



Music – Progression of Skills and knowledge

EYFS is based on the document **Musical Development Matters in the Early Years – Nicola Burke**

KS1 and KS2 has been put together using the guidance from the **Model Music Curriculum** and **Music Mark** model framework

	Hearing and Listening	Vocalising and singing	Moving and dancing	Exploring and playing
Nursery	<ul style="list-style-type: none"> ➤ Describes the sound of instruments eg scratchy sound, soft sound. ➤ Creates visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music. ➤ Can identify and match an instrumental sound, eg hear a shaker and indicate that they understand it is a shaker. 	<ul style="list-style-type: none"> ➤ Creates his or her own songs, often with a real sense of structure, eg a beginning and an end. ➤ Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home. ➤ Merges elements of familiar songs with improvised singing. ➤ Creates sounds in vocal sound games. ➤ Changes some or all of the words of a song. ➤ Has strong preferences for songs he or she likes to sing and/or listen to 	<ul style="list-style-type: none"> ➤ Claps or taps to the pulse of the music he or she is listening to. ➤ Claps or taps to the pulse of the song he or she is singing. ➤ Physically interprets the sound of instruments, eg tiptoes to the sound of a xylophone. ➤ Physically imitates the actions of musicians, eg pretends to play the trumpet, piano, guitar. 	<ul style="list-style-type: none"> ➤ Adds sound effects to stories using instruments. ➤ Leads or is led by other children in their music making, ie being a conductor. ➤ Listens and responds to others in pair/group music making. ➤ Operates equipment such as CD players, MP3 players, handheld devices, keyboards. ➤ Plays instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo). ➤ Shows control to hold and play instruments to produce a musical sound, eg holding a triangle in the air by the string with one hand and playing it with a beater with the other.
	Hearing and Listening	Vocalising and singing	Moving and dancing	Exploring and playing
Reception	<ul style="list-style-type: none"> ➤ Thinks abstractly about music and expresses this physically or verbally eg ‘this music sounds like floating on a boat’ ➤ Distinguishes and describes changes in music 	<ul style="list-style-type: none"> ➤ Pitch matches ie reproduces with his or her voice the pitch of a tone sung by another ➤ Able to sing the melodic shape (moving melody eg 	<ul style="list-style-type: none"> ➤ Moves to the sounds of instruments eg walks jumps hops to the sounds of a beating drum ➤ Combines moving, singing and playing instruments eg 	<ul style="list-style-type: none"> ➤ Creates music based on a theme eg creates the sounds of the seaside ➤ Finds and records sounds using recording devices ➤ Plays instruments (including imaginary ones

	<p>and compares pieces of music, eg 'this music started fast and then became slow' or 'this music had lots of instruments but this music only had a voice' or 'this music was spiky, and this music was smooth'</p> <ul style="list-style-type: none"> ➤ Associates genres of music with characters and stories ➤ Accurately anticipates changes in music, eg when music is going to get faster, louder, slower 	<p>up and down, down and up) of familiar songs</p> <ul style="list-style-type: none"> ➤ Sings entire songs ➤ May enjoy performing, solo and in groups ➤ Internalises music, eg sings songs inside his or her head 	<p>marching, tapping a drum while singing</p> <ul style="list-style-type: none"> ➤ Moves in time to the pulse of the music being listened to and physically responds to changes in the music eg jumps in response to loud sudden changes ➤ Replicates familiar choreographed dances eg imitates dances and movements associated with pop songs ➤ Dances to familiar music, individually or in pairs / small groups 	<p>such as air guitar) to match the structure of the music, eg playing quietly within quiet parts of the music, stopping with the music when it stops</p> <ul style="list-style-type: none"> ➤ Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making ➤ Taps rhythms to accompany words eg tapping the syllables of the names / objects / animals / lyrics of a song ➤ Creates rhythms using instruments or body percussion ➤ May play along to the beat of the song they are singing or music being listened to ➤ May play along with the rhythm in music eg may play along with the lyrics in songs they are playing or listening to
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	Singing	Listening	Composing / Improvising	Performing
Year 1	<ul style="list-style-type: none"> ➤ Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory, singing collectively and at the same pitch, responding to 	<ul style="list-style-type: none"> ➤ Recognising and understanding the difference between pulse and rhythm. ➤ Describing (verbally or physically) the character, 	<ul style="list-style-type: none"> ➤ Improvise simple vocal chants, using question and answer phrases. ➤ Create musical sound effects and short sequences of sounds in 	<ul style="list-style-type: none"> ➤ Use their voices expressively to speak and chant. ➤ Sing short songs from memory, maintaining the overall shape of the

	<p>simple visual directions (e.g. stop, start, loud, quiet) and counting in.</p> <ul style="list-style-type: none"> ➤ Begin with simple songs with a very small range, mi-so (e.g. Hello, How are You), and then slightly wider (e.g. Bounce High, Bounce Low). ➤ Include pentatonic songs (e.g. Dr Knickerbocker). ➤ Sing a wide range of call and response songs (e.g. Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy 	<p>mood, or 'story' of music they listen to, both verbally and through movement.</p> <ul style="list-style-type: none"> ➤ Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. 	<p>response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).</p> <ul style="list-style-type: none"> ➤ Understand the difference between creating a rhythm pattern and a pitch pattern. ➤ Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. ➤ Use music technology, if available, to capture, change and combine sounds. ➤ Recognise how graphic notation can represent created sounds. Explore and invent own symbols 	<p>melody and keeping in time. Maintain the pulse (play on the beat) using hands, and tuned and untuned instruments.</p> <ul style="list-style-type: none"> ➤ Copy back short rhythmic and melodic phrases on percussion instruments. ➤ Respond to simple musical instructions such as tempo and dynamic changes as part of a class performance. ➤ Perform from graphic notation.
	Singing	Listening	Composing / Improvising	Performing
Year 2	<ul style="list-style-type: none"> ➤ Sing songs regularly with a pitch range of do-so with increasing vocal control. ➤ Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately. ➤ Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by 	<ul style="list-style-type: none"> ➤ Listening to and recognising instrumentation. ➤ Beginning to use musical vocabulary to describe music. ➤ Beginning to identify melodies that move in steps. ➤ Listening to and repeating a short, simple melody by ear. 	<ul style="list-style-type: none"> ➤ Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). ➤ Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. 	<ul style="list-style-type: none"> ➤ Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. ➤ Copying longer rhythmic patterns on un-tuned percussion instruments, keeping a steady pulse.

	responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)		<ul style="list-style-type: none"> ➤ Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. ➤ Use music technology, if available, to capture, change and combine sounds 	<ul style="list-style-type: none"> ➤ Performing expressively using dynamics and timbre to alter sounds as appropriate. ➤ Playing back short melodic patterns by ear and playing short melodic patterns from letter notation.
	Singing	Listening	Composing / Improvising	Performing
Year 3	<ul style="list-style-type: none"> ➤ Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so (e.g. Extreme Weather), tunefully and with expression. Perform forte and piano, loud and soft. ➤ Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders). ➤ Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. ➤ Perform as a choir in school assemblies. 	<ul style="list-style-type: none"> ➤ Understanding that music from different parts of the world has different features. ➤ Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. ➤ Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. ➤ Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi. 	<ul style="list-style-type: none"> ➤ Become more skilled in improvising (using voices, tuned and un-tuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. ➤ Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. ➤ Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and 	<ul style="list-style-type: none"> ➤ Develop facility in playing tuned percussion or a melodic instrument (ukulele, glockenspiel). ➤ Play and perform melodies following graphic / letter / staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets). ➤ Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases. (djembe) ➤ Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance.

			mi). • Compose song accompaniments on untuned percussion using known rhythms and note values.	
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Year 4	<ul style="list-style-type: none"> ➤ Continue to sing a broad range of unison songs with the range of an octave (do–do) (e.g. One More Day—a traditional sea shanty) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). ➤ Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind). ➤ Perform a range of songs in school assemblies. 	<ul style="list-style-type: none"> ➤ Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. ➤ Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). ➤ Identifying common features between different genres, styles and traditions of music. ➤ Using musical vocabulary to discuss the purpose of a piece of music. ➤ Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). 	<ul style="list-style-type: none"> ➤ Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). ➤ Begin to make compositional decisions about the overall structure of improvisations. Continue this process in composition tasks. ➤ Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. ➤ Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. 	<ul style="list-style-type: none"> ➤ Develop facility in the basic skills of a selected musical instrument over a sustained learning period. ➤ Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. ➤ Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. ➤ Identify static and moving parts.

			<ul style="list-style-type: none"> ➤ Explore developing knowledge of musical components by composing music to create a specific mood ➤ Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work 	
	Singing	Listening	Composing / Improvising	Performing
Year 5	<ul style="list-style-type: none"> ➤ Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. ➤ Sing three-part rounds, partner songs, and songs with a verse and a chorus ➤ Perform a range of songs in school assemblies and in school performance opportunities 	<ul style="list-style-type: none"> ➤ Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. ➤ Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. ➤ Comparing and discussing music using detailed musical vocabulary. ➤ Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies 	<ul style="list-style-type: none"> ➤ Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. ➤ Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in composition tasks. ➤ Compose melodies made from pentatonic scales. These melodies can be enhanced with rhythmic or chordal accompaniment. 	<ul style="list-style-type: none"> ➤ Perform a range of songs in school assemblies and in school performance opportunities ➤ Play melodies on keyboards, following staff notation written on one staff and using notes within the Middle C–C'/do–do range. Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs. ➤ Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles.

			<ul style="list-style-type: none"> ➤ Working in pairs, compose a short ternary piece. ➤ Use chords to compose music to evoke a specific atmosphere, mood or environment. ➤ Capture and record creative ideas using any of: <ul style="list-style-type: none"> ▪ graphic symbols ▪ rhythm notation and time signatures ▪ staff notation 	
	Singing	Listening	Composing / Improvising	Performing
Year 6	<ul style="list-style-type: none"> ➤ Sing a broad range of songs, including those that involve syncopated rhythms, as part of developing a sense of themselves as a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. ➤ Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. Perform a range of songs as a choir in 	<ul style="list-style-type: none"> ➤ Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles ➤ Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (eg Film music). Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. ➤ Identifying the way that features of a song can complement one another to create a coherent overall effect. 	<ul style="list-style-type: none"> ➤ Create music with multiple sections that include repetition and contrast ➤ Use chord changes as part of an improvised sequence ➤ Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape ➤ Plan and compose a melody with rhythmic variety and interest. Play this melody on available tuned instruments. Notate this melody ➤ Compose melodies made from pairs of phrases in a major or minor key suitable for the instrument chosen ➤ Either of these melodies can be enhanced with 	<ul style="list-style-type: none"> ➤ Play a melody following staff notation written on one staff and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (ff), very quiet (pp), moderately loud (mf) and moderately quiet (mp). ➤ Accompany this same melody, and others, using block chords or a bass line ➤ Engage with others through ensemble playing ➤ Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations ➤ Read and play from notation a four-bar phrase,

	<p>school assemblies, school performance opportunities and to a wider audience</p> <ul style="list-style-type: none"> ➤ To sing as a soloist within a performance within a duet 	<ul style="list-style-type: none"> ➤ Use musical vocabulary correctly when describing and evaluating the features of a piece of music 	<p>rhythmic or chordal accompaniment</p> <ul style="list-style-type: none"> ➤ Compose a song using voice and instrumentation OR available music software/apps to create and record it, discussing how musical contrasts are achieved 	<p>confidently identifying note names and durations</p>
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Musicianship KS1

	Y1	Y2
Rhythm, metre and tempo	Pulse, beat, copy rhythms with clapping, move and play music in time to the music	Copy 4 beat patterns back on voice and instruments
Pitch and melody	High, low, and able to sing 5 notes	Wider use of notes and understand notes put together is a chord
Structure and form	Call and response; question phrase, answer phrase, echo, ostinato	Rounds and partner songs, repetition, contrast
harmony	Drone	Static, moving
texture	Unison, layered, solo	Duet, melody and accompaniment
Dynamics and articulation	Loud, quiet	Getting louder (crescendo), getting softer (decrescendo); legato (smooth), staccato (detached)
Instruments and playing techniques	Instruments used in Foundation Listening	Instruments used in Foundation Listening including playing techniques
Notation	Crotchets and minims	Crotchets, minims and rests Tab notation on ukulele
Stave, lines and spaces, clef, reading dot notation	Read rhythms	An awareness of rhythms and stave notes

Musicianship KS2

	Y3	Y4	Y5	Y6
Rhythm, metre and tempo	Downbeats, fast (allegro), slow (adagio), pulse, beat	Getting faster (accelerando), Getting slower (rallentando), Bar, metre	Simple time, compound time	Simple time, compound time, syncopation
Pitch and melody	High, low, rising, falling; pitch range do–so	Pentatonic scale, pitch range do–do	Pentatonic scale, major and minor tonality , pitch range do–do	Full diatonic scale in different keys
Structure and form	Call and response; question phrase, answer phrase, echo, ostinato	Rounds and partner songs, repetition, contrast	Ternary form , verse and chorus form	Ternary form, verse and chorus form, music with multiple sections
harmony	Drone	Static, moving	Triads	chord progressions
texture	Unison, layered, solo	Duet, melody and accompaniment	Music in 3 parts	Music in 3 parts, music in 4 parts
Dynamics and articulation	Loud (forte), quiet (piano)	Getting louder (crescendo), getting softer (decrescendo); legato (smooth), staccato (detached)	Wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet)	Wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet)
Instruments and playing techniques	Instruments used in Foundation Listening	Instruments used in Foundation Listening including playing techniques	instruments used in Foundation Listening including playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant)	instruments used in Foundation Listening including playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant)
Notation	Crotchets, paired quavers, minims, fast (allegro) slow (adagio) Loud (forte) Quiet (piano)	Rests Getting faster (accelerando) Getting slower (rallentando) Getting louder (crescendo) Getting quieter (decrescendo)	Semibreves Time signatures 2/4 4/4	Semiquavers Time signatures 3/4
Staff, lines and spaces, clef, reading dot notation	Do – me range of 3rd	Do – so range of 5th	Do – do range of and octave	Do – do range of and octave