

## Music Skills and Knowledge Progression



Subject Domain	Foundation Stage	
<b>Communication and Language</b>	<ul style="list-style-type: none"><li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li><li>• Learn rhymes, poems and songs.</li></ul>	
<b>Physical Development</b>	<ul style="list-style-type: none"><li>• Combine different movements with ease and fluency.</li></ul>	
<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"><li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>• Return to and build upon their previous learning, refining ideas and developing their ability to represent them.</li><li>• Create collaboratively sharing ideas, resources and skills.</li><li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li><li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li><li>• Explore and engage in music making and dance, performing solo or in groups.</li></ul>	

Subject Domain	YEAR 1	YEAR 2
<b>Singing songs with control and using the voice effectively.</b>	<ul style="list-style-type: none"> <li>• Use their singing voice confidently.</li> <li>• Sing a melody accurately and at their own pitch.</li> <li>• Sing with an awareness of pulse and rhythm control.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs expressively.</li> <li>• Follow pitch movements with their hands and use high, low and middle voices.</li> <li>• Begin to sing with control of pitch – following the shape of the melody.</li> </ul>
<b>Listening and responding.</b>	<ul style="list-style-type: none"> <li>• Recall and remember short songs, sequences and patterns of sounds.</li> <li>• Identify different sound sources.</li> <li>• Respond physically when performing and appraising</li> </ul>	<ul style="list-style-type: none"> <li>• Respond physically when performing, composing and appraising music.</li> <li>• Identify well-defined musical features.</li> <li>• Create sequences of movements in response to sounds.</li> </ul>
<b>Exploring sounds, melody and accompaniment.</b>	<ul style="list-style-type: none"> <li>• To explore different sound sources</li> <li>• Make sounds using instruments</li> <li>• Identify and name tuned and untuned percussion instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Make sounds and recognize how they can give a message.</li> <li>• Create and choose sounds in response to a given stimulus.</li> <li>• Identify how sounds can be changed.</li> <li>• Change sounds to reflect different stimuli.</li> </ul>
<b>Play tuned and untuned instruments with control.</b>	<ul style="list-style-type: none"> <li>• Handle and play instruments with increasing control.</li> <li>• Play instruments in different ways and create sounds effects.</li> </ul>	<ul style="list-style-type: none"> <li>• Handle and play instruments with control.</li> <li>• Identify different groups of instruments.</li> </ul>
<b>Rehearsing and performing skills.</b>	<ul style="list-style-type: none"> <li>• Perform in front of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform while showing an awareness of others</li> </ul>
<b>Using symbol and notation.</b>	<ul style="list-style-type: none"> <li>• Perform long and short sounds in response to symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Play and sing a notated phrase.</li> <li>• Begin to make their own symbols for notation.</li> </ul>
<b>Composition.</b>	<ul style="list-style-type: none"> <li>• Explore different sound sources</li> <li>• Make sounds using instruments as a whole class composition.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how different sounds can give a message.</li> <li>• Create and choose sounds in response to symbols.</li> <li>• Change sounds to reflect different stimuli.</li> </ul>

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Subject Domain	YEAR 3	YEAR 4
<b>Singing songs with control and using the voice effectively.</b>	<ul style="list-style-type: none"> <li>• Sing with confidence using a wider vocal range.</li> <li>• Sing in tune.</li> <li>• Sing with an awareness of pulse and rhythm.</li> <li>• Understand how mouth shapes can affect how the voice sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing expressively with awareness and control of the expressive elements eg. timbre, tempo and dynamics.</li> <li>• Sing songs and create different vocal effects.</li> <li>• Internalise sounds by singing parts of a song 'in their heads'.</li> </ul>
<b>Listening and responding.</b>	<ul style="list-style-type: none"> <li>• Identify melodic phrases and play them by ear.</li> <li>• Explore and choose different movements to describe animals for example.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify phrases that could be used as an introduction, an interlude or an ending.</li> </ul>
<b>Exploring sounds, melody and accompaniment.</b>	<ul style="list-style-type: none"> <li>• Identify ways sounds are used to accompany a song.</li> <li>• Analyse how sounds are used to create different moods.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and perform different types of accompaniment.</li> <li>• Analyse and comment on how sounds are used to create different moods.</li> </ul>
<b>Play tuned and untuned instruments with control.</b>	<ul style="list-style-type: none"> <li>• Identify melodic phrases and begin to play them by ear.</li> <li>• Select instruments to describe visual images.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify melodic phrases and play them by ear.</li> <li>• Choose instruments on the basis of internalized sounds.</li> </ul>
<b>Rehearsing and performing skills.</b>	<ul style="list-style-type: none"> <li>• Perform in different ways exploring the way that performers are a musical resource.</li> <li>• Perform with an awareness of different parts.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how music can reflect different intentions.</li> <li>• Present performances effectively.</li> </ul>
<b>Using symbol and notation.</b>	<ul style="list-style-type: none"> <li>• Make their own symbols for notation and be able to perform using them.</li> </ul>	<ul style="list-style-type: none"> <li>• Make their own symbols for notation to create a class graphic score.</li> </ul>
<b>Composition.</b>	<ul style="list-style-type: none"> <li>• Create textures by combining sounds in different ways.</li> <li>• Create music that describes contrasting moods.</li> </ul>	<ul style="list-style-type: none"> <li>• Create an accompaniment to a known song.</li> <li>• Create descriptive music in pairs and small groups.</li> </ul>
<b>History of music</b>	<ul style="list-style-type: none"> <li>• Begin to describe the different purposes of music throughout history and in other cultures.</li> <li>• Begin to understand about "sense of occasion".</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the different purposes of music throughout history and in other cultures.</li> <li>• Understand that the sense of occasion affects the performance.</li> </ul>

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Subject Domain	YEAR 5	YEAR 6
<b>Singing songs with control and using the voice effectively.</b>	<ul style="list-style-type: none"> <li>• Sing songs with increasing control of breathing, posture and sound projection.</li> <li>• Sing songs in tune and with an awareness of other parts.</li> <li>• Sing with expression and rehearse with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to have an awareness of improvisation with the voice.</li> <li>• Sing a round in two or more parts, identifying the melodic phrases and how they fit together.</li> <li>• Sing confidently as a class, in small groups and alone and begin to have an awareness of improvisation of the voice.</li> </ul>
<b>Listening and responding.</b>	<ul style="list-style-type: none"> <li>• Identify different moods and textures.</li> <li>• Internalise short melodies and play these on pitched percussion instruments (by ear)</li> <li>• Create dances that reflect musical features.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how a mood is created by music and lyrics.</li> <li>• Listen to longer pieces of music and identify features.</li> </ul>
<b>Exploring sounds, melody and accompaniment.</b>	<ul style="list-style-type: none"> <li>• Analyse and comment on how sounds are used to create different moods in more complex pieces of music.</li> <li>• Explore different melodic patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse and comment on how sounds are used to create different moods in more complex pieces of music.</li> <li>• Recognise and explore different combinations of pitch sounds.</li> </ul>
<b>Play tuned and untuned instruments with control.</b>	<ul style="list-style-type: none"> <li>• Identify and control different ways percussion instruments make sounds.</li> <li>• Play accompaniments with control and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, control and evaluate different ways percussion instruments make sounds.</li> <li>• Create different effects using combinations of pitched sounds.</li> <li>• Use ICT to change and manipulate sounds.</li> </ul>
<b>Rehearsing and performing skills.</b>	<ul style="list-style-type: none"> <li>• Recognise the need for performance and audiences.</li> <li>• Perform together and follow instructions that combine the musical element.</li> </ul>	<ul style="list-style-type: none"> <li>• Present performances effectively with an awareness of audience, venue and occasion.</li> <li>• Improve their work through analysis, evaluation and comparison.</li> </ul>
<b>Using symbol and notation.</b>	<ul style="list-style-type: none"> <li>• Perform using graphic notation as a support.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs and play instruments and perform using graphic notation of their own.</li> </ul>
<b>Composition.</b>	<ul style="list-style-type: none"> <li>• Identify different starting points for composing music.</li> <li>• Begin to explore, select and combine a variety of different sounds to create a soundscape.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, select and combine a variety of different sounds to create a soundscape.</li> <li>• Use a range of stimuli and develop musical ideas into a completed composition.</li> </ul>
<b>History of music</b>	<ul style="list-style-type: none"> <li>• Understand the different cultural meaning and purposes of music through history and including contemporary culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Notice and explore how music reflects time, place and culture.</li> <li>• Understand and express opinions on the different cultural meaning and purposes of music through history and including contemporary culture.</li> </ul>

