

Music progression of Knowledge and Skills

	EYFS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Listening and the history of music	<p>Expressive Arts</p> <p>Begin to build a repertoire of songs and dances.</p> <p>Explore the different sounds of instruments.</p>	<p>Begin to identify simple repeated patterns and follow basic musical instructions.</p> <p>Begin to understand that musical elements can be used to create different moods and effects.</p> <p>Begin to represent sounds with simple sounds including shapes and marks.</p> <p>Listen to short, simple pieces of music and talk about when and why they may</p>	<p>Identify and recognise repeated patterns and follow a wider range of musical instructions</p> <p>Understand how musical elements create different moods and effects.</p> <p>Confidently represent sounds with a range of symbols, shapes or marks.</p> <p>Listen to pieces of music and discuss where and when they may be heard explaining why using simple</p>	<p>Listen with attention and begin to recall sounds.</p> <p>Begin to understand how different musical elements are combined and used to create an effect.</p> <p>Begin to recognise simple notations to represent music, including pitch and volume.</p> <p>Listen to and begin to respond to music drawn from different traditions and great composers and musicians</p>	<p>Listen to and recall patterns of sounds with increasing accuracy.</p> <p>Understand how different musical elements are combined and used expressively.</p> <p>Understand and begin to use established and invented musical notations to represent music.</p> <p>Listen to and understand a wide range of high quality live and recorded music drawn from different</p>	<p>Listen to and recall a range of sounds and patterns of sounds confidently.</p> <p>Begin to identify how music can reflect different meanings.</p> <p>Recognise and use a range of musical notations including staff notation.</p> <p>Listen to a range of high quality, live and recorded music from different traditions, composers and</p>	<p>Listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.</p> <p>Identify and explore the relationship between sounds and how music can reflect different meanings.</p> <p>Use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.</p> <p>Develop an understanding of the history of music from</p>

		hear it (eg. a lullaby or Wedding march.)	musical vocabulary (eg. it's quiet and smooth so it would be good for a lullaby.)		traditions, great composers and musicians.	musicians and begin to discuss their differences and how music may have changed over time.	different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed
Singing	Sing songs, make music and dance, and experiment with ways of changing them.	Use voices in different ways such as speaking, singing and chanting	Use voices expressively and creatively. Sing with the sense of shape of the melody	Sing in unison, becoming aware of pitch.	Sing in unison maintaining the correct pitch and using increasing expression.	Sing in unison with clear diction, controlled pitch and sense of phrase.	Sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase
Performing	Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	Create and choose sounds Perform simple rhythmical patterns, beginning to show an awareness of pulse.	Create and choose sounds for a specific effect. Perform rhythmical patterns and accompaniments, keeping a steady pulse	Perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. Consider the needs, feelings and expectations of about others	Play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	Play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. Maintain own part and be aware how the	Play and perform with accuracy, fluency, control and expression Think about the audience when performing and how to create a specific effect

		Begin to think about others when performing	Think about others while performing	while performing	Consider others while performing	different parts fit together	
Composing	<p>Create movement in response to music</p> <p>Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p>Know about and experiment with sounds</p> <p>Recognise and explore how sounds can be organised,</p> <p>Identify and organise sounds using simple criteria (eg. loud, soft, high low.)</p>	<p>Repeat short rhythmic and melodic patterns</p> <p>Begin to explore and choose and order sounds using the inter-related dimensions of music (pulse, pitch, rhythm, dynamics, tempo, timbre, texture and structure.)</p>	<p>Create simple rhythmical patterns that use a small range of notes.</p> <p>Begin to join simple layers of sound (eg. a background rhythm and a solo melody.)</p>	<p>Create rhythmical and simple melodic patterns using an increased number of notes.</p> <p>Join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</p>	<p>Create increasingly complicated rhythmic and melodic phrases within given structures.</p>	<p>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>
Charanga units covered from MMC		<p>My musical heartbeat</p> <p>Exploring sounds</p> <p>Having fun with improvisation</p>	<p>Pulse rhyme pitch</p> <p>Inventing a musical story</p> <p>Exploring improvisation</p>	<p>Writing down music</p> <p>Enjoying your imagination</p> <p>Enjoying improvisation</p>	<p>Musical structures</p> <p>Compose with your friends</p> <p>Expression and improvisation</p>	<p>Melody and harmony in music</p> <p>Composing and cords</p> <p>Freedom to improvise</p>	<p>Freedom and technology</p> <p>Creative composition</p> <p>Improvising with confidence</p>

