



Progression of Skills, Knowledge and Vocabulary in Music 2023-24

EYFS	Characteristics of effective learning	Early Learning Goals
Nursery	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	Expressive Arts and Design - Being imaginative and expressive
Reception	<ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	Expressive Arts and Design

SKILLS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing	<ul style="list-style-type: none"> • Explore making different sounds with the voice and instruments. • Sing and chant songs and rhymes in unison. • Begin to sing in tune using melodies that move mainly by step and include small intervals. • Start and stop at the appropriate time. • Follow a leader when performing as a group. 	<ul style="list-style-type: none"> • Perform a simple melody using voice and/or instruments. • Perform with a strong sense of pulse. • Perform, demonstrating use of dynamics, pitch and tempo. • Play simple rhythms. • Sing in tune within a limited pitch range up to an octave. • Sing/chant in unison and with a simple second part. • As part of a group, maintain an ostinato/drone with the voice or on instruments. • Perform and interpret a piece using simple notation. 	<ul style="list-style-type: none"> • Play a simple melody with technical control of the instrument/voice to create a pleasing sound. • Perform, demonstrating changes in dynamics, pitch, tempo and articulation. • Clap or tap a pulse whilst speaking/playing/improvising a rhythm/song. • Understand and respond to visual cues for starting and stopping. • Can direct others to start and stop using gestures. • Maintain a second part in a vocal or instrumental piece (e.g. partner songs and rounds). • Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control. 	<ul style="list-style-type: none"> • Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience. • Perform using conventional rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver. • Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away. • Maintain a third part in a vocal or instrumental piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony). • Continue to sing rhythmically and expressively using a range of approximately an octave with increased control. 	<ul style="list-style-type: none"> • Sing and play with an understanding of how the interrelated dimensions of music affect the performance and its impact on the audience. • Perform using conventional rhythmic and melodic notation utilising the inter-related dimensions of music. • Understand and respond to visual cues for starting and stopping, and/or fading away, tempi, dynamics and articulation. • Maintain a third part in a vocal or instrumental piece showing an understanding of texture. • Direct others to start and stop using gestures or counting in, setting tempi and dynamics. 	<ul style="list-style-type: none"> • When singing, show greater mastery and control of tone, diction, posture and breathing consistently. • Maintain a third part in a vocal or instrumental piece with an understanding of harmony and texture. • Perform using conventional rhythmic and melodic notation to play a variety of ostinati and simple pieces or songs, including expression and articulations. • Understands and responds to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy. • Can direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece.



<p>Composing and Improvising</p>	<ul style="list-style-type: none"> • Say words/rhymes and clap/play to create simple rhythmic patterns. • Improvise a rhythm/sound over a given number of beats. • Add sound effects to a story. • Make a piece of music to illustrate a character or mood. • Respond to music through movement. 	<ul style="list-style-type: none"> • Use simple pitch and rhythm patterns to develop a structure for a short piece. • Improvise a rhythm/sound over a given number of beats. • Experiment with different timbres to create effects. • Respond to music through movement. • Notate a composition using simple graphic notation. • Understand that music can be notated in different ways. 	<ul style="list-style-type: none"> • Make four-bar rhythms in groups, pairs or individually. • Improvise with increasing confidence. (e.g. using 2 – 3 notes). • Contribute to a group composition which has a definite start, performance and finish and playing own part. • Choose instruments and playing techniques to accurately depict story, mood or character showing an awareness of timbre. • Adds pitch names to rhythmic notation to make melodies. 	<ul style="list-style-type: none"> • Construct a piece with a simple structure (e.g. Binary or Ternary). • Improvise with increasing confidence (e.g. using 2 – 3 notes). • Can add own words to an existing tune to make a new song. • Makes soundscapes/descriptive/atmospheric pieces with narrative/through-composed structures. • Add pitch names to rhythmic notation to make more complex melodies • Work independently within a group composition showing thought in selection of instruments and playing techniques and understanding the effect of timbre and texture, including adding a drone. 	<ul style="list-style-type: none"> • Construct a piece with a simple structure (e.g. Binary or Ternary, Verse-Chorus, Intro/Outro). • Improvise with increasing confidence (e.g. using a scale pattern). • Use scale patterns to construct melodies, understanding pitch direction, movement by step and leap and knowing names of notes. • Compositions show sensitivity to mood/time/location through use of inter-related dimensions of music, experimenting with the use of harmony to create texture. • Works independently within a group composition showing thought in selection of instruments and playing techniques, • Is beginning to compose using conventional notation for rhythms and/or pitch. 	<ul style="list-style-type: none"> • Construct a piece with a more complex structure (e.g. Rondo, Twelve-bar Blues). • Improvise with increasing confidence. (e.g. using a scale pattern). • Can use different scale patterns to construct melodies (e.g. major, minor, pentatonic). • Works independently within a group composition showing thought in selection of instruments and playing techniques, • Notate compositions using a variety of methods, incorporating the inter-related dimensions of music.
<p>Aural Awareness</p>	<ul style="list-style-type: none"> • Listen to and experiment with vocal and instrumental sounds. • Copy back simple rhythmic patterns and melodies. • Feel if the tempo is fast or slow by responding to the pulse. 	<ul style="list-style-type: none"> • Begin to recognise the sounds of different instruments (timbre) with an understanding of how sounds are produced. • Sing and recognise simple melodic shapes and patterns. • Take a lead in activities that involve imitation or call and response. 	<ul style="list-style-type: none"> • Recognise and describe how sounds are made on different instruments. • Sing and recognise short melodic shapes and rhythmic patterns from memory. • Demonstrate the difference between pulse and rhythm. 	<ul style="list-style-type: none"> • Recognise and describe how sounds are made and changed on different instruments and how this groups them into different instrumental families. • Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation. 	<ul style="list-style-type: none"> • Memorise more complex rhythmic and melodic patterns and match conventional notation/graphic pitch notation. • Compare and discuss differences in performances of the same piece of music. 	<ul style="list-style-type: none"> • Memorise more complex rhythmic and melodic patterns and match to conventional notation. • Compare and discuss differences in performances of the same piece of music. • Recognise a variety of metres.



Reflecting and Evaluating	<ul style="list-style-type: none"> • Comment on own performances and compositions. • Describe music and sounds in simple terms. • Talk about how the music makes them feel and why. 	<ul style="list-style-type: none"> • Talk about own and peers' work and make simple suggestions for improvement. 	<ul style="list-style-type: none"> • Make constructive comments on own and others' music to develop compositions and performances. • Make simple connections and comparisons with music being listened to and own compositions and performances. 	<ul style="list-style-type: none"> • Make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music. • Make simple connections and comparisons with music being listened to and own compositions and performances. • Ask questions about music in other cultures and traditions. 	<ul style="list-style-type: none"> • Make constructive and comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music. • Make simple connections and comparisons with music being listened to and own compositions and performances. • Discuss music in subjective and objective terms using musical vocabulary. 	<ul style="list-style-type: none"> • Make constructive and refined comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music. • Make connections and comparisons with music being listened to and own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence).
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KNOWLEDGE	<ul style="list-style-type: none"> • Show an understanding of pulse. • Recognise visual signs for start, stop, mime actions, sing in your head. • Understand simple graphic notation – one sign for a sound or group of sounds. • Recognise duration as being long or short. • Recognise pitch as high or low. • Recognise different articulations e.g. smooth and detached. • Recognise differences in dynamics as loud or soft. 	<ul style="list-style-type: none"> • Start to understand the difference between pulse and rhythm. • Develop an awareness of diction when singing. • Recognise visual signs for start, stop, mime actions, sing in your head. • Begin to recognise how music will fit a topic/theme. • Recognise and begin to use contrasts in dynamics, tempo or pitch in a simple composition. • Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities. • Begin to recognise how other composers use changes in dynamics, pitch and tempo for effect. 	<ul style="list-style-type: none"> • Understand how changes in pitch can be shown on a graphic score. • Understand graphic scores and how more than one sound can play at a time to create texture. • Start to understand simple rhythmic notation including crotchet, quaver, minim, semibreve. • Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities. • Recognise different metres (e.g. 3 time and 4 time). • Begin to recognise how composers use the inter-related dimensions of music to create effects and mood. 	<ul style="list-style-type: none"> • Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound. • Begin to show an awareness of how changes in pitch can be shown on a staff. • Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations. • Recognise simple structures in the music that is being performed or listened to (e.g. phrases, Binary, Ternary, Verse-Chorus). • Recognise different metres (e.g. 2, 3 or 4 time). • Identify how composers use the inter-related dimensions of music to create effects and mood. 	<ul style="list-style-type: none"> • Demonstrate awareness of the need for good posture, breathing and diction whilst singing in order to maintain a pleasing sound. • Recognise and identify instrumental families aurally. • Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations. • Recognise simple structures in the music that is being performed or listened to (e.g. Binary, Ternary, Verse-Chorus, Rondo, Variation, 12-Bar Blues) • Recognise a variety of metres. • Recognise how music reflects its purpose, place and time including other culture and traditions. 	<ul style="list-style-type: none"> • Use the interrelated dimensions of music when singing and playing. • Compositions show sensitivity to mood/time/location through use of inter-related dimensions of music, including experimenting with harmonies and chords to create texture. • Recognise and identify instrumental families aurally, including instruments from different genres, cultures and traditions, comparing and contrasting them with their own musical practices and experiences. • Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations. • Recognise structures in the music that is being performed or listened to (Rondo, Variation, Twelve Bar Blues, Ternary, Verse-



						<p>Chorus, Intro/Outro, through-composed).</p> <ul style="list-style-type: none"> Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to their own cultures, traditions and experiences.
VOCABULARY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Vocabulary is cumulative – it is built on year-on-year. This grid shows the new vocabulary introduced in each year. Pupils are still expected to use and understand the words from the previous year group(s).</i></p>	<p>sound voice instrument sing chant start stop perform rhyme pattern improvise beat copy long and short high and low fast and slow smooth and detached loud and soft</p>	<p>melody pulse rhythm duration (long and short) dynamics (loud and soft) pitch (high and low) tempo (fast and slow) unison parts ostinato/drone graphic notation structure topic/theme contrast composition composer improve</p>	<p>round 4-bar rhythm pitch names graphic score timbre texture crotchet quaver minim semibreve metres (e.g. 3 time and 4 time).</p>	<p>posture diction audience interrelated dimensions of music semiquaver consonant sounds fade harmony octave stave instrumental families memorise simple structures of music (e.g. phrases, binary, ternary, verse-chorus). metres (e.g. 2, 3 or 4 time). mood cultures traditions</p>	<p>breathing counting in simple structure (e.g. binary or ternary, verse-chorus, intro/outro). scale patterns step and leap note names simple structures ((e.g. binary, ternary, verse-chorus, rondo, variation, 12-bar blues)</p>	<p>tone expression articulation sustaining complex structure (e.g. rondo, twelve-bar blues). scales (major, minor, pentatonic) chords genre musical devices (e.g. canon, ostinato, repetition, sequence).</p>