



Music Knowledge and Skills Progression Map

Year group/ Expected level	Music Knowledge	Perform	Compose	Listen & Appraise
Nursery <i>Please refer to the EYFS planning for key themes and to the EYFS Statutory Framework for the 7 Areas of Learning (AoLs) and Development Matters for the Early Learning Goal (ELGs)</i> <i>Aspects of Music are included in the Expressive Art and Design (EAD) Area of Learning.</i> <i>Full details of the EYFS Curriculum can be found in the EYFS Folder under Curriculum.</i>	Focus/Theme	Children are taught to		
		Be able to: • Sing the pitch of a note sung by another person (pitch match) • Sing the melodic shape (up and down) of familiar songs • Remember and sing entire songs	Be able to: • Create their own songs around songs they know • Play instruments with increasing control to express their feelings and ideas	Be able to: • Listen with increased attention to sounds • Respond to what they have heard expressing thoughts and feelings.
Reception Early Learning Goal (ELG) for the end of the EYFS: ➤ Sing a range of well-known nursery rhymes and songs. ➤ Perform songs, rhymes, poems and stories with others and try to move in time with music.	• Everyone – Nursery Rhymes (How does music make you feel?) • Mars – Gustav Holtz (Is the music spiky or smooth?) • Carnival of the Animals (Which instrument could represent which animal?)	Be able to: • Sing in a group or on their own, increasingly matching the pitch and following the melody	Be able to: • Explore and engage in music making and dance, performing solo and in groups	Be able to: • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen attentively, move to and talk about music, expressing their feelings and responses.
Key vocabulary: sing, clap, stamp, shake, soft, quiet, loud, instrument, voice, together, listen, join in, sounds, drums, shakers, fast, high, low, repeat, rhythm, slow.				

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Year 1	• Hey, you – Old School Hip Hop (Can you rap and sing?) • No place like – Kerry Andrew (Can you make a soundscape about your home?) • A Bao a Qu – Mason Bates (Can you make a musical motif to represent an imaginary animal?)	Be able to: • Use my voice to speak, sing and chant. • Use instruments to perform as part of a group • Follow instructions about when to play and sing.	Be able to: • Make different sounds with my voice and with instruments. • Make a sequence of sounds • Repeat short rhythmic and melodic patterns	Be able to: • Respond to different moods in music. • Identify the beat of a tune. • Say whether I like or dislike a piece of music • Choose sounds to represent different things.
Key vocabulary: As EYFS plus: beat, beater, cymbal, drum, high (sound), low (sound) perform, steady beat, tambourine, tempo, triangle, tune, chants, pulse.			End of learning sequence questions (Reflect and review): ❖ What is the difference between a rap and singing a song? ❖ Can you clap this beat? Listen to me first	
At Key Stage 1 pupils should be taught to: ✓ Use their voices expressively and creatively by singing songs and speaking chants and rhymes. ✓ Play tuned and untuned instruments musically ✓ Listen with concentration and understanding to a range of high-quality live and recorded music ✓ Experiment with, create, select and combine sounds using the inter-related dimensions of music.				

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Year 2	• Hands, Feet, Heart – Afropop, South African (Can you write a line and compose a simple piece of music for chime bars?) • Rondeau – Henry Purcell (Can you make a repeating musical score and play it?) • A Lark Ascending Vaughn Williams (Can you write a poem, create a shimmer and solo tune on percussion?)	Be able to: • I can speak chants and rhymes. • I can sing songs showing an ability to use pitch and tempo. • I can use tuned instruments to play a simple melody. • I can play on my own or in a group	Be able to: • Sing or clap increasing or decreasing tempo • Order sounds to create a beginning, middle and end. • Create music in response to different starting points. • Choose sounds which create an effect. • Use symbols to represent sounds.	Be able to: • Make connections between notations and musical sounds. • Listen out for changes when listening to music – timbre, dynamic and pitch • I can listen with concentration and understanding to a range of music. • Improve my own work
Key vocabulary: As Yr1 plus: accompany, body percussion, chime bars, chord, claves, compose, duration, percussion, phrase pitch, solo, musical score, repeating, symbols, melody, increasing, decreasing, create, effect, beginning, middle, end, verse, chorus, rhythmic and melodic, timbre, notation, dynamic.			End of learning sequence questions (Reflect and review): ❖ Can you explain why you choose that particular instrument for your music? ❖ What musical instrument would you use to create the sound of thunder?	
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Year 3	• Three Little Birds - Reggae • The Nutcracker – Tchaikovsky • The Little Train of Caipiro – Heitor Villa-Lobos	Be able to: • Sing a tune with expression. • Play clear notes on instruments. • Create repeated patterns with different instruments.	Be able to: • Use different elements in my composition. • Compose melodies and songs. • Create accompaniments for tunes • Combine different sounds to create a specific mood or feeling.	Be able to: • Use musical word to describe a piece of music and compositions. • Use musical words to describe what I like and do not like about a piece of music. • Recognise the work of at least one famous composer.
Key vocabulary: As Yr2 plus: names of orchestral instruments, accompaniment, call and response, castanets, composer, conductor, duet, glockenspiel, lyrics, melodic phrase, orchestra, orchestration, crotchets, quavers, pitched, unpitched instruments, melody, round, scale, structure, theme, woodblock, xylophone, musical composition.			End of learning sequence questions (Reflect and review): ❖ Can you sing a well-known song, compose and play a rhythm using crotchets and quavers? ❖ Can you create a Russian Dance and Walz motif with unpitched instruments? ❖ Can you use pitched and unpitched instruments to compose the rhythm and melody of a train?	
At Key Stage 2 pupils should be taught to: ✓ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. ✓ Improvise and compose music for a range of purposes using the inter-related dimensions of music ✓ Listen with attention to detail and recall sounds with increasing aural memory ✓ Use 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.				

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Year 4	- Recorders 1 - Recorders 2 - Lean on Me – Soul/Gospel Time signature, crotchet, quaver, rest, bar, stave	Be able to: - Perform a simple part rhythmically. - Sing songs from memory with accurate pitch.	Be able to: - Improvise using repeated patterns. - Use notation to record and interpret sequences of pitches.	Be able to: - Explain why silence is needed in music and what effect it has. - Identify the character in a piece of music - Identify and describe the different purposes of music.
Key vocabulary: As Yr3 plus: harmony, improvise, interval, volume, pentatonic, recorder, score, pulse, expressively and creatively.		End of learning sequence questions (Reflect and review): ❖ Can you compose and play a melody using notes A, B and C? ❖ Can you read, compose and play a melody with notes C to E? ❖ Can you sing accurately and play/improvise on the recorder?)		
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Year 5	• Fresh Prince of Bel Air - Rap • Glockenspiel • Rhapsody in Blue – George Gershwin	Be able to: • Breathe in the correct place when singing. • Maintain my part whilst others are performing their part.	Be able to: • Improvise within a group using melodic and rhythmic phrases. • Change sounds or organise them differently to change the effect. • Compose music which meets specific criteria. • Choose the most appropriate tempo for a piece of music • Begin to use musical notation	Be able to: • Describe, compare and evaluate music using musical vocabulary. • Explain why they think music is successful/ unsuccessful. • Suggest improvements to my own work and to that of others. • Discuss the work of a famous composer and explain my preferences.
Key vocabulary: As Yr4 plus: Accent, bass, notation, texture, timbre, improvise, compose, tempo, notation, preference, correct breathing, melodic and rhythmic phrases, compare, evaluate, famous, organise, style of music, criteria, effect, crotchets, quavers, soundscape.		End of learning sequence questions (Reflect and review): ❖ Can you sing a well-known song, compose and play a rhythm using crotchets and quavers? ❖ Can you improvise and compose and write music to match a pop style? ❖ Can you use pitched and unpitched instruments to create a city soundscape, changing sounds and tempo where necessary?		
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Year 6	• Djembe Drums • Dvorak – Symphony No.9 in E minor • Mambo – Leonard Bernstein	Be able to: • Sing in harmony confidently and accurately • Perform parts from memory. • Take the lead in a performance	Be able to: • Use a variety of different musical devices in my composition (melody, rhythms, chords). • Use digital technology to compose and edit music. • Create rhythmic patterns with an awareness of timbre and duration. • I can begin to use and understand staff and other musical notations.	Be able to: • Analyse features within different pieces of music, • Compare and contrast the impact that different composers from different times have had (on people at that time).
Key vocabulary: As Yr5 plus: Diction, interval, syncopation, ostinato, Latin-inspired, varying, tempo, dynamics, devices, contrast, symphony, chords, sequence, appraise, features, traditional, dimension, ensemble, appreciation, analyse.			End of learning sequence questions (Reflect and review): ❖ Can you compose and play rhythms with varying tempo and dynamics? ❖ Can you compose, edit and improve a melody and combine with unpitched instruments? ❖ Can you create a Latin-inspired rhythmic ostinato?	
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