songs in a film. • To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. • To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. • To know that a 'theme' is a main melody in a piece of music. • To know that 'variations' in music are when a main melody is changed in some way throughout the piece. • To know that a ‘polyphonic’ texture means lots of individual melodies layered together, like in a canon. • To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one. • To know that ground bass is a repeating melody played on a bass instrument in Baroque music.

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Progression of Skills & knowledge

Creating sound
Year 1/2

Skills	Knowledge
• Singing simple songs, chants and rhymes from memory. • Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. • Competently singing songs with a very small pitch range (two notes that are different but close together). • Breathing at appropriate times when singing. • Exploring changing their singing voice in different ways. • Singing a range of call and response songs, attempting to match the pitch and tempo they hear. • Singing part of a given song in their head (using their 'thinking voice'). • Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.) • Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.) • Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.) • Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.) • Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.) • Starting to understand how to produce different sounds on pitched instruments. (Group C.) • Maintaining a comfortable position when sitting or standing to sing and play instruments.	• N/A
Year 3/4	

Skills	Knowledge
• N/A	• To understand that both instruments and voices can create audio effects that describe something you can see.

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Progression of Skills & knowledge

Creating sound

Year 5/6

Skills	Knowledge
• N/A	• To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. • To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.

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Progression of Skills & knowledge

Notation	
Year 1/2	
Skills • Reading different types of notation by moving eyes from left to right as sound occurs. • Recognising pitch patterns using dots. • Using pictorial representations to stay in time with the pulse when singing or playing. • Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests). • Beginning to read simple rhythmic patterns which include two half beats (quavers). • Using a simplified version of a stave (only three lines) to notate known musical phrases (of two pitches).	Knowledge • To know that notation is read from left to right. • To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. • To know that pictorial representations of rhythm show sounds and rests.
Year 3/4	

Skills	Knowledge
• Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. • Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. • Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.	• To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. • To know that different notes have different durations, and that crotchets are worth one whole beat. • To know that written music tells you how long to play a note for. • To understand that a pentatonic melody uses only the five notes C D E G A. • To know that ‘performance directions’ are words added to music notation to tell the performers how to play. • To know that 'transposing' a melody means changing its key, making it higher or lower pitched.

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Progression of Skills & knowledge

Notation	
Year 5/6	
Skills • Using staff notation to record rhythms and melodies. • Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music. • Performing with accuracy and fluency from graphic and staff notation and from their own notation.	Knowledge • To know that simple pictures can be used to represent the structure (organisation) of music. • To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note • To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score. • To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. • To know that chord progressions are represented in music by Roman numerals. • To know that the Solfa syllables represent the pitches in an octave. • To understand that representing beats of silence or ‘rests’ in written music is important as it helps us play rhythms correctly. • To understand that all types of music notation show note duration.

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Progression of Skills & knowledge

Improvising and composing	
Year 1/2	
Skills • Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. • Improvising simple question and answer phrases, using untuned percussion or voices. • Experimenting with creating different sounds using a single instrument. • Experimenting with creating loud, soft, high and low sounds. • Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. • Selecting objects and instruments to create sounds to represent a given idea or character. • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Playing and combining sounds under the direction of a leader (the teacher). • Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.	Knowledge • N/A
Year 3/4	

Skills	Knowledge
• Composing a piece of music in a given style with voices and instruments. • Beginning to improvise musically within a given style using their voice. • Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). • Suggesting and implementing improvements to their own work, using musical vocabulary. • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style using an instrument. • Developing melodies using rhythmic variation, transposition, inversion, and looping. • Creating a piece of music with at least four different layers and a clear structure.	• To know that lyrics are the words of a song. • To know that in a ballad, a 'stanza' is a verse. • To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. • To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. • To know that a 'loop' in music is a repeated melody or rhythm. • To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. • To understand that harmony means playing two notes at the same time, which usually sound good together. • An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. • To know that expressive language (like a poem) can be used as inspiration for composing music. • To know that grouping instruments according to their timbre can create contrasting ‘textures’ in music. • To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!). • To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.

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Progression of Skills & knowledge

Improvising and composing

Year 5/6

Skills

- Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).
- Improvising coherently within a given style.
- Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
- Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.
- Suggesting and demonstrating improvements to own and others' work.
- Improvising coherently and creatively within a given style, incorporating given features.
- Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.
- Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.
- Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
- Constructively critique their own and others' work, using musical vocabulary.

Knowledge

- To know that a vocal composition is a piece of music created only using voices.
- To know that a loop is a repeated rhythm or melody, and is another word for ostinato.
- To understand that improvisation means making up music 'on the spot'.
- To know that a chord progression is a sequence of chords that repeats throughout a song.
- To know that a melody can be adapted by changing its dynamics, pitch or tempo.

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Progression of Skills & knowledge

Performing

Year 1/2

Skills

- Offering positive feedback on others' performances.
- Starting to maintain a steady beat throughout short singing performances.
- Keeping head raised when singing.
- Keeping instruments still until their part in the performance.
- Performing actively as part of a group; keeping in time with the beat.
- Showing awareness of leader particularly when starting or ending a piece.
- Standing or sitting appropriately when performing or waiting to perform.
- Beginning to acknowledge their own feelings around performance.
- Performing actively as a group, clearly keeping in time with the beat.
- Following a leader to start and end a piece appropriately.

Knowledge

- N/A

Year 3/4

Skills	Knowledge
• Offering constructive feedback on others' performances. • Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. • Singing and playing in time with peers with accuracy and awareness of their part in the group performance. • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. • Playing syncopated rhythms with accuracy, control and fluency.	• To know that to perform well, it is important to listen to the other members of your ensemble. • To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.

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Progression of Skills & knowledge

Performing	
Year 5/6	
Skills • Using musical vocabulary to offer constructive and precise feedback on others' performances. • Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. • Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. • Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. • Performing a solo or taking a leadership role within a performance. • Performing by following a conductor's cues and directions.	Knowledge • To know that choreography means the organisation of steps or moves in a dance. • To know that the conductor beats time to help the performers work well together.

National curriculum - end of KS2

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