



Music Knowledge and Skills Progression

The nature of musical learning is of cyclical progression, concepts are frequently returned to and explored in more depth. Therefore the same progression statement may be relevant to a wide range of ages, and will be applied with differing levels of challenge.

	Performing (tuned and untuned instruments)	Singing	Improvising and Composing	Musical Literacy	Listening, reviewing and evaluating
<p style="text-align: center;">Nursery</p> <p>Statements from Development Matters:</p> <p>C&L: Communication and Language</p> <p>PSED: Personal, Social and Emotional Development</p> <p>PD: Physical development</p>	<p>Show more confidence in new social situations (PSED) e.g. Nativity performance</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm (PD)</p>	<p>NB: All year groups perform as choirs throughout the year e.g. Nativity, concerts etc.</p> <p>Sing a large repertoire of songs (C&L)</p> <p>Know many rhymes (C&L)</p> <p>Recite numbers past 5 in number songs (UW)</p> <p>Sing songs about the natural world (UW)</p>	<p>Extend and create musical patterns (M)</p> <p>Develop their own ideas and decide which instruments to use to express them (EAD)</p> <p>Create their own songs or improvise a song around one they know (EAD)</p>	<p>Count or clap syllables in a word (L)</p> <p>Claps or taps to the pulse of the music being listened to or singing (M&D)</p>	<p>Explore the sounds of the natural world around them (UW)</p> <p>Use drawing to represent ideas like movement or loud noises (EAD)</p> <p>Listen with increased attention to sounds (EAD)</p> <p>Respond to what they have heard, expressing their thoughts and feelings (EAD)</p> <p>Can identify and match an instrumental sound e.g. hear a</p>

<p>L: Literacy</p> <p>M: Mathematics</p> <p>UW: Understanding the World</p> <p>EAD: Expressive Arts and Design</p> <p><i>Additional statements from Musical Development Matters in the Early Years:</i></p> <p>H&R: Hearing and Listening</p> <p>M&D Moving and Dancing</p> <p>E&P Exploring and Playing</p>	<p>Explore how instruments work (UW)</p> <p>Play instruments with increased control to express their feelings and ideas (EAD)</p> <p>Leads or is led by other children in their music making e.g. being a conductor (E&P)</p> <p>Plays instruments with control to play loud / quiet (dynamics), fast / slow (tempo) (E&P)</p> <p>Shows control to hold and play instruments to produce a musical sound e.g. holding a triangle in the air by the string with one hand and playing it with a beater with the other (E&P)</p>	<p>Remember and sing entire songs (EAD)</p> <p>Sing the pitch of a tone sung by another person (pitch match) (EAD)</p> <p>Sing the melodic shape (moving melody, such as down and up, up and down) or familiar songs (EAD)</p>	<p>Add sound effects to stories using instruments (E&P)</p> <p>Listens and responds to others in pair / group music making (E&P)</p>		<p>shaker and indicate they understand it's a shaker (H&R)</p> <p>Listen to a wide range of music (H&R)</p> <p>Talk about favourite sounds, songs and music (H&R)</p> <p>Matches music to pictures / visual resources (H&R)</p> <p>Describe the sound of instruments e.g. scratchy sound, soft sound (H&R)</p> <p>Physically interprets the sound of instruments e.g. tiptoes to the sound of a xylophone (M&D)</p> <p>Physically imitates the actions of musicians e.g. pretends to play the trumpet (M&D)</p>
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<p>Reception</p> <p><i>Statements from the Early Learning Goals:</i></p> <p>C&L: Communication and Language</p> <p>PSED: Personal, Social and Emotional Development</p> <p>EAD: Expressive Arts and Design</p> <p><i>Additional statements from Musical Development Matters in the Early Years:</i></p> <p>H&R: Hearing and Listening</p> <p>V&R Vocalising and Singing</p>	<p>Work and play cooperatively and take turns with others (PSED: Managing Self)</p> <p>Combines moving, singing and playing instruments e.g. marching, tapping a drum whilst singing (M&D)</p> <p>Plays instruments (including imaginary ones such as air guitar) to match the structure of the music e.g. playing quietly with quiet parts within music, stopping with the music when it stops (E&P)</p> <p>Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making (E&P)</p>	<p>Sing a range of well-known nursery rhymes and songs (EAD: Being Imaginative and Expressive)</p> <p>Perform songs and rhymes with others, and – when appropriate – try to move in time with music (EAD: Being Imaginative and Expressive)</p> <p>May enjoy performing, solo and / or in groups (V&R)</p> <p>Internalises music e.g. sings songs inside his or her head (V&R)</p> <p>Distinguishes between high and low and show the pitches of known material with hand movements (K)</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary (C&L: Speaking)</p> <p>Safely use and explore a variety of instruments experimenting with form and function (EAD: Creating With Materials)</p> <p>Creates music based on a theme e.g. creates the sounds of the seaside (E&P)</p> <p>Creates rhythms using instruments and body percussion (E&P)</p>	<p>Taps rhythms to accompany words e.g. tapping the syllables of names / objects / animals / lyrics of a song (E&P)</p> <p>Work with visual representation of the pulse (hearts) in several songs (K)</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and action during whole class discussions and small group interactions (C&L: Listening, Attention & Understanding)</p> <p>Make comments about what they have heard and ask questions to clarify their understanding (C&L: Listening, Attention & Understanding)</p> <p>Showing their creations, exploring the process they have used (EAD: Creating With Materials)</p> <p>Think abstractly about music and express this physically or verbally e.g. ‘This music sounds like dinosaurs’ (H&R)</p> <p>Moves to the sound of instruments e.g. hop to the sound of a beating drum (M&D)</p> <p>Physically responds to changes in the music e.g. jumps in response to loud/sudden changes in the music (M&D)</p>
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<p>M&D Moving and Dancing</p> <p>E&P Exploring and Playing</p> <p><i>Additional</i> <i>statements</i> <i>covering Kodaly</i> <i>unconscious</i> <i>preparation</i> <i>work:</i></p> <p>K Kodaly</p>		<p>Learn songs with a rest and perform an action in that rest (K)</p> <p>Sing question and answer songs (K)</p> <p>Learn songs with two pitches (s,m) and three pitches (s,m,d or s,l,m) (K)</p>			<p>May play along to the beat of the song they are singing or music being listened to (E&P)</p> <p>May play along with the rhythm in music e.g. the lyrics in songs they are singing or listening to (E&P)</p> <p>Respond to sung instructions with and later without words (K)</p>
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	Performing (tuned and untuned instruments)	Singing	Improvising and Composing	Musical Literacy	Listening, reviewing and evaluating
Year 1	<p>Follow simple verbal and non-verbal performance directions such as begin, stop, loud, quiet</p> <p>Keep a steady pulse as part of a group</p> <p>Play a rhythmic or melodic ostinati</p>	<p>Sing with mostly accurate tuning within an appropriate pitch range</p> <p>Sing simple songs, chants and rhymes from memory, including call and response songs</p> <p>Match pitches sung to them with accuracy</p> <p>Consider posture when singing 'singing seats'</p> <p>Sing short solos as part of a singing game</p>	<p>Improvise a vocal answer to a sung question</p> <p>Create a series of musical sound effects in response to a stimuli</p> <p>Choose classroom instruments appropriately to create a chosen effect</p> <p>Create rhythm patterns and pitch patterns</p>	<p>Explore and invent own symbols to represent sounds</p> <p>Make conscious so and mi hand signs</p> <p>Learn the rhythm names ta and te-te for crotchets and quavers and their written symbols in stick notation</p>	<p>Move appropriately to the pulse of a piece of music, change in response to a change in tempo</p> <p>Identify high and low pitches</p> <p>Echo short rhythms performed by the teacher</p> <p>Respond with actions to a range of wordless sung instructions</p> <p>Discuss and explore the stories, origins, traditions, history and social context of the music we are listening to, singing, and playing, at an appropriate level</p>
Year 2	<p>Keep a steady pulse</p> <p>Maintain a steady pulse when the tempo changes</p>	<p>Sing in tune within an appropriate pitch range</p>	<p>Create music in response to a non-musical stimulus</p>	<p>Explore graphic notation</p> <p>Sing and use so mi la hand signs</p>	<p>Walk in time to the pulse of a piece of music</p>

	<p>Control changes when playing e.g. dynamic changes</p>	<p>Sing short solos as part of a singing game or a performance e.g. Nativity</p> <p>Control changes when singing e.g. dynamic changes</p>	<p>Create rhythmic Q & A phrases with a partner</p> <p>Create rhythmic phrases using ta, te-te and za</p>	<p>Recognise and play 4 beat rhythms using crotchets, quavers and quaver rests (and their rhythm names)</p>	<p>Identify and differentiate between the pulse and the rhythm in a well known song</p> <p>Demonstrate an understanding of dynamics and tempo</p> <p>Discuss and explore the stories, origins, traditions, history and social context of the music we are listening to, singing, and playing, at an appropriate level</p>
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	Performing (tuned and untuned instruments)	Singing	Improvising and Composing	Musical Literacy	Listening, reviewing and evaluating
Year 3	<p>Keep a steady pulse in 2 or 3 time</p> <p>Show an understanding that pulse continues through rests</p> <p>Learn correct technique for playing the recorder including hand position, breathing and tonguing</p> <p>Copy short melodic phrases by ear on the recorder</p> <p>Play a range of pieces in unison and 2 parts</p>	<p>Sing in tune within an appropriate pitch range</p> <p>Sing in two parts</p> <p>Sing considering good posture and breathing</p> <p>Sing longer phrases in call and response</p>	<p>Improvise a short recorder response to a teacher's recorder question</p> <p>Compose short phrases and notate on the staff</p> <p>Create rhythmic accompaniments for songs on untuned percussion</p> <p>Structure compositions into beginning, middle and end</p>	<p>Identify a 3 note phrase on staff notation when played by someone else</p> <p>Sing and use la so mi do hand signs</p> <p>Read and use pitch notation on the stave at a level appropriate to prior experience including crotchets, quavers, minims and their rests, and the notes B, A and G</p>	<p>Show the phrases in a song</p> <p>Compare song phrases and observe similarities in pitch and rhythm</p> <p>Discuss and explore the stories, origins, traditions, history and social context of the music we are listening to, singing, and playing, at an appropriate level</p>
Year 4	<p>Perform as a multi instrumental ensemble</p>	<p>Sing in tune within an appropriate pitch range</p>	<p>Improvise vocally using scat singing and on tuned</p>	<p>Sight read short rhythmic phrases appropriately</p>	<p>Identify if a piece is in 2 or 3 time</p>

	<p>Learn good technique playing tuned and untuned percussion</p> <p>Play pieces in more than 1 part</p> <p>Develop ensemble skills in group work e.g. silent communication or starts and stops</p>	<p>Sing simple vocal harmonies as a class</p> <p>Develop the inner ear by missing words out and returning on the correct pitch</p>	<p>percussion in a jazz style</p> <p>Compose using contrasting sections e.g. ternary form</p> <p>Compose and notate pentatonic phrases</p> <p>Compose music for a specific purpose / mood</p>	<p>differentiated for student's experience</p> <p>Sing and use la so mi ra do hand signs</p> <p>Read and use pitch notation on the stave at a level appropriate to prior experience including a pentatonic scale</p> <p>Record composition ideas using an appropriate method (graphic / rhythm / staff notation / recording)</p>	<p>Introduce the concept of major and minor chords</p> <p>Discuss and explore the stories, origins, traditions, history and social context of the music we are listening to, singing, and playing, at an appropriate level</p>
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	Performing (tuned and untuned instruments)	Singing	Improvising and Composing	Musical Literacy	Listening, reviewing and evaluating
Year 5	<p>Play melodies on tuned instruments, accompanied by ukuleles</p> <p>Play chordal accompaniments on the ukulele</p> <p>Continue developing ensemble skills in whole class and small group work</p>	<p>Sing in tune within an appropriate pitch range</p> <p>Sing 3 part rounds</p> <p>Develop inner ear work to longer phrases</p>	<p>Compose a Blues melody using notes from a Blues scale</p> <p>Improvise over a 12 bar blues riff</p> <p>Compose a vocal Blues melody for a 12 bar blues verse in pairs / threes</p>	<p>Introduce semiquavers and dotted rhythms and how to write them (dotted quaver, semiquaver)</p> <p>Sing and use do ti la so fa mi ray do hand signs</p> <p>Notate a Blues scale melody</p>	<p>Identify if a piece is in 2, 3 or 4 time</p> <p>Develop playing by ear, copying short melodic phrases on instruments</p> <p>Discuss and explore the stories, origins, traditions, history and social context of the music we are listening to, singing, and playing, at an appropriate level</p>
Year 6	<p>Play and perform as part of a Samba bateria including playing as a class ensemble in 5 parts with a range of authentic call and response patterns.</p> <p>Perform a Samba either playing the drums, chords,</p>	<p>Sing in tune within an appropriate pitch range</p> <p>Sing more challenging 3 or 4 part rounds</p> <p>Develop an understanding of how to sing high pitched notes with</p>	<p>Compose, notate and play extended melodic phrases</p> <p>Compose and notate rhythmic call and responses for a samba bateria in the style of Rio Samba or Samba Reggae</p>	<p>Read and use pitch notation on the staff at a level appropriate to prior experience</p> <p>Introduce triplet quavers</p> <p>Read rhythms using all rhythms used previously</p>	<p>Discuss and explore the stories, origins, traditions, history and social context of the music we are listening to, singing, and playing, at an appropriate level</p>

	melody, bass line or voice	a good tone (e.g. E-G above the stave)			
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