



MUSIC - Progression of Key Skills and Knowledge EYFS to Year 6

Singing

EYFS	Year 1	Year 2	End of KS1 expectations	
<p>Sing echo songs and perform movements to a steady beat</p> <p>Use actions to remember words and increase understanding of lyrics</p> <p>Explore singing at different speeds and pitch to create moods and feelings</p> <p>Discover how to use the voice to create loud and soft sounds</p> <p>To find their singing voice and use their voices confidently</p> <p>Sing with a sense of awareness of pulse and control of rhythm</p> <p>Begin to follow the shape of the melody</p>	<p>Explore the use of voice in different ways such as speaking, singing and chanting</p> <p>Discover how the voice can produce rhythm and pulse, high and low pitch to create different effects</p> <p>Find out how to sing with expression, confidence and creativity to an audience</p> <p>Follow pitch movements with their hands and use high, low and middle voices</p> <p>Sing with an awareness of other performers</p> <p>Sing in tune within a limited pitch range and perform with a good sense of pulse and rhythm</p>	<p>Sing with a sense of the shape of a melody, thinking more carefully about singing in tune</p> <p>Improvise using the voice</p> <p>Perform songs using creativity and expression creating a dramatic effect</p> <p>Begin to recognize rhythmic patterns found in speech, eg saying chanting names, counting syllables in names etc.</p> <p>Sing in tune with a slightly wider pitch range and perform with a good sense of pulse and rhythm</p>	<p>Children are taught to sing with a sense of performance, developing a more secure sense of pitch within an appropriate range.</p>	
Year 3	Year 4	Year 5	Year 6	End of KS2 expectations
<p>Consider how to improve diction and control of voice</p> <p>Sing within an appropriate vocal range with clearer diction, more accurate tuning, some control of breathing and ability to blend voice and tone</p> <p>Use voice in creative ways</p>	<p>Sing confidently and fluently, maintaining an appropriate pulse</p> <p>Sing within appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone</p> <p>Maintain independent part in a small group during simple part singing eg in rounds, with ostinati</p>	<p>Maintaining own part with awareness of how it fits in with others in the group -</p> <p>Understanding overall effect of combining sounds and keeping in time</p> <p>Perform songs with understanding of meaning of words. Hold own part in a round. Perform in a way that reflects meaning and occasion</p> <p>Sustain a drone or ostinato within a texture either through singing or playing</p>	<p>Sing songs with increasing control of breathing, posture and sound projection</p> <p>Sing songs in tune with an awareness of other parts</p> <p>Identify phrases through breathing in appropriate places</p> <p>Sing with expression and rehearse with others</p> <p>Sing a round in 2 or more parts and identify how the melodic phrases fit together</p> <p>Sing confidently as a class, in small groups and alone and begin to have an awareness of improvisation with the voice</p>	<p>Children are taught to sing with confidence and the ability to sing in tune, appropriately blended</p> <p>Children are taught to demonstrate musicianship through attention to phrasing, breathing, expression, singing in parts.</p> <p>Children are taught to work in groups and lead their groups in performances.</p>



			Perform significant parts from memory and from notation with awareness of own contribution – ie careful to balance and blend in texture Refine and improve own work Take turns to lead a group, using some conducting techniques	
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Composing & Improvising

EYFS	Year 1	Year 2	End of KS1 expectations		
Choose different instruments, including the voice, to create sound effects in play Investigate a variety of ways to create sound with different materials Experiment performing songs and music together with body movements to a steady beat	Choose sounds to represent different things –feelings, movements, animals, weather etc Create a sequence of long and short sounds with help, including clapping longer rhythms Investigate making sounds that are contrasting, loud and quiet, high and low, fast and slow etc. Explore own ideas and develop in groups and as a class	Respond to starting points that have been given – play in short gaps in a repeating pattern, creating improvised ideas. Choose carefully and order sounds with a structure Use sounds to achieve an effect – maybe bringing a picture to life, creating tension or excitement Create short musical patterns Understand contrast in musical elements, short and long, loud and quiet, thick and thin textures, fast and slow, high and low, smooth and bouncy	Children are taught to be creative through use of instruments and their voice. Children are taught to create musical motifs based on various inputs such as pictures, movements, poems, stories, showing an awareness of pitch, rhythm, pattern, timbre, speed, texture.		
Year 3	Year 4	Year 5	Year 6	End of KS2 expectations	
Improvise repeated patterns Compose music that combines musical elements, considering structure, texture, timbre, speed, pitch etc Create short musical patterns and combine them into longer sequences individually, in groups and as part of the whole class	Create simple rhythmic patterns, melodies and accompaniments Create textures by combining sounds in different ways Explore and select different melodic patterns and combinations of sounds inspired by pictures, poems, stories etc.	Use a variety of musical devices, timbres, textures, techniques when creating and making music. Able to consider structure, eg repeating ideas, creating a ternary piece ABA, so that ideas are revisited.	Use a variety of musical devices, timbres, textures, techniques etc when creating and making music Create music which demonstrates understanding of structure and discuss the choices made Able to improvise within given musical structure, leading to creation of more complex compositions.	Children are taught to improvise and compose within given structures from a variety of starting points including poems, pictures, stories, and musical structures such as ostinati, chord patterns, binary and ternary structures.	

Playing

EYFS	Year 1	Year 2	End of KS1 expectations	
<p>Explore sounds and music through play. Recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and singing. Play instruments to a steady beat Understand how to hold and play an instrument with care Explore the different sounds instruments make Choose an instrument to create a specific sound Show awareness of the audience when performing.</p>	<p>Follow and lead simple performance directions, demonstrating understanding of these through movement, singing and playing, including dynamics, tempo, starting and stopping – being aware of sound and silence and control of instruments. Play instruments showing an awareness of others Repeat and investigate simple beats and rhythms Understand how to play an instrument with care and attention Respond to musical cues – eg a conductor Join in and stop as appropriate</p>	<p>Perform simple patterns and accompaniments keeping to a steady pulse Develop ‘internalizing’ skills Recognise and explore how sounds can be organised, understanding structure of patterns, building up textures etc Respond to starting points that have been given Understand how to control playing a music instrument to make a suitable sound Show awareness of the audience when performing.</p>	<p>Children are able to control their use of instruments in order to take part in performances where they play given rhythms in appropriate sections of a song, keep a steady beat through body percussion and hand held percussion, repeat back rhythms and patterns and are able to work in groups to hold their own pattern within a more complex texture. Children are taught to be aware of the audience during performances and know when to start and stop a performance with a sense of musicianship.</p>	
Year 3	Year 4	Year 5	Year 6	End of KS2 expectations
<p>Perform simple melodic and rhythmic parts Perform as part of a group with a sense of ensemble – keeping in time, maintaining own part in texture Suggest follow and lead simple performance directions Demonstrate musical quality – eg clear starts/ends of pieces/phrases</p>	<p>Maintain independent part when playing eg rhythm, ostinato, drone Suggest, follow and lead simple performance directions. Create sequences of movements in response to sounds Demonstrate ability to play instruments correctly – holding beaters appropriately, allowing instruments to resonate correctly, showing understanding of performance technique – facing the audience, focused, able to play with sense of ensemble</p>	<p>Maintain a strong sense of pulse Demonstrate increasing confidence through performing solos and performing as part of small groups Starting to lead group performances Demonstrating more focused performance technique, understanding importance of playing to an audience appropriately Developing a better sense of ensemble, keeping in time, trying to maintain balance so instruments blend correctly</p>	<p>Maintain a strong sense of pulse and recognize and correct when going out of time Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p>	<p>Children are able to maintain a strong sense of pulse in their performances and maintain their own given part within a more complex texture. They understand the structure of the pieces they perform – remembering repeats, understanding how to find their place if they make a mistake, so they are able to demonstrate musicianship during performances. Children are able to perform solos, in small groups and as part of a whole class in a variety of musical styles and genres with a sense of performance and occasion.</p>

Critical Engagement Listening & Appraising

EYFS	Year 1	Year 2	End of KS1 expectations	
<p>Express feelings in music by responding to different moods in a recording or live performance.</p> <p>Listen to music and respond by using hand and whole body movements</p> <p>Listen to different sounds and respond with voice and movement, making physical movements that represent sounds eg move like a snake, an elephant, grow like a tree in response to music.</p>	<p>Reflect on music and say how it makes people feel, act and move</p> <p>Listen to different pieces of music and describe feelings, and contrasts of high/low, fast/slow, smooth/bouncy, loud/quiet</p> <p>Listen with some focus responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement and creative responses.</p>	<p>Notice and describe how music can be used to create different moods and effects and to communicate ideas</p> <p>Listen and understand how to improve own composition</p> <p>Sort instruments into different groups</p> <p>Comment on and respond to recordings of own voice or other instruments</p> <p>Musically demonstrate increased understanding and use of musical features as appropriate related to specific musical context eg graduation of sound – getting slower, louder, softer, higher, lower, faster, supported by verbal explanations, pictures, movements etc as appropriate</p> <p>Demonstrate understanding of differences between pulse and rhythm through physical movement, playing and singing.</p> <p>Listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement and creative responses.</p>	<p>Children are able to demonstrate an awareness of the elements of music through language of high, low, fast, slow, loud, quiet and describing the instruments and voices that they hear. They can recognise when music is divided into sections, eg verses and choruses.</p> <p>Children are taught to recognise a range of instruments.</p> <p>Children are able to describe the mood and effect of a piece of music and how it makes them feel.</p>	
Year 3	Year 4	Year 5	Year 6	End of KS2 expectations
<p>To notice and explore how sounds can be combined and used expressively</p> <p>Listen to a range of compositions in different styles and start to recognise different genres</p> <p>Recognise elements of music through listening responding with movements to indicate changes of pitch, speed, instrumentation etc</p>	<p>Offer comments about own and others' work and ways to improve; accept feedback and suggestions from others</p> <p>Analyse and comment on how sounds are used to create different moods</p> <p>Recognise elements of music through listening responding with movements to indicate changes of pitch, speed, instrumentation etc</p> <p>Ability to follow simple score that represents these changes</p>	<p>Be perceptive to music and communicate personal thoughts and feelings, through discussion, movement, sound-based and other creative responses. Possibly singing or clapping back musical elements they have heard.</p> <p>Critique own and others' work, offering specific comments and justifying these.</p> <p>Demonstrate ability to recognise instruments, a range of genres and styles of music and structural elements in music</p>	<p>Listen and evaluate a range of live and recorded music from different traditions, styles, genres and times, responding appropriately to the context. Share opinions about own and others' music and be prepared to justify these.</p> <p>Continuing to develop ability to recall what has been heard and describe elements of music and sing or clap back musical ideas from a recording.</p>	<p>Children are taught to evaluate a range of live and recorded music from different traditions.</p> <p>They are taught the language to describe the music and use this technical language to back up their opinions.</p> <p>They show sensitivity to the emotional context of the music and some understanding of style and genre.</p>

Social Moral Cultural & Spiritual

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EYFS	Year 1	Year 2	End of KS1 expectations	
Understand that music is performed for certain occasions, eg Harvest, Christmas. Learn traditional songs and songs from other countries as part of Global Learning. Listen to ideas from others, taking turns as appropriate to context, eg passing around instruments, sharing	Respond to different composers and discuss different genres of music – eg music for dancing, celebration, thoughtful moments, events.	Understand that composers can use different styles and genres Listen to ideas from others, taking turns as appropriate to context, eg passing around instruments, sharing Recognise what music has been written for and that music has changed over time.	Children are taught that music has a place in society and a religious context. They learn songs and pieces that reflect the events going on in the school and the wider community.	
Year 3	Year 4	Year 5	Year 6	End of KS2 expectations
Recognise how music can reflect different intentions Understand importance of opportunities to perform throughout the year at church events and school celebrations	Recognise how music can reflect different intentions and show emotions Understand importance of opportunities to perform throughout the year at church events and school celebrations	Show some awareness of cultural and historical significance of compositions	Show increased awareness of cultural and historical significance of certain compositions	Children are taught about how music can reflect what is happening in the wider community, both in the school and around the world, through global learning and learning about social issues such as refugees etc. Children are taught to understand the community aspect of music making and the benefits it brings to society.

Use of & Understanding of Appropriate Notation

Use of & Understanding of Appropriate Notation				
EYFS	Year 1	Year 2	End of KS1 expectations	
Use of symbols to represent body percussion, pictures of big and small animals to represent low and high singing. Children suggest symbols to represent sounds	Learn to play sounds linking with symbols	Understand use of graphic notation – linking pictures with musical sounds and patterns. Begin to recognize and musically demonstrate awareness of a link between shape and pitch using graphic notations	Children are taught that notation can mean pictures, shapes, objects. Children are taught that music can be represented visually, showing that notes can be high, low, fast slow etc. Children can use a simple score showing a pattern of claps or taps and perform it.	
Year 3	Year 4	Year 5	Year 6	End of KS2 expectations
Understand and use simple visual cues eg how a picture can represent binary, ternary and rondo structures How pictures can represent rhythmic patterns by how they are spaced in a grid	Use of standard notation in teaching recorders Aurally identify, recognize, respond to and use musically basic symbols – standard notation and invented, including rhythms from standard Western notation eg crotchets and quavers and basic changes in pitch within a limited range.	As appropriate, follow basic shapes of music, and simple staff notation, through singing and playing short passages of music when working as a musician.	Use a combination of standard notation, letter names and other forms of notation during composition and performances as appropriate.	Children are taught that notation is a way of recording musical ideas to be used again in the future. They are taught that notation can be through shapes and through standard notation and a combination of notation and note names. They are able to use some of these techniques when they want to make a record of their own compositions.

Key Vocabulary Used in Music

EYFS	Year 1	Year 2	End of KS1 expectations	
start stop loud quiet fast slow high low actions eg clapping, stamping, tapping, scraping, shaking	start stop loud quiet fast slow high low smooth bouncy beat pattern names of instruments – scraper, drum, tambourine, maracas, woodblock	beat rhythm start stop loud quiet silence fast slow high low smooth bouncy names of instruments – scraper, drum, tambourine, maracas, woodblock glockenspiel, xylophone,		
Year 3	Year 4	Year 5	Year 6	End of KS2 expectations
beat/pulse rhythm pitch – high low dynamics – loud quiet timbre speed texture - thick and thin structure metre ostinato/repeating pattern a range of musical instruments – eg instruments of the orchestra – violins, cellos, double basses, flutes, clarinets, brass instruments, and pop instruments eg drums, bass,	beat/pulse metre rhythm pitch – high low dynamics – loud quiet timbre speed texture – thick and thin melody structure ostinato – repeating pattern round – 1 part coming in after another drone – simple 1 or 2 note accompaniment minim, crotchet, quaver, rest repeat	beat/pulse rhythm metre pitch dynamics speed/tempo texture timbre melody structure ostinato round drone chord harmony score minim, crotchet, quaver, rest repeat	beat/pulse rhythm metre pitch dynamics speed/tempo texture timbre melody structure ostinato round drone chord harmony score minim, crotchet, quaver, rest repeat	