



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</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>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</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 rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture).</p> <p>Perform with control and</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</p> |



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| | sounds. | Explore pitch– high and low. | improvisation. | | awareness of what others are singing/ playing. Improvise within a group using more than 2 notes. | | instrumental parts. Perform in live contexts, accounting for musical dimensions. |
| Creating and developing musical ideas (composing) | Play instruments to a steady beat. Understand how to hold and play an instrument | Make a sequence of long and short sounds with help (duration). Clap longer rhythms with | Carefully choose sounds to achieve an effect (including use of ICT). Order sounds to create an effect (structure- beginnings/endings). | Compose and perform simple melodies (limited notes). Use sound to create abstract effects (including using ICT). Create/ improvise | Compose and perform melodies using three or four notes. Make creative use of the way sounds can be changed, | Use a variety of different musical devices including melody, rhythms and chords. Compose and perform melodies using four or five | Compose and perform melodies using five or more notes. Show confidence, thought and imagination in |



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| | <p>with care.</p> <p>Explore the different sounds instruments make.</p> <p>Choose an instrument to create a specific sound.</p> | <p>help.</p> <p>Make different sounds (high and low–pitch; loud and quiet–dynamics; fast and slow-tempo; quality of the sound–smooth, crisp, scratchy, rattling, tinkling etc.–timbre).</p> | <p>Create short musical patterns.</p> <p>Create sequences of long and short sounds- rhythmic patterns (duration).</p> <p>Play instruments with control and exploring pitch</p> <p>Start to explore simple compositions with two or three notes.</p> | <p>repeated patterns (ostinato) with a range of instruments.</p> <p>Effectively choose, order, combine and control sounds (texture/ structure).</p> | <p>organised and controlled (including ICT).</p> <p>Create accompaniments for tunes using drones or melodic ostinato (riffs).</p> <p>Create rhythmic patterns with awareness of timbre and duration.</p> | <p>notes.</p> <p>Create own songs (raps-structure).</p> <p>Record own compositions.</p> | <p>selecting sounds and structures to convey an idea.</p> <p>Create music reflecting given intentions and record using standard notation.</p> <p>Use ICT to organise musical ideas.</p> <p>(Combine all musical dimensions).</p> |
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| <p>Responding and reviewing (appraising)</p> | <p>Choose different instruments, including the voice, to create sound effects in play.</p> <p>Investigate a variety of ways to create sound with different materials.</p> <p>Experiment performing songs and music together with body</p> | <p>Hear the pulse in music.</p> <p>Hear different moods in music.</p> <p>Identify texture– one sound or several sounds?</p> <p>Choose sounds to represent different thing.</p> <p>Provide opportunities to play</p> | <p>Identify the pulse in music.</p> <p>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).</p> <p>Start to recognise different instruments.</p> | <p>Know the difference between pulse and rhythm.</p> <p>Internalise the pulse in music.</p> <p>Start to use musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure.</p> <p>Use these words when analysing music/performances.</p> | <p>Know how pulse stays the same but rhythm changes in a piece of music.</p> <p>Listen to several layers of sound (texture) and talk about the effect on mood and feelings.</p> <p>Use more musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato,</p> | <p>Know how pulse, rhythm fit together.</p> <p>Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, silence, riff, ostinato, melody, chord, staccato, legato, crescendo, diminuendo).</p> <p>Use these words to identify strengths and weaknesses in own and others’</p> | <p>Identify dimensions of music in songs and pieces of music.</p> <p>Use musical vocabulary confidently to describe music.</p> <p>Work out how harmonies are used and how drones and melodic ostinato (riffs) are used to accompany singing.</p> <p>Use knowledge of</p> |
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| | movements to a steady beat. | tuned/ untuned instruments | | | melody, harmony. Identify patterns in music. | music. | 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 | Listen carefully and recall short rhythmic and melodic patterns. Use changes in dynamics, timbre and pitch in music. Make sounds and symbols to make | Use musical dimensions together to compose music. Introduce simple notation (crotchet, quaver). Play with a sound-then-symbol approach. | Combine sounds expressively (all dimensions). Read notation- single part. Know that sense of occasion affects performance. | Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ | Use increased aural memory to recall sounds accurately. Use knowledge of musical dimensions to know how to |



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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>made and changed.</p> <p>Use voice in different ways to create different effects.</p> | <p>and record music (graphic scoring).</p> <p>Know music can be played or listened to for a variety of purposes (in history/ different cultures).</p> | <p>Use silence for effect and know symbol for a rest.</p> <p>Describe different purposes of music in history/ other cultures.</p> | <p>Describe different purposes of music in history/ other cultures.</p> | <p>structure).</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>best combine 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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