



Music Progression of knowledge and Skills

EYFS Early Learning Goals

- Sing a range of Well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with other, and (when appropriate) try to move in time with music.

Sing and Play

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| <p>Year 1</p> | <p>Using instruments:</p> <ul style="list-style-type: none"> • Use body percussion, instruments and voices. • Find and keep a steady beat together. • Begin to move in time with a steady beat/pulse. Copy back simple long and short rhythms with clapping. Copy back singing simple high and low patterns. Start to know and demonstrate the difference between pulse, rhythm and pitch. <p>Using the Voice:</p> <ul style="list-style-type: none"> • Sing, rap or rhyme as part of a choir/group. • Begin to demonstrate good singing posture – standing up straight with relaxed shoulders. • Sing unit songs from memory. • Perhaps have a go at singing a solo. • Try to understand the meaning of the song. • Try to follow the leader or conductor. • Add actions and/or movement to a song. |
| <p>Year 2</p> | <p>Using instruments:</p> <ul style="list-style-type: none"> • Use body percussion, instruments and voices. • Move in time and keep a steady beat together. • Create their own rhythmic and melodic patterns. • Continue to copy back simple rhythmic patterns using long and short. • Continue to copy back simple melodic patterns using high and low. • Understand the difference between creating a rhythm pattern and a pitch pattern. • Sing short phrases independently. • Continue to learn to watch and follow a steady beat. • Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo). • Play copy-back rhythms, copy a leader, and invent rhythms for others to copy on untuned and tuned percussion. • Create rhythms using word phrases as a starting point. • Recognise long and short sounds, and match them to syllables and movement. <p>Using the voice:</p> <ul style="list-style-type: none"> • Sing as part of a choir. • Have a go at singing a solo. • Demonstrate good singing posture. • Sing songs from memory. • Sing with more pitch accuracy. • Understand and follow the leader or conductor. • Sing and try to communicate the meaning of the words. • Listen for being 'in time' or 'out of time'. • Add actions and perhaps movement to a song. |

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| <p>Year 3</p> | <p>Using the voice:</p> <ul style="list-style-type: none"> • Sing confidently being aware of posture and good diction. • Breathing at sensible points within / at end of a phrase, with an increasing awareness of the tone of their voices and the shape of the melody. • Sing two-part rounds with more confidence and increasing pitch accuracy. • Copy short phrases and be able to sing up and down in step independently. <p>Using a percussion Instrument:</p> <ul style="list-style-type: none"> • Increasing use of appropriate posture/beater and stick grip. • Produce a clean sound with no ‘buzzing’ allowing the note bars to ring. • Play simple tuned pieces of rhythmic pieces from a form of notation. • Use both hands to play with some control, developing grip and rebound. • Copy and improvise simple rhythmic and melodic phrases. • Play sing increasingly good tone. • Play from notations and by ear. <p>Ensemble skills:</p> <ul style="list-style-type: none"> • Play/sing with control: <ul style="list-style-type: none"> a. Managing steady pulse b. At various tempi c. At different dynamics • Work and collaborate in smaller groups. • Follow a leader (teacher) starting and stopping together. <p>Repertoire:</p> <ul style="list-style-type: none"> • Vocal repertoire: Range: Minimum one octave C-C to C-D with occasional supported singing to a ninth (e.g. leading up/down by step, not jumping from a lower/higher note) • Structure and texture: unison, accompanied and unaccompanied. Call and copy, call and response, partner songs, short rounds and ostinati. • Progressive pieces to teach, consolidate and revisit appropriate playing techniques for the instrument progression of rhythmic material and suitable structures (e.g. repeated sections – including repeat marks). |
| <p>Year 4</p> | <p>Using the voice:</p> <ul style="list-style-type: none"> • Sing confidently being aware of posture and good diction. • Breathing at sensible points within / at end of a phrase, with an increasing awareness of the tone of their voices and the shape of the melody. • Sing two-part rounds with more confidence and increasing pitch accuracy. • Copy short phrases and be able to sing up and down in step independently. <p>Using a Ukulele:</p> <ul style="list-style-type: none"> • Adopting the appropriate posture with minimal hand and finger movement. • Play using appropriate right hand technique • Play keeping left hand fingers on their tips and behind the fret for closed notes. • Play chords and melodies incorporating all known pitches and chord shapes. • Copy and improvise simple rhythmic and melodic phrases. • Play using increasingly good tone • Play from notations and by ear <p>Ensemble skills:</p> <ul style="list-style-type: none"> • Play/sing with control: <ul style="list-style-type: none"> a. Maintaining a steady pulse b. At various tempi c. At different dynamics • Work and collaborate in smaller groups • Follow a leader (teacher) starting and stopping together <p>Repertoire:</p> <ul style="list-style-type: none"> • Vocal Repertoire: Range: Minimum one octave C – C’ or D -D’ with occasional supported singing to a ninth (e.g., leading up/down by step, not jumping from a lower/higher note) • Structure and texture: unison, accompanied and unaccompanied, call and copy, call and response, partner songs, short rounds and ostinati. |

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| | <ul style="list-style-type: none"> • Progressive pieces to teach, consolidate and revisit appropriate playing techniques for the instrument progression of rhythmic material and suitable structures (e.g., repeated sections –including repeat marks) |
| <p>Year 5</p> | <p>Using the voice:</p> <ul style="list-style-type: none"> • Sing confidently being aware of posture and good diction. • Plan breathing to begin singing and to allow for longer phrases • Sing with an increasing awareness of the tone of their voices and the shape of the melody • Sing two or more-part rounds and part-songs with more confidence, independence and increasing pitch accuracy <p>Using a Guitar:</p> <ul style="list-style-type: none"> • Demonstrate a good understanding of correct posture with minimal hand and finger movement. • Play using appropriate right hand technique • Play keeping left hand fingers on their tips and behind the fret for closed notes. • Use thumb rest stroke where appropriate. • Copy and improvise using extended rhythms and melodic phrases. • Perform whole pieces from notation <p>Ensemble skills:</p> <ul style="list-style-type: none"> • Play/sing with control: <ul style="list-style-type: none"> a. maintaining steady pulse b. At various tempi c. At different dynamics • Work and collaborate in smaller groups • Follow a leader (teacher) starting and stopping together <p>Repertoire:</p> <ul style="list-style-type: none"> • Vocal : Range: Minimum one octave C – C' or D -D' with occasional supported singing to a ninth (e.g., leading up/down by step, not jumping from a lower/higher note) • Vocal: Structure and texture: more complex unison, both accompanied and unaccompanied, call and copy, call and response, partner songs, more complex/longer rounds and ostinati, simple partsinging • Progressive pieces to teach, consolidate and revisit appropriate playing techniques for the instrument progression of rhythmic material and suitable structures (e.g., repeated sections –including repeat marks) |
| <p>Year 6</p> | <p>Using the voice:</p> <ul style="list-style-type: none"> • Sing confidently being aware of posture and good diction. • Plan breathing to begin singing and to allow for longer phrases • Sing with an increasing awareness of the tone of their voices and the shape of the melody • Sing two or more-part rounds and part-songs with more confidence, independence and increasing pitch accuracy <p>Using a Percussion Instrument:</p> <ul style="list-style-type: none"> • Increasing use of appropriate posture/ beater & stick grip • Produce a clean sound with no 'buzzing' allowing the note bars to ring • Play simple tuned pieces and rhythmic pieces from a form of notation. • Demonstrate efficient control of both hands playing rudiments, scales and arpeggios. • Copy and improvise using extended rhythms and melodic phrases. • Perform whole pieces from notation. <p>Ensemble skills:</p> <ul style="list-style-type: none"> • Play/sing with control: <ul style="list-style-type: none"> a. maintaining steady pulse b. at various tempi c. at different dynamics • Work and collaborate in smaller groups • Follow a leader (teacher) starting and stopping together <p>Repertoire:</p> <ul style="list-style-type: none"> • Vocal : Range: Minimum one octave C – C' or D -D' with occasional supported singing to a ninth (e.g., leading up/down by step, not jumping from a lower/higher note) |

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| | <ul style="list-style-type: none"> • Vocal: Structure and texture: more complex unison, both accompanied and unaccompanied, call and copy, call and response, partner songs, more complex/longer rounds and ostinati, simple partsinging • Progressive pieces to teach, consolidate and revisit appropriate playing techniques for the instrument • progression of rhythmic material and suitable structures (e.g., repeated sections –including repeat marks) |
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| Listen, Reflect and Appraise | |
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| Year 1 | <ul style="list-style-type: none"> • Move, dance and respond in any way they can when listening. • Describe their thoughts and feelings when listening to the music, including why they like or don't like the music. • Talk about any instruments they might hear and perhaps identify them. • Recognise some band and orchestral instruments. • Identify a fast or slow tempo. • Identify loud and quiet sounds as an introduction to understanding dynamics. • Talk about any other music they have heard that is similar. • Begin to understand where the music fits in the world. • Begin to understand different styles of music. |
| Year 2 | <ul style="list-style-type: none"> • Find and try to keep a steady beat. • Invent different actions to move in time with the music. • Move, dance and respond with their bodies in any way they can. • Describe their thoughts and feelings when hearing the music. • Describe what they see in their individual imaginations when listening to the piece of music. • Talk about why they like or don't like the music. • Talk about any other music they have heard that is similar. • Identify a fast or slow tempo. • Mark the beat of a listening piece by tapping or clapping, and recognise tempo as well as changes in tempo. Identify loud and quiet sounds as an introduction to understanding dynamics. • Walk in time to the beat of a piece of music. • Describe differences in tempo and dynamics with more confidence. • Recognise some band and orchestral instruments. • Continue to talk about where music might fit into the world. • Begin to understand that there are different styles of music. • Discuss the style(s) of the music. • Discuss what the song or piece of music might be about. |
| Year 3 | <p>Listen to and talk about a wide range of diverse repertoire including:</p> <ul style="list-style-type: none"> • Listen with concentration to longer pieces / extracts of music • Listen to live/recorded extracts of different kinds of music and identify where appropriate <ul style="list-style-type: none"> ◆ a steady pulse / no steady pulse ◆ a specific rhythm pattern or event ◆ the speed (TEMPO) of the music ◆ the volume (DYNAMICS) ◆ the melody • Talk about music using appropriate musical terms/language . • Notice and explore how music reflects time, place, and culture. <p>Begin to use a technical vocabulary, including the Interrelated Dimensions of Music, when talking about music listened to, sung, or played:</p> <ul style="list-style-type: none"> • Pitch • Dynamics (loud/quiet) • Tempo (fast/slow) • Pulse • Rhythm (including names of symbols e.g., crotchet) • Metre (Beats in a bar) • Tonality – major/minor <p>Instrument-specific vocabulary</p> |

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| | <ul style="list-style-type: none"> • Rudiments—single stroke, double stroke, paradiddles • Parts of the instrument |
| Year 4 | <p>Listen to and talk about a wide range of diverse repertoire including:</p> <ul style="list-style-type: none"> • Listen with concentration to longer pieces / extracts of music • Listen to live/recorded extracts of different kinds of music and identify where appropriate <ul style="list-style-type: none"> ◆ a steady pulse / no steady pulse ◆ a specific rhythm pattern or event ◆ the speed (TEMPO) of the music ◆ the volume (DYNAMICS) ◆ the melody • Talk about music using appropriate musical terms/language . • Notice and explore how music reflects time, place, and culture. <p>Begin to use a technical vocabulary, including the Interrelated Dimensions of Music, when talking about music listened to, sung, or played:</p> <ul style="list-style-type: none"> • Pitch (including note names/finger numbers) • Dynamics (loud/quiet) • Tempo (fast/slow) • Pulse • Rhythm (including names of symbols e.g., crotchet) • Metre (Beats in a bar) • Tonality – major/minor <p>Instrument-specific vocabulary</p> <ul style="list-style-type: none"> • Plucking, strumming, fretting • Parts of the instrument |
| Year 5 | <p>Listen to and talk about a wide range of diverse repertoire including:</p> <ul style="list-style-type: none"> • Listen with concentration to longer pieces / extracts of music • Listen to live/recorded extracts of different kinds of music and identify where appropriate <ul style="list-style-type: none"> ◆ a steady pulse / no steady pulse ◆ a specific rhythm pattern or event ◆ the speed (TEMPO) of the music ◆ the volume (DYNAMICS) ◆ the melody • Notice and explore how music reflects time, place, and culture. • Talk about music using appropriate musical terms/language <p>Begin to use a technical vocabulary, including the Interrelated Dimensions of Music, when talking about music listened to, sung, or played:</p> <ul style="list-style-type: none"> • Pitch (including note names/finger numbers) • Dynamics (loud/quiet - piano/forte) • Tempo (slow/fast - andante, presto) • Pulse • Rhythm (including names of symbols e.g., crotchet, quavers, crotchet rest, minim) • Metre (Beats in a bar) • Tonality – major/minor Instrument-specific vocabulary • Plucking, strumming, fretting • Parts of the instrument |
| Year 6 | <p>Listen to and talk about a wide range of diverse repertoire including:</p> <ul style="list-style-type: none"> • Listen with concentration to longer pieces / extracts of music • Listen to live/recorded extracts of different kinds of music and identify where appropriate <ul style="list-style-type: none"> ◆ a steady pulse / no steady pulse ◆ a specific rhythm pattern or event ◆ the speed (TEMPO) of the music ◆ the volume (DYNAMICS) ◆ the melody |

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| | <ul style="list-style-type: none"> • Notice and explore how music reflects time, place, and culture. • Talk about music using appropriate musical terms/language <p>Begin to use a technical vocabulary, including the Interrelated Dimensions of Music, when talking about music listened to, sung, or played:</p> <ul style="list-style-type: none"> • Pitch • Dynamics (loud/quiet - piano/forte) • Tempo (slow/fast - andante, presto) • Pulse • Rhythm (including names of symbols e.g., crotchet, quavers, crotchet rest, minim) • Metre (Beats in a bar) • Tonality – major/minor <p>Instrument-specific vocabulary</p> <ul style="list-style-type: none"> • Rudiments—single stroke, double stroke, paradiddles • Parts of the instrument |
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| Explore and Compose |
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| Year 1 | <p>Improvising:</p> <ul style="list-style-type: none"> • Explore improvisation within a major and minor scale, using the notes: C, D, E D, E, A F, G, A D, F, G • Explore and begin to create personal musical ideas using the given notes for the unit. • Understand that improvisation is about the children making up their own very simple tunes on the spot. Follow a steady beat and stay 'in time'. • Improvise simple vocal patterns using 'question and answer' phrases. • Understand the difference between creating a rhythm pattern and a pitch pattern. <p>Composing:</p> <ul style="list-style-type: none"> • Begin to understand that composing is like writing a story with music. • Explore sounds and create their own melody. • Perform their simple composition/s using two, three, four or five notes. <p>Use simple notation if appropriate:</p> <ul style="list-style-type: none"> • Create a simple melody using crotchets and minims. C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C. • F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F. • D, F D, F, G D, F, G, A D, F, G, A, C Start and end on the note D. <p>Begin to explore and create using graphic scores:</p> <ul style="list-style-type: none"> • Create musical sound effects and short sequences of sounds in response to music and video stimuli. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. • Create a story, choosing and playing classroom instruments. • Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. • Use music technology, if available, to capture, change and combine sounds. |
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| Year 2 | <p>Improvising:</p> <ul style="list-style-type: none"> • Explore improvisation within a major scale, using the notes: C, D, E C, G, A G, A, B F, G, A • Begin to create personal musical ideas using the given notes. • Understand that improvisation is about the children making up their own very simple tunes on the spot. • Follow a steady beat and stay 'in time'. • Work with partners and in the class to improvise simple 'question and answer' phrases, to be sung and played on untuned percussion, creating a musical conversation <p>Composing:</p> <ul style="list-style-type: none"> • Continue to understand that composing is like writing a story with music. • Perform their simple composition/s using two, three, four or five notes. Start their tune/s on note one and end it on note one. |
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| | <ul style="list-style-type: none"> • Use simple notation if appropriate: • Create a simple melody using crotchets and minims. C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major). G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (pentatonic on G). F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (pentatonic on F). <p>Explore and create graphic scores:</p> <ul style="list-style-type: none"> • Create musical sound effects and short sequences of sounds in response to music and video stimuli. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. • Create a story, choosing and playing classroom instruments. • Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. • Use music technology, if available, to capture, change and combine sounds. |
| Year 3 | <p>Explore:</p> <ul style="list-style-type: none"> • Long and short sounds (rhythm – duration appropriate to the music being played and sung (e.g., crotchets, beamed quavers, crotchet rests, minims.) • The rhythm patterns of words and sentences • Changes in pitch (intervals higher and lower – steps and leaps) • Sequences of sound (structure) • Sounds in response to a stimulus (visual - e.g., notation - or aural) <p>Improvise:</p> <ul style="list-style-type: none"> • A simple melody from a selected group of notes (e.g., a pentatonic scale or set of known instrumental notes from a piece) • Short repeated rhythmic patterns (ostinati) • Rhythm patterns from words <p>Compose:</p> <ul style="list-style-type: none"> • A simple melody from a selected group of notes (e.g., a pentatonic scale or set of known instrumental notes from a piece) • Repeated rhythmic patterns (ostinati) • Rhythm patterns from words |
| Year 4 | <p>Explore:</p> <ul style="list-style-type: none"> • Long and short sounds (rhythm – duration appropriate to the music being played and sung (e.g., crotchets, beamed quavers, crotchet rests, minims.) • The rhythm patterns of words and sentences • Changes in pitch (intervals higher and lower – steps and leaps) • Sequences of sound (structure) • Sounds in response to a stimulus (visual - e.g., notation - or aural) <p>Improvise:</p> <ul style="list-style-type: none"> • A simple melody from a selected group of notes (e.g., a pentatonic scale or set of known instrumental notes from a piece) • Short repeated rhythmic patterns (ostinati) • Rhythm patterns from words <p>Compose:</p> <ul style="list-style-type: none"> • A simple melody from a selected group of notes (e.g., a pentatonic scale or set of known instrumental notes from a piece) • • Repeated rhythmic patterns (ostinati) • Rhythm patterns from words |
| Year 5 | <p>Explore:</p> <ul style="list-style-type: none"> • Long and short sounds, rhythm – duration appropriate to the music being played and sung (e.g., crotchets, beamed quavers, crotchet rests, minims.) • The rhythm patterns of words and sentences • Changes in pitch (intervals higher and lower – steps and leaps) • Sequences of sound (structure) • Sounds in response to a stimulus (visual - e.g., notation - or aural) <p>Improvise:</p> |

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| | <ul style="list-style-type: none"> • A simple melody from a selected group of notes (e.g., a pentatonic/ diatonic scale or set of known instrumental notes from a piece) • Short repeated rhythmic patterns (ostinati) • Rhythm patterns from words <p>Compose:</p> <ul style="list-style-type: none"> • A short, simple melody from a selected group of notes (e.g., a pentatonic scale or set of known instrumental notes from a piece) • Repeated rhythmic patterns (ostinati) • Rhythm Patterns from words |
| Year 6 | <p>Explore:</p> <ul style="list-style-type: none"> • Long and short sounds ((rhythm – duration appropriate to the music being played and sung (e.g., crotchets, beamed quavers, crotchet rests, minims.) • The rhythm patterns of words and sentences • Changes in pitch (intervals higher and lower – steps and leaps) • Sequences of sound (structure) • Sounds in response to a stimulus (visual - e.g., notation - or aural) <p>Improvise:</p> <ul style="list-style-type: none"> • A simple melody from a selected group of notes (e.g., a pentatonic/ diatonic scale or set of known instrumental notes from a piece) • Short repeated rhythmic patterns (ostinati) • Rhythm patterns from words <p>Compose:</p> <ul style="list-style-type: none"> • Short A simple melody from a selected group of notes (e.g., a pentatonic scale or set of known instrumental notes from a piece) • Repeated rhythmic patterns (ostinati) • Rhythm Patterns from words |

| Perform | |
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| Year 1 | <ul style="list-style-type: none"> • Rehearse a song and perform it to an audience, explaining why the song was chosen. • Add actions and perhaps movement to the song. • Perform the song from memory. • Follow the leader or conductor. • Talk about the performance afterwards, expressing what was enjoyed and what they think could have been better. • When planning, rehearsing, introducing and performing the song: <ul style="list-style-type: none"> • Introduce the performance. • Begin to play tuned and untuned instruments musically within the performance. <ul style="list-style-type: none"> • Begin to use the voice expressively and creatively by singing simple songs. • Begin to play together as a group /band /ensemble. • Show their understanding of the Musical Spotlight and Social Question, and how they have influenced the performance. |
| Year 2 | <ul style="list-style-type: none"> • Rehearse a song and then perform it to an audience, explaining why the song was chosen. • Add actions to the song. • Show a simple understanding of the Musical Spotlight and Social Question, and how they have influenced the performance. • Perform the song from memory. • Follow the leader or conductor. • Continue to play tuned and untuned instruments musically within the performance. • Continue to use the voice expressively and creatively by singing simple songs. • Continue to play together as a group /band /ensemble. • Talk about the performance afterwards; saying what they enjoyed and what they think could have been better. |

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| Years 3, 4, 5 and 6 | <p>Perform to a range of audiences over the year including:</p> <ul style="list-style-type: none">• Each other (within the class)• Other classes and staff within the school• Whole Key Stage/Whole School (in Assembly or similar)• To parents (school concert/assembly)• Outside the school to other schools and unknown audiences (e.g., Suffolk County Music WCET Festival, 'Celebration' (Britten Pears Arts), other opportunities arising in the local community) <p>Demonstrate increasing confidence in performing as a group and as an individual (in supported contexts) as the year progresses. Demonstrate increasing accuracy and control in singing and playing during performance as the year progresses.</p> |
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