



Statutory Requirements	EYFS	Key Stage 1	Key Stage 2
	Expressive arts and design • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Watch and talk about dance and performance art, expressing their feelings and responses.	Purpose of study 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 compose, and to listen with discrimination to the best in the musical canon. Aims The national curriculum for music aims to ensure that all pupils: • 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 • 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 • understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations 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 interrelated dimensions of music	Key stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. 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 interrelated dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • 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

St Ann's R.C. Primary School Progression of Knowledge and Skills - Music



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and Evaluating - SKILLS	Listening and responding to music - Listening appropriately to someone leading a short musical phrase, song or rhyme. - Exploring spontaneous movement with different parts of their body in response to music. - Expressing different spontaneous emotional reactions to music, (smiling, movement, body language). - Using artwork or creative play as a way of expressing feelings and responses to music.	Listening and responding to music - 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 articulate how a piece of music affects them (e.g. 'It makes me feel sleepy', 'It makes me want to dance', 'It makes me feel happy').	Listening and responding to music - Listening with concentration to short pieces of music or excerpts from longer pieces of music. - Engaging with and responding to longer pieces of music. - Confidently moving in time with the beat of the music when modelled. - Beginning to keep movements to the beat of different speeds of music. - Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.	Responding to music - Listening with attention to detail, focusing on a specific feature of the music (e.g. 'What do you notice about the pitch?'). - Beginning to explain their responses to music using musical features to support their ideas (e.g. 'This music makes me feel tense because it is low and slow').		Responding to music - Listening and noticing relevant details with increasing independence and focusing on a range of musical features. - Explaining their responses to music, using a range of musical features and personal experiences (e.g. 'The fast tempo and loud dynamics make it feel exciting. It reminds me of a football match because it feels energetic').	



	Analysing - Identifying and imitating sounds from a variety of music. Evaluating - Showing preferences for certain music or sounds.	Appraising music - 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 rhythm is repeated). - Recognising simple patterns in pitch (e.g. do re mi). - Discussing the tempo of music using the vocabulary of fast and slow. - Discussing 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'. - Sharing their opinion on the music they hear.	Appraising music - 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 rhythm is repeated). - Recognising simple patterns in pitch (e.g. do re mi). - Discussing the tempo of music using the vocabulary of fast and slow. - Discussing 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'. - Sharing their opinion on the music they hear.	Appraising music - Beginning to identify a wider range of instruments and their role within a piece of music (e.g. a flute playing the melody). - Identifying instruments heard in music from a given selection (e.g. identifying an instrument from a selection of pictures). - Recognising simple patterns that combine rhythm and pitch. - Recognising and discussing how pitch changes (e.g. getting higher, getting lower, stays the same). - Recognising and discussing how speed (tempo) changes (e.g. getting faster or getting slower). - Recognising and discussing how volume (dynamics) change (e.g. getting louder or getting quieter). - Sharing their opinion based on a specific part of the music (e.g. 'I liked how the music got quieter at the end'). - Using some musical vocabulary when describing music (e.g. 'The bass line is playing on beat one').	Appraising music - Identifying an increasing range of instruments and sounds and their function within a piece of music (e.g. the strings creating a tip-toe effect). - Describing unknown instruments by relating them to known instruments or using adjectives (e.g. 'It sounds like a flute because it is floaty'). - Considering how the composer uses rhythm and pitch to create a mood. - Beginning to understand how the inter-related dimensions of music work together to create contrast and mood (e.g. 'There's a crescendo and the music is getting faster to build tension'). - Give increasingly critical appraisals of music using appropriate musical vocabulary and referring to specific elements and sections of a piece (e.g. 'I liked how the trumpets played a crescendo in the middle of the piece - it made the music feel more intense'). - Using musical vocabulary when describing music and its effect on the listener (e.g. The crescendo and building rhythm in the pre-chorus create energy and excitement for the listener.)
--	---	---	---	---	---

St Ann's R.C. Primary School Progression of Knowledge and Skills - Music



		Musical context Appreciating music from a wide variety of cultures and historical periods.	Musical context Appreciating music from a wide variety of cultures and historical periods.	Musical context - Developing understanding of the history of a diverse range of music (e.g. reggae, blues, the music of China and India). - Noticing similarities and differences between music from different time periods or cultures.	
Listening and Evaluating - KNOWLEDGE		Appraising music - To recognise and name at least three different instruments. - 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 pitch is the term used to refer to high and low sounds within music. - To know rhythm is a pattern of sounds made up of long and short notes.	Appraising music - To recognise and name at least three different instruments. - 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 pitch is the term used to refer to high and low sounds within music.	Appraising music - To know that music can be described using musical elements such as pitch, rhythm, tempo and dynamics. - To know that rhythm is created by combining sounds of different durations (e.g. crotchet = 1 beat, minim = 2 beats; long/longer, short/shorter). - To know that contrast in music means using differences (e.g. loud/quiet or fast/slow) to make it more interesting.	Appraising music - To know that composers choose musical elements (e.g. tempo, dynamics and instrumentation) to create particular effects or moods. - To know a range of instruments and understand the roles they play within a piece of music. - To know that different styles of music follow different structure (e.g. pop music often follows a verse-chorus structure, Western Classical may use a theme and variation structure). - To know that contrast is created by changing elements, such as dynamics, tempo or instruments.



		Musical context To know that music from different places and times can sound different.	- To know rhythm is a pattern of sounds made up of long and short notes. Musical context - To know that music from different places and times can sound different.	Musical context - To know that music can be classified or 'sorted' in different ways (e.g. genre, culture, historical period, instrument/technique, purpose and mood). - To know that the way music is produced and shared has changed over time (e.g. music technology). - To know that music from different cultures and time periods sound different because of their musical features (e.g. improvised or composed, types of instruments used).	Musical context - To know that new musical styles are always developing, often inspired by existing styles (e.g. blues influencing popular music). - To know that advancements in musical technology can lead to new genres of music (e.g. EDM). - To know that music is shaped by historical and social influence (e.g. rap, samba).
Creating Sound - SKILLS	Singing repertoire Singing short, rhythmic rhymes and songs.	Singing repertoire - 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 or short phrases	Singing repertoire - 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.	Singing repertoire - Competently singing songs with a range of five notes. - Beginning to maintain a singing part within a group (e.g. singing alongside instruments). - Singing songs where the melody moves up and down in small steps. - Singing simple melodies built on repetition and call-and-response.	Singing repertoire - Competently singing songs with an octave pitch range. - Maintaining an independent singing part within an ensemble. - Singing songs that include leaps (e.g. jumping between notes rather than moving by step). - Singing melodies following a verse-chorus structure. - Singing in harmony, maintaining an independent part with accuracy.



	with a small pitch range (up to five notes that are different but close together).	• Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together).	• Singing in a round, maintaining an independent part with a group.	
	Singing technique • Using both speaking and singing voices. • Unconsciously beginning to sing to the pulse of a song. • Exploring vowel sounds through call and response activities.	Singing technique • Breathing at appropriate times when singing. • Exploring changing their singing voice in different ways (e.g. whispering voice, shouting voice). • Singing a range of call and response chants, attempting to match the pitch and tempo the children hear.	Singing technique • Considering their own volume (dynamics) when singing in a group. • Actively trying to match the correct pitch when singing. • Beginning to recognise how posture improves the singing voice (e.g. stand tall, feet shoulder-width apart, shoulders back, etc). • Beginning to sing clearly, pronouncing words accurately. • Using simple breathing techniques to help support their voice (e.g. standing tall, filling the lungs).	Singing technique • Developing technique to project their voice clearly and confidently (e.g. open mouth, tall posture, facing the audience). • Accurately pitching their voice to sing a broad range of songs with varied pitch ranges. • Demonstrating the correct posture when singing. • Singing with consistent clarity and control, articulating words accurately. • Controlling breath to sustain phrases and support tone quality.
	Instruments • Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.) • Exploring different ways of holding a	Instruments • Developing an awareness of how sound is affected by the way an instrument is held. • Developing an awareness of how volume is affected by the force with which an instrument is played.	Instruments • Developing an awareness of how sound is affected by the way an instrument is held. • Developing an awareness of how volume is affected by	Instruments • Using correct technique to hold instruments and accessories (e.g. beaters) comfortably and with control (e.g. relaxed grip, thumb on top, curved fingers). • Exploring different techniques for playing the
				Instruments • Recognising how different playing actions change the way an instrument sounds (e.g. bouncing the beater on the glockenspiel creates a longer sound). • Selecting and justifying the use of different classroom instruments for a purpose (e.g.

St Ann's R.C. Primary School Progression of Knowledge and Skills - Music



	range of instruments. (Groups A, B and C.) - Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.) - Using instruments expressively to music. (Group B.) - Using instruments to begin to follow a beat, with guidance. (Group A.) Posture - Finding a comfortable static position when playing instruments or singing.	- Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. - Using instruments imaginatively to create soundscapes which convey a sense of place. - Using bilateral and hand-eye coordination to hold and play instruments using both hands. - Starting to understand how to produce different sounds on pitched instruments. - Exploring how different classroom instruments create different sounds for a purpose.	the force with which an instrument is played. - Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. - Using instruments imaginatively to create soundscapes which convey a sense of place. - Using bilateral and hand-eye coordination to hold and play instruments using both hands. - Starting to understand how to produce different sounds on pitched instruments. - Exploring how different classroom instruments create different sounds for a purpose.	same instrument to create different sounds (e.g. using the handle of the beater instead of the head, body percussion). - Maintaining a steady beat using an instrument. - Adapting their playing to be loud or quiet at the direction of a leader. - Beginning to play simple two-note chords. - Beginning to play simple melodies on their instrument.	'We chose the djembe for a strong pulse and the tambourine to make the chorus brighter and more energetic'). - Maintaining the beat on their instrument whilst being aware of other musicians. - Adapting their playing to be loud or quiet to create contrast and add to the mood of a piece. - Beginning to play a simple pattern of chords. - Playing melodies with fluency on their instrument.
Notation - SKILLS		Understanding notation Following simple notation from left to right, recognising that it shows what happens in the music.		Understanding notation Reading and creating simple staff notation to represent either pitch or rhythm in music.	Understanding notation Reading and creating different forms of notation, recognising how they represent musical elements such as pitch and rhythm.



	Representing pitch - Developing an awareness of high and low through pictorial representations of sound. Representing rhythm - Developing an awareness of how simple marks or objects can show single beats and single beat rests.	Representing pitch - Recognising pitch patterns using dots. - Using a simplified version of a stave to notate known musical phrases (of two pitches). Representing rhythm - 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).	Representing pitch - Working out the pitch of notes by counting up or down from a labelled starting note. - Reading and playing simple melodies by following how notes move up and down the stave. - Beginning to recognise and notate notes C to G on a stave, with support. Representing rhythm - Recognising common note values such as crotchet, paired quavers, minims and crotchet rests. - Clapping, playing or reading simple rhythmic patterns using these note values. - Using simple notation to record rhythmic patterns (e.g. crotchet, paired quavers, minims and crotchet rests). - Using words or syllables to create and represent rhythmic patterns (e.g. sunshine to represent quavers).	- Placing notes on the stave to record simple musical ideas. Representing pitch - Recognising some common notes on the stave by sight (e.g. middle C and nearby notes). - Reading and playing simple melodies using staff notation within a limited pitch range (e.g. C to C). - Beginning to place notes accurately on the stave to record musical ideas. Representing rhythm - Recognising further common note values such as crotchet, paired quavers, minims, semibreves and their corresponding rests. - Playing or clapping simple rhythmic patterns using these note values. - Using notation to record simple rhythmic patterns using crotchets, paired quavers, minims, semibreves and rests - Recognising 3/4 and 4/4 time signatures in notation.
--	--	---	--	---



Notation - KNOWLEDGE		Understanding notation - To know that notation is read from left to right. Representing pitch - To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. Representing rhythm - To know that pictorial representations of rhythm show sounds and rests.	Understanding notation - To know that notation can be used to write down music that has been created. - To know that notation can help musicians play music created by someone else. - To know that musical ideas can be written down in a variety of ways (e.g. using the stave, graphic score or technology). - To know that staff notation is a commonly used system for writing music. Representing pitch - To know that each position on the stave represents a different note name. - To know that when notes move step by step up or down the stave the pitch becomes higher or lower. - To know that there are different ways to represent getting higher, getting lower or staying the same (e.g. drawing a mountain shape to represent pitch). Representing rhythm - To know that the shape of a note shows how long a sound should last. - To know that a crotchet is a note that lasts for one beat.	Understanding notation - To know that musicians use different types of notation for different purposes. - To know that in staff notation a note shows both the pitch of a sound and its duration. - To know that symbols and markings can give performers information about how music should be played, such as tempo or dynamics. Representing pitch - To know that middle C sits on a small line just below the stave and can help musicians work out nearby notes. Representing rhythm - To know that a semibreve lasts for four beats. - To know that a quaver rest represents a silence lasting for half a beat.
-----------------------------	--	--	--	--



				- To know that a minim is a note that lasts for two beats. - To know that a quaver is a note that lasts for half a beat (a pair of quavers = one beat). - To know that a crotchet rest lasts for one beat. - To know that a minim rest lasts for two beats.	
Improvising and Composing - SKILLS	Stimulus and purpose - Exploring and imitating sounds from their environment and in response to events in stories. Improvising - Exploring and imitating sounds.	Stimulus and purpose - Creating simple sound sequences in response to stimuli such as stories, artwork or nature. Improvising - Improvising simple question and answer phrases, using untuned percussion or voices.	Stimulus and purpose - Creating simple sound sequences in response to stimuli such as stories, artwork or nature. Improvising - Improvising simple question and answer phrases, using untuned percussion or voices.	Stimulus and purpose - Improvising or composing short pieces that represent a stimulus, choosing sounds or instruments to match an idea or character. Improvising - Beginning to improvise using up to five pitches. - Improvising melodies over an accompaniment or drone. - Exploring a different idea before selecting one. - Beginning to consider the inter-related dimensions of music when improvising (e.g. speed, getting higher, volume).	Stimulus and purpose - Improvising or composing music to represent a stimulus and create a specific mood, atmosphere or message (e.g. tense music to represent stormy clouds). Improvising - Improvising or composing music to represent a stimulus and create a specific mood, atmosphere or message (e.g. tense music to represent stormy clouds). - Improvising melodies over an accompaniment or drone, keeping in time. - Exploring a range of ideas before selecting one. - Confidently applying the inter-related dimensions of music and explaining their choices (e.g. 'I sped up in the middle section to add excitement').



	Creating and selecting sounds - Experimenting with creating sound in different ways using instruments, body percussion and voices. - Selecting classroom objects to use as instruments. - Selecting sounds that make them feel a certain way or remind them of something.	Composing - Experimenting with creating different sounds using a single instrument. - Experimenting with creating loud, quiet, high and low sounds. - Selecting objects and/or instruments to create sounds to represent a given idea or character. - Choosing words to match a simple pitch pattern. Structure - Playing and combining sounds under the direction of a leader (the teacher).	Composing - Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. - Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Structure - Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.	Composing - Creating short sequences of sound within certain parameters (e.g. using given notes or rhythms, such as the pentatonic scale). - Exploring how the inter-related dimensions of music can be used to improve a piece or create contrast (e.g. changing speed or volume). - Beginning to choose words that match a melody or rhythm, considering the syllables (e.g. 'hap-py' using paired quavers). - Beginning to develop a repeated melody within given parameters (e.g. adding suggested notes). Structure - Composing to a simple given structure (e.g. beginning, middle and end).	Composing - Creating musical ideas whilst carefully considering rhythm, pitch and notation. - Making musical decisions to create different moods, such as choosing appropriate notes, tempo (speed) or dynamics (volume). - Writing lyrics to fit a melody, carefully matching syllables to the rhythm. - Confidently developing melodic ideas, exploring different pitches and rhythms. Structure - Considering the structure of a composition to reflect a style of music.
Performing - SKILLS	Understanding and evaluating performance Beginning to say what they liked	Evaluating Performance Offering positive feedback on others' performances and beginning to notice	Evaluating Performance Offering positive feedback on others' performances and beginning to notice	Evaluating performance Beginning to offer constructive thoughts and opinions on peer performances.	Evaluating performance Offering constructive thoughts and opinions of peer performances, using musical vocabulary and reasoning.



	about others' performances.	areas for improvement in their own. - 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'.	areas for improvement in their own. - 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'.	- Reflecting on their own performance and expressing what went well. - Beginning to offer simple, constructive feedback relating to specific elements of the performance.	- Evaluating their performance by identifying strengths and suggesting next steps for improvement. - Giving balanced feedback relating to specific elements of the performance (e.g. 'I liked how you used a crescendo to build excitement but next time you could get faster too').
	Awareness of self - Facing the audience when performing. - Spontaneously expressing feelings around performing.	Timing - Starting to maintain a steady beat throughout short singing performances. Performance awareness - Keeping the head raised while singing. - Keeping instruments still until their part in a performance.	Timing - Starting to maintain a steady beat throughout short singing performances. Performance awareness - Standing or sitting appropriately when performing or waiting to perform. - Continuing playing or singing with a group,	Timing - Performing simple parts and keeping a steady beat with support from a backing track. Performance awareness - Beginning to have an awareness of the difference between practice and performance. - Beginning to use body language and facial expressions to support a performance.	Timing - Performing confidently and independently in time with a backing track or ensemble. Performance awareness - Applying simple techniques to improve rehearsal and performance (e.g. making eye contact during a rehearsal; looking at the audience during a performance).

St Ann's R.C. Primary School Progression of Knowledge and Skills - Music



	Awareness of others - Performing actively as part of a group. - Demonstrating being a good audience member, by looking, listening and maintaining attention.	Ensemble skills - Performing actively as part of a group; keeping in time with the beat. - Showing an awareness of the leader, particularly when starting or ending a piece.	even if a mistake is made. Ensemble skills - Performing actively as a group, clearly keeping in time with the beat. - Following a leader to start and end a piece appropriately.	- Beginning to recognise suitable points to rejoin a performance if they lose their place. Ensemble skills - Beginning to maintain an individual part (e.g. bass, chords or melody) within a group. - Following cues from a leader or backing track to start or stop performing. - Beginning to use simple non-verbal cues, such as eye contact or nodding, to help coordinate group performances.	- Performing with stage awareness, showing confidence, focus and engagement with the audience. - Recovering smoothly from mistakes while maintaining the flow of the performance. Ensemble skills - Maintaining an individual part (e.g. bass, chords, melody) within a group. - Recognising and responding to cues within a performance to enter, stop or change sections. - Using non-verbal communication confidently to coordinate ensemble performance, such as signalling entries, endings or changes.
Inter-Related Dimension - KNOWLEDGE		Dynamics - To know that ‘loud’ and ‘quiet’ describe the volume of music. Rhythm - To know that rhythm is a pattern of sounds made up of long and short notes. Structure - To know that some parts of music can repeat.	Dynamics - To know that dynamics describe the volume of music and can change within a piece. Rhythm - To know that dynamics describe the volume of music and can change within a piece. Structure - To know that music can be organised into sections such as ‘beginning’, ‘middle’ and ‘end’.	Dynamics - To know that changes in dynamics (e.g. crescendo and decrescendo) can create contrast or mood. Rhythm - To know that rhythms can be organised into bars and different time signatures. Structure - To know that musical styles often follow particular structures (e.g. verse-chorus, theme and variation).	



		Melody (including pitch) - To know that pitch describes how high or low a sound is. Instrumentation - To know that instruments can be recognised by their sound and appearance. Tempo - To know that tempo describes the speed of music.	Melody (including pitch) - To know that melodies are made from a sequence of pitches that move higher, lower or stay the same. Instrumentation - To know that instruments belong to families and can have different roles in a piece of music. Tempo - To know that tempo can change within a piece of music, becoming faster or slower. Harmony - To know that harmony is created when two or more different notes are played together.	Melody (including pitch) - To know that melodic ideas can be repeated, developed or varied. Instrumentation - To know that composers choose different instruments to create particular musical effects. Tempo - To know that composers use changes in tempo to create contrast, tension or excitement in music. Harmony - To know that chords and harmony support melody and add depth to music.
--	--	--	--	--