

## Music skills and knowledge progression

Purpose of Study								
<p>Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to listen, appraise and compose with consideration of culture, style and context.</p>								
Aims								
<p>The ELGs below all go towards giving FS pupils the basic skills, knowledge and vocabulary that they will need to engage fully with the Design &amp; Technology Curriculum as they transition to Key Stage One.</p>		<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li> <li>understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul>						
National curriculum								
EYFS	EYFS/Key Stage 1			Key Stage 2				
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Pupils play tuned and untuned instruments musically</li> <li>Pupils listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music</li> </ul>					<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ul>			
Statutory Framework for EYFS		Sing and Play						
<p>Communication and Language:</p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments, and actions.</li> <li>Participate in small group, class and one-to-one discussions, offering their</li> </ul>		FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Use the voice to adopt different roles and character.</p> <p>Sing a song that uses a call and response structure.</p>	<p>Sing a cumulative song from memory, remembering the order of the verses.</p> <p>Copy a leader in a call and response song, show the shape of the pitch moving with</p>	<p>Sing with good diction.</p> <p>Chant Grandma Rap rhythmically and perform to an accompaniment the children create.</p>	<p>Sing a call and response song in groups, holding long notes confidently.</p> <p>Sing the syncopated rhythms in Latin</p>	<p>Sing in a Gospel style with expression and dynamics.</p> <p>Sing Part 1 or Part 2 of a partner song rhythmically and from memory.</p>	<p>Sing with expression and an appreciation of the song's history and purpose.</p> <p>Sing a song in two parts with expression and an understanding of its origins.</p>	<p>Sing a syncopated melody accurately and in tune.</p> <p>Sing and play a class arrangement of the song with a good sense of ensemble.</p>

<p>own ideas, using recently introduced vocabulary.</p> <p><b>Personal, Social and Emotional Development:</b></p> <ul style="list-style-type: none"> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving</li> <li>several ideas or actions.</li> <li>Work and play cooperatively and take turns with others.</li> </ul> <p><b>Physical Development:</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Use a range of small tools (e.g. instrument beaters).</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems, and during role play.</li> </ul> <p><b>Expressive Arts and Design:</b></p> <ul style="list-style-type: none"> <li>Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.</li> </ul>	<p>Sing in call and response and change voices to make a buzzing sound.</p> <p>Sing a melody in waltz time and perform actions</p>	<p>actions and sing using mi-re-do.</p> <p><i>Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.</i></p> <p>Chant and sing together rhythmically, in tune and marking rests accurately.</p> <p>Sing either part of a call and response song.</p>	<p>Sing confidently in Polish, and play a cumulative game with spoken call and response sections.</p>	<p>dance and recognise a verse/chorus structure.</p> <p>Sing solo or in a pair in call and response style</p>	<p>Sing swung rhythms lightly and accurately.</p> <p>Sing with expression and a sense of the style of the music.</p>	<p>Sing a round and accompany themselves with a beat.</p> <p>Sing the verse in unison and the chorus in harmony.</p> <p>Decipher a graphic score.</p>	<p>Sing accurately in two parts, with dynamic contrast and expression.</p> <p>Perform expressively as part of a group, and make a recording of their song.</p>
	<b>Play</b>						
		<b>FS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	<p>Transfer actions to sounds played on percussion instruments.</p> <p>Play a sea sound effect on percussion instruments.</p> <p>Play an accompaniment using tuned and untuned percussion and recognise a change in tempo.</p>	<p>Play classroom instruments on the beat.</p> <p>Play a simple ostinato on untuned percussion.</p> <p>Play the response sections on tuned percussion using the correct beater hold.</p> <p>Play percussion instruments expressively, representing the</p>	<p>Play the melody on a tuned percussion instrument.</p>	<p>Play melodic and rhythmic accompaniments to a song.</p> <p>Play a one note part contributing to the chords accompanying the verses.</p> <p>Play the chords of Fly with the Stars on tuned percussion as part of a whole class performance.</p>	<p>Play a bass part and rhythm ostinato along with This Little Light of Mine.</p> <p>Learn a part tuned percussion and play as part of a whole class performance.</p> <p>Adopt a rhythmic accompaniment while singing</p>	<p>Play the Home fires fanfare as a class from the score.</p> <p>Play a drone and chords to accompany singing.</p> <p>Play the chord D and G major, following a score of the chorus.</p> <p>Play the melodic riff (or melody of the chorus) by ear.</p>	<p>Play the drone, bass note or chord for a chorus of Skye boat song.</p>

	With some support, play a call and response phrase comprising a short stepping tune C-D-E	character of their composition.					
<b>Listen and Appraise</b>							
	<b>FS</b>	<b>Year 1.</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	Identify and describe contrasts in tempo and dynamics.  Begin to use musical terms louder/quieter, faster/slower, Higher/lower.  Respond to music in a range of ways (e.g. movement, talking, writing).  Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music (so-mi).  Listen to a piece of classical music and respond through dance,  Listen actively to music in ¾ time.	Listen and move in time to the song.  Listen to 'Aquarium' reflecting the character of the music through movement.  Listen and copy call and response patterns on voices and instruments.	Recognise and play echoing phrases by ear  Recognising and Naming percussion instruments from their sound.  Recognising Structural features in music that they listen to e.g. verse and chorus.	Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.  Understanding that music from different parts of the world has different features.  Recognising and explain the changes within a piece of music using musical vocabulary.	Listen and move in time to songs in a Gospel style.  Listen and identify similarities and differences between acoustic guitar styles.  Identify similarities and differences between pieces of music in a folk/ folk-rock style.	Develop knowledge and understanding of the history, and social context of music associated with the First World War.  Listen and copy back simple rhythmic and melodic patterns.  Listen and appraise demonstrating knowledge and understand of the origins, history, and social context of Reggae music.  Listen, appraise and respond to music using drawings and words.  Understand and recognise ternary form.	Listen to historical recordings of big band swing and describe features of the music using music vocabulary.  Comparing, discussing and evaluating music using a detailed musical vocabulary. Talk about the music you hear and how it makes you feel, using musical language to describe the music
<b>Improvise and Compose</b>							
	<b>FS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	Make up new words and actions about	Participate in creating a dramatic group	Improvise rhythms along to a backing	Compose a pentatonic ostinato.	Improvise with the voice on the notes of	Use the notes C - E G (C major triad) to	Compose a syncopated melody

	<p>different emotions and feelings.</p> <p>Explore making sound with voices and percussion instruments to create different feelings and moods.</p> <p>Explore storytelling elements in the music and create a class story inspired by the piece.</p> <p>Explore the range and capabilities of voices through vocal play.</p> <p>Improvise a vocal/physical soundscape about minibeasts.</p> <p>Develop a song by composing new words and adding movements and props.</p> <p>Compose a 3 beat body percussion pattern and perform it to a steady beat.</p> <p>Make up a simple accompaniment</p>	<p>performance using kitchen themed props, Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).</p> <p>Create musical phrases from new word rhythms that children invent.</p> <p>Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols.</p>	<p>track using the note C or G. Compose call and response music.</p> <p>Compose a 4-beat patterns to create a new rhythmic accompaniment, using a looping app.</p> <p>Compose a soundtrack to a clip of a silent film.</p> <p>Understand and use notes of different pitch.</p> <p>Understand and use notes of different pitch.</p> <p>Understand and use dynamics.</p>	<p>Compose a 4-beat rhythm pattern to play during instrumental sections of a song.</p> <p>Working in small groups sing a call and response song with an invented drone accompaniment.</p> <p>Invent simple patterns using rhythms and notes C – D – E.</p> <p>Compose a music, structuring short ideas into a bigger piece.</p> <p>Notate, read, and follow a 'score'</p>	<p>the pentatonic scale D-E-G-A-B (and B flat). 'Doodle' with voices over the chords in the song.</p> <p>Invent a melody.</p> <p>Fit two patterns together.</p> <p>Structure musical ideas into their own compositions.</p>	<p>compose a fanfare melody.</p> <p>Improvise freely over a drone.</p> <p>Improvise and compose creating a piece in ternary form using a pentatonic scale and containing an accompaniment, contrasting dynamics and tempo.</p> <p>Notate their ideas to form a simple score to play from.</p>	<p>using the notes of the C major scale.</p> <p>Improvise extended melodies using the pentatonic scale.</p> <p>In groups, compose a short song on the theme of leavers.</p> <p>Create an arrangement of a song considering the texture and structure.</p> <p>Create variations using a wide variety of composing techniques. Improvise on top of a repeating baseline</p>
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	using percussion instruments.						
<b>Musicianship – Rhythm</b>							
	<b>FS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	Recognise that different sounds can be 'long' or 'short'	<p>Know that a rhythm is a pattern of long and short notes.</p> <p>Perform short copycat rhythm patterns accurately, led by the teacher.</p> <p>Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat</p>	<p>Learn a clapping game to Hi lo chicka lo that shows rhythm</p> <p>Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from the stick notation. Create and perform their own chanted rhythm patterns with the same stick notation.</p>	<p>Know that different notes have different durations, and that crotchets and paired quavers are worth one whole beat.</p> <p>Know that a quaver is worth half a beat.</p> <p>Respond to and recognise crotchets and quavers and make up rhythms using these durations to create accompaniment ideas for the song</p>	<p>Play repeating rhythmic patterns.</p> <p>Introduce and understand the differences between minims, crotchets, paired quavers, and rests.</p> <p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture achieving a sense of ensemble.</p>	<p>Recognise and respond to crotchet, quaver, minim, semiquaver, and dotted quaver/ semiquaver durations with actions.</p> <p>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p>	<p>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p>
<b>Musicianship - Pitch</b>							
	<b>FS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p>Sing with a sense of pitch following the shape of the melody with their voices.</p> <p>Match the pitch of a 4-note (la-so-mi-do) call and response song.</p>	<p>Recognise the difference between a pattern with notes (pitched) and without (unpitched)</p>	<p>Understand that the melody is made up from high and low pitched notes played one after the other, making a tune.</p> <p>Play a range of singing games based on the cuckoo</p>	<p>Listen and identify where notes in the melody of the song go down and up.</p> <p>Recognise and copy rhythms and pitches C-D-E</p>	<p>Know that some traditional music around the world is based on five notes called a 'pentatonic' scale.</p> <p>Copy short melodic phrases including those using the</p>	<p>Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards.</p> <p>Know that the group of pitches in a song is called</p>	

			interval matching voices accurately, supported by a leader playing the melody.		pentatonic scale (e.g., C, D, E, G, A).	its 'key', and that a key decides whether a song sounds happy or sad.  ☑ Know that major chords create a bright happy sound.  Know that a minor key can be used to make music sound sad.	
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Musicianship - Tempo							
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<p>Recognise music and sounds that are 'fast' or 'slow'.</p> <p>Use body movements to keep in time to a steady beat.</p> <p>Mark the beat of the song with actions.</p> <p>Find the beat and perform a clapping game with a partner</p>	<p>Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Sing an echo song while taping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.</p> <p>Use body percussion and Classroom percussion playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to</p>	<p>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.</p> <p>Demonstrate an internalised sense of pulse through singing games.</p> <p>Listen and match the beat of others and recorded music, adapting speed accordingly.</p>	<p>Begin to use tempo vocabulary - fast (allegro), slow (adagio), pulse, beat.</p>	<p>Extend tempo vocabulary - Getting faster (accelerando), Getting slower (rallentando).</p> <p>Count musically</p>	<p>Know that playing in time means that all performers play together at the same speed.</p>	<p>Begin to use the speed of the count in to set the tempo for the whole performance</p>	

		<p>maintain a steady beat.</p> <p>Respond to the pulse in recorded/live music through movement and dance.</p>	<p>Walk in time to the beat of a piece of music or song. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p> <p>Identify the beat groupings in familiar music that they sing regularly and listen to.</p>				
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