



Progression of knowledge & skills in Music

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performance	Audience awareness	To look at the audience when they are performing Use singing voice.	Sing a song accurately at their own pitch. Sing songs expressively.	Sing songs confidently. Pronounce words clearly and understand why this is important.	Perform songs in a way that reflects their meaning. Breathe in the phrases of a song.	Perform significant parts from memory.	Perform using notations.
	Working with others	Perform together as a class. Sing with an awareness of other performers.	Follow pitch movement with their hands and use high, middle and low voices.	Hold a part in a round when led by an adult.	Sustain a drone or melodic ostinato to accompany singing.	Hold a part in a round, taking the lead from more confident pupils.	Take turns to lead a group. Perform alone and in a group.
	Reading notation	Perform sounds of different pitch or dynamic in response to symbols.	Recognise letters as notes on instruments eg chime bars. Read 2 notes and play accordingly.	Play and sing from dot notation.	Read and play at least 3 notes on an instrument with a degree of accuracy – use apps eg playit4yourself	Perform using given notation as support.	Read and play at least 5 notes on an instrument with greater accuracy and independence.
Appraisal	Listening to live and recorded music	Choose sounds to represent different things (ideas, moods, colours, feelings). Reflect on music and say how it makes them feel and move. Say whether they like or dislike a piece of music.	To listen out for particular things in a piece of music. To explain their reasons for liking or disliking a piece of music	Use musical vocabulary to describe the dimensions of music when describing a piece of music	Explore effect of silence as way of building tension (John Cage – 4'33) Identify the character of a piece of music. Identify the different purposes of music.	Describe and evaluate music using musical vocabulary	Evaluate how the venue, occasion and purpose affects the way a piece of music is created and/or performed
	History of Music	Identify favourite songs and favourite musicians.	Recognise the different roles in creating/performing a piece of music including orchestra, choir, composer and conductor. Use apps eg Young Person's Guide to the Orchestra	Recognise the work of at least one famous composer and one musician	Compare musical traditions across time/place, identifying key musicians within this tradition	Describe the style of a genre and identify key musicians within this genre	Explain the impact that different composers and musicians from different times have had on the people of another time
	Self and peer evaluation	Identify their favourite song and explain why they liked it	Identify their favourite part of their performance and explain their reasons for their choice	Improve their work explaining how it has improved	Identify dimensions used in their own or others' music. Evaluate the effectiveness of these dimensions.	Suggest improvements to their own or others' work Explain why they think their music is successful or unsuccessful	Refine and improve their work
Composition	Exploring ideas	Explore different sounds they can make using their voice Play an instrument in different ways to produce different sounds Identify changes in sounds Create short repeated rhythmic, melodic patterns Create short sequences of sounds	Order sounds to create a beginning, middle and end Create music in response to different starting points Use simple structures such as call and response in a piece of music	Use different dimensions in their composition (see below) Create ostinato with different instruments – use apps eg Rockmate Compose melodies and songs Combine different sounds to create a specific mood or feeling	Make decisions about musical dimensions to include in piece of music and explain rationale behind decision Compose music that combines several layers of sound	Compose music to meet specific criteria. Change sounds or organise them differently to change the effect. Choose the most appropriate tempo for a piece of music. Improvise melodic and rhythmic phrases as part of a group	Use a variety of musical dimensions in their composition including melody, rhythms and chords Improvise within given structures Make considered choices in selecting sounds and structures to convey an idea.
	Writing notation	Show sounds by using pictures.	Use own symbols to represent sounds.	Perform sounds of varied rhythm, dynamics, tempo and pitch in response to symbols.	Create way to record different dimensions alongside symbols.	Perform using own notation as support.	Perform using staff notation as support. Recognise that different forms of notation serve different purposes
Use of instruments	Instrument tuition	Tuned and untuned percussion instruments, including voice and simple apps eg Musyc	Develop greater control over voice as an instrument	Introduction to basics of woodwind eg recorder	Introduction to basics of string eg ukulele	Develop string skills. 1	Introduction to Music Technology eg Garage Band



Dimensions of music	Pulse	Identify and clap/tap the background pulse in a song.	Keep a steady pulse when performing simple patterns.	Keep a steady pulse when playing more complex patterns.	Perform a repeated pattern to a steady pulse.	Identify the metre of different songs through recognising the patterns of strong and weak beats	Subdivide the pulse while keeping to a steady beat.
	Rhythm	Use body percussion to create short repeated patterns	Create simple rhythmic patterns on an instrument.	Create repeated patterns with different instruments.	Define 'ostinato'. Identify ostinatos in a variety of music.	Explore syncopation and its rhythmic variety. Explain what makes it challenging.	Understand the relation between syncopated patterns and pulse.
	Pitch	Experiment with different pitches of sound eg by singing in different types of voice.	Know there are different 'heights' of sounds – high, middle, low. Explore an instrument, including voice, to show all 3 types of pitch.	Identify whether changes in pitch are gradual or sudden.	Explore and use sets of pitches eg 4 or 5 note scales.	Create groups of pitches (chords)	Use pitches simultaneously to produce harmony by building up simple chords. Use apps eg Improvox
	Dynamics	Make loud and quiet sounds on the same instrument.	Understand the pulse needs to be quieter than the melody demonstrate this in performance.	Explore why variations in dynamics are needed in a piece of music.	Assign each layer of music a different dynamic and explain why different volumes needed.	Use dynamics to provide contrast.	Identify where a gradual change in dynamics has helped shape the phrases of music.
	Tempo	Say whether a piece of music is fast or slow.	Sing or clap a pulse increasing or decreasing in tempo	Explore the effect it has on the listener when a tempo increases or decreases	Understand how the use of tempo can provide contrast in a piece of music.	Choose the most appropriate tempo for their own compositions.	Explain how tempo changes the character of a music.
	Timbre	Choose from narrow selection of instruments to represent characters based on their tone	Explain their choice of instrument referring to the tone of it.	Analyse and comment on how sounds are used to create different moods.	To combine different sounds to create a mood or feeling, explaining why the instruments were chosen or used.	Identify timbre of families of instruments	Discuss quality of voice of vocal and instrumental pieces.
	Structure	Know that a chorus keeps repeating.	Understand the structure of a call and response song as a series of repeated sections sung in turn.	Identify phrases that could be used as an introduction, interlude and ending.	Understand that music is made up of several layers of sound. Identify layers in music in different structures eg cadenza and samba. Use apps eg LoopyHD or Lambeatbox to create layered songs.	Recognise basic structural forms eg rounds, variations, rondo form, coda, drone, ostinato	Use basic structural forms eg rounds, variations, rondo form, coda, drone, ostinato
	Texture	Listen for background pulse in a song.	Understand the pulse is one layer while the melody is another layer.	Identify repetitions, variations and contrasts within/between layers.	Create textures by combining sounds in different ways.	Explore the use of chords as a type of harmony	Explore effect of acappella in music