



Music: Skills and Knowledge Progression

	Topic	Emerging 40-60 months	Expected ELG	Exceeding
EYFS		<p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments.</p>	<p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Children talk about the ideas and processes which have led them to make music, designs, images or products.</p> <p>They can talk about features of their own and others work, recognising the differences between them and the strengths of others.</p>

Year Group	Controlling Sounds through singing and playing (Play and Perform)	Creating and developing musical ideas (Create and Compose)	Responding and reviewing appraising skills	Listening and applying knowledge and understanding
1	<p>Use voices in different ways such as speaking, singing and chanting</p> <p>To create and choose sounds</p> <p>To perform simple rhythmical patterns, beginning to show an awareness of pulse.</p> <p>To think about others when performing.</p>	<p>To know about and experiment with sounds</p> <p>To recognise and explore how sounds can be organised,</p> <p>To identify and organise sounds using simple criteria e.g. loud, soft, high low.</p>	<p>To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc.</p> <p>To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder.</p>	<p>To begin to identify simple repeated patterns and follow basic musical instructions</p> <p>To begin to understand that musical elements can be used to create different moods and effects.</p> <p>To begin to represent sounds with simple sounds including shapes and marks.</p> <p>To listen to short, simple pieces of music and talk about when and why they</p>

				may hear it. E.g: a lullaby or Wedding march.
2	<p>Use voices expressively and creatively.</p> <p>To sing with the sense of shape of the melody</p> <p>To create and choose sounds for a specific effect.</p> <p>To perform rhythmical patterns and accompaniments, keeping a steady pulse.</p> <p>To think about others while performing</p>	<p>Repeat short rhythmic and melodic patterns</p> <p>To begin to explore and choose and order sounds using the inter-related dimensions of music*.</p>	<p>To respond to different moods in music and explain thinking about changes in sound.</p> <p>To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.</p>	<p>To identify and recognise repeated patterns and follow a wider range of musical instructions</p> <p>To understand how musical elements create different moods and effects.</p> <p>To confidently represent sounds with a range of symbols, shapes or marks.</p> <p>To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.</p>
3	<p>To sing in unison, becoming aware of pitch.</p> <p>To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.</p> <p>To think about others while performing.</p>	<p>To create simple rhythmical patterns that use a small range of notes.</p> <p>To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.</p>	<p>To explore and comment on the ways sounds can be used expressively.</p> <p>To comment on the effectiveness of own work, identifying and making improvements.</p>	<p>To listen with attention and begin to recall sounds.</p> <p>To begin to understand how different musical elements are combined and used to create an effect.</p> <p>To begin to recognise simple notations to represent music, including pitch and volume.</p> <p>To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p>

<p>4</p>	<p>To sing in unison maintaining the correct pitch and using increasing expression.</p> <p>To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.</p> <p>To think about others while performing.</p>	<p>To create rhythmical and simple melodic patterns using an increased number of notes.</p> <p>To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</p>	<p>To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.</p> <p>To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.</p>	<p>To listen to and recall patterns of sounds with increasing accuracy.</p> <p>To understand how different musical elements are combined and used expressively.</p> <p>To understand and begin to use established and invented musical notations to represent music.</p> <p>To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p>
<p>5</p>	<p>To sing in unison with clear diction, controlled pitch and sense of phrase.</p> <p>To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</p> <p>To maintain my own part and be aware how the different parts fit together.</p>	<p>To create increasingly complicated rhythmic and melodic phrases within given structures.</p>	<p>To describe, compare and evaluate different types of music beginning to use musical words.</p> <p>To comment on the success of own and others work, suggesting improvements based on intended outcomes.</p>	<p>To listen to and recall a range of sounds and patterns of sounds confidently.</p> <p>To begin to identify the relationship between sounds and how music can reflect different meanings.</p> <p>To recognise and use a range of musical notations including staff notation.</p> <p>To listen to a range of high quality, live and recorded music from different traditions, composers and musicians</p>

				and begin to discuss their differences and how music may have changed over time.
6	<p>To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase</p> <p>To play and perform with accuracy, fluency, control and expression</p> <p>To think about the audience when performing and how to create a specific effect.</p>	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures	<p>To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*.</p> <p>To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.</p>	<p>To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.</p> <p>To identify and explore the relationship between sounds and how music can reflect different meanings.</p> <p>To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.</p> <p>To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.</p>

***Inter-related dimensions of music :**

- **PULSE:** the steady beat of a piece of a piece of music
- **PITCH:** the melody and the way the notes change from low to high and vice versa.
- **RHYTHM:** or duration is the pattern of long and short sounds in a piece of music
- **DYNAMICS:** Loud and soft
- **TEMPO:** Fast and slow
- **TIMBRE:** The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)
- **TEXTURE:** Layers of sound (number of instruments or voices playing together)
- **STRUCTURE:** The way the music is laid out –e.g. Verse, chorus, verse.