



Subject Non- Negotiables –

Skills and knowledge components:

Progression document building from previous year’s learning

Music

Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Controlling sounds through singing and playing (performing)	<p>Sing echo songs and perform movements to a steady beat.</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>Follow instructions on how and when to sing/play an instrument.</p> <p>Take part in singing.</p> <p>Take notice of others when performing.</p> <p>Make and control long and short sounds (duration).</p> <p>Explore pitch– high and low.</p>	<p>Use voice to good effect, understanding the importance of warming up first.</p> <p>Sing songs in ensembles, following the tune (melody) well.</p> <p>Perform in an ensemble with instructions from the leader.</p> <p>Make and control long and short sounds using voices and instruments, including simple improvisation.</p>	<p>Sing songs from memory with accurate pitch and in tune.</p> <p>Show control in voice and pronounce the words in a song clearly (diction).</p> <p>Maintain a simple part within an ensemble.</p> <p>Play notes on instruments clearly and including steps/ leaps in pitch.</p> <p>Improvise (including call and response) .</p>	<p>Sing in tune, breathe well, and pronounce words, change pitch and dynamics.</p> <p>Sustain a rhythm on an instrument (tempo/ duration/ texture).</p> <p>Perform with control and awareness of what others are singing/ playing.</p> <p>Improvise within a group using more than 2 notes.</p>	<p>Show control, phrasing and expression in singing.</p> <p>Hold part in a round (pitch/structure).</p> <p>Perform in solo and ensemble contexts.</p> <p>Improvise independently with increasing aural memory.</p>	<p>Sing or play from memory with confidence.</p> <p>Take turns to lead a group.</p> <p>Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing.</p> <p>Play more complex instrumental parts.</p> <p>Perform in live contexts,</p>



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							accounting for musical dimensions.
Creating and developing musical ideas (composing)	<p>Play instruments to a steady beat.</p> <p>Understand how to hold and play an instrument with care.</p> <p>Explore the different sounds instruments make.</p> <p>Choose an</p>	<p>Make a sequence of long and short sounds with help (duration).</p> <p>Clap longer rhythms with help.</p> <p>Make different sounds (high and low–pitch; loud and quiet–dynamics; fast</p>	<p>Carefully choose sounds to achieve an effect (including use of ICT).</p> <p>Order sounds to create an effect (structure–beginnings/endings).</p> <p>Create short musical patterns.</p> <p>Create sequences of long and short sounds–rhythmic patterns (duration).</p>	<p>Compose and perform simple melodies (limited notes).</p> <p>Use sound to create abstract effects</p> <p>Create/ improvise repeated patterns (ostinato) with a range of instruments.</p> <p>Effectively choose, order, combine and control sounds (texture/ structure).</p>	<p>Compose and perform melodies using three or four notes.</p> <p>Make creative use of the way sounds can be changed, organised and controlled</p> <p>Create accompaniments for tunes</p> <p>Create rhythmic</p>	<p>Use a variety of different musical devices including melody, rhythms and chords.</p> <p>Compose and perform melodies using four or five notes.</p> <p>Create own songs (raps- structure).</p> <p>Record own compositions.</p>	<p>Compose and perform melodies using five or more notes.</p> <p>Show confidence, thought and imagination in selecting sounds and structures to convey an idea.</p> <p>Create music reflecting given intentions and</p>



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	instrument to create a specific sound.	and slow-tempo; quality of the sound-smooth, crisp, scratchy, rattling, tinkling etc.– timbre).	Play instruments with control and exploring pitch Start to explore simple compositions with two or three notes.		patterns with awareness of timbre and duration.		record using standard notation.
Responding and reviewing (appraising)	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	Hear the pulse in music. Hear different moods in music. Identify texture– one sound or several sounds? Choose sounds to represent different	Identify the pulse in music. Recognise changes in timbre (sound quality-smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). Start to recognise different instruments.	Know the difference between pulse and rhythm. Internalise the pulse in music. Start to use musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure. Use these words when analysing music/performances.	Know how pulse stays the same but rhythm changes in a piece of music. Listen to several layers of sound (texture) and talk about the effect on mood and feelings. Use more musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics,	Know how pulse, rhythm fit together. Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, silence, melody, chord, staccato, legato, crescendo. Use these words to identify	Identify dimensions of music in songs and pieces of music. Use musical vocabulary confidently to describe music. Work out how harmonies are used and how drones and melodic ostinato (riffs) are used to



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	songs and music together with body movements to a steady beat.	thing. Provide opportunities to play tuned/ untuned instruments			tempo, texture, structure, rhythm. Identify patterns in music.	strengths and weaknesses in own and others’ music.	accompany singing. Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions. Refine and improve own/ others’ work.
Listening and applying knowledge and understanding	Express feelings in music by responding to different moods in a musical score. Listen to music and	Listen for different types of sounds (provide opportunities to listen to live music). Know how sounds are made and	Listen carefully and recall short rhythmic and melodic patterns. Use changes in dynamics, timbre and pitch in music. Make sounds and symbols to make and record music (graphic	Use musical dimensions together to compose music. Introduce simple notation (crotchet, quaver). Play with a sound-then-symbol approach. Use silence for effect	Combine sounds expressively (all dimensions). Read notation- single part. Know that sense of occasion affects performance. Describe different	Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure).	Use increased aural memory to recall sounds accurately. Use knowledge of musical dimensions to know how to best combine



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	<p>respond by using hand and whole body movements.</p> <p>Listen to different sounds (animal noise, water etc.) and respond with voice and movement.</p>	<p>changed.</p> <p>Use voice in different ways to create different effects.</p>	<p>scoring).</p> <p>Know music can be played or listened to for a variety of purposes (in history/ different cultures).</p>	<p>and know symbol for a rest.</p> <p>Describe different purposes of music in history/ other cultures.</p>	<p>purposes of music in history/ other cultures.</p>	<p>Read and perform using extended notation- both single and layered parts.</p> <p>Describe different purposes of music in history/ traditions/ other cultures.</p>	<p>them.</p> <p>Know and use standard musical notation to perform and record own.</p> <p>Introduce notation recorded on a stave.</p> <p>Develop an understanding of the history of music.</p>
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