

Music Knowledge and Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and Appraise	<p>To explore and learn how sounds can be changed. To begin to build a repertoire of songs and dances.</p> <p>To explore the different sounds of instruments.</p>	<p>As EYFS, and: To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>As Y1, and: To learn how songs can tell a story or describe an idea.</p>	<p>As Y2, and: To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music</p>	<p>As Y3, and: To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). When you talk, try to use musical words.</p>	<p>As Y4, and: To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p>	<p>As Y5, and: Talk about the music and how it makes you feel, using musical language to describe the music</p>
Composition	<p>To sing to self and make up simple songs. To make up rhythms. To create simple representations of events, people and objects. To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>As EYFS, and: Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>As Y1, and: Help create three simple melodies with the Units using one, three or five different notes.</p>	<p>As Y2, and: Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any</p>	<p>As Y3, and: Help create at least one simple melody using one, three or all five different notes.</p>	<p>As Y4, and: Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make</p>	<p>As Y5, and: Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>

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Improvisation	To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.	As EYFS, and: Use the improvisation tracks provided. Improvise using the three challenges: Listen and clap back, then listen and clap your own answer (rhythms of words). Use voices and instruments, listen and sing back, then listen and play your own answer using one note. Take it in turns to improvise using one note.	As Y1, and: Use voices and instruments, listen and sing back, then listen and play your own answer using two notes. Take it in turns to improvise using two notes.	As Y2, and: Improvise using instruments in the context of the song they are learning to perform.: Listen and copy back using instruments, using two different notes.	As Y3, and: Using your instruments, listen and play your own answer using two different notes. Take it in turns to improvise using three different notes	As Y4, and: Copy back using instruments. Use the three notes. You will be using up to three notes:  Question and Answer using instruments. Use two notes in your answer. Always start on a G.  Classroom Jazz – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)	As Y5, and: Improvise using instruments in the context of a song to be performed.
Performance	To sing a few familiar songs. To imitate movement in response to music. To tap out simple repeated rhythms.  To capture experiences and responses with a	As EYFS, and: Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they	As Y1, and: They can play together.	As Y2, and: To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand	As Y3, and: Present a musical performance designed to capture the audience.	As Y4, and: To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it	As Y5, and: To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”

	range of media, such as music, dance and paint and other materials or words. To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	were feeling about it.		or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.		– “What went well?” and “It would have been even better if...?”	
Vocabulary	Beat, loud, quiet, fast, slow	<b>Pulse</b> - the beat of the music <b>Rhythm</b> - the movement of the piece, the length of the notes <b>Pitch</b> - the notes (are they high or low?), <b>Improvise</b> - playing something without music <b>Compose</b> - creating your own piece of music <b>Melody</b> - how the notes go together to make a tune	As Y1, and: <b>Question and Answer</b> - a musical phrase where there is a response to the melody played <b>Dynamics</b> - how loud or quiet something is <b>Tempo</b> - how fast or slow something is	As Year 2, and: <b>Structure</b> - how the piece of music is set out <b>Verse</b> - a repeated section of the song, typically with different lyrics <b>Chorus</b> - a repeated section of the song typically with repeated lyrics <b>Hook</b> - a part of the song that is memorable <b>Texture</b> - what is being played and where (ie there is drums and the piano playing together)	As Year 3, and: <b>Unison</b> - playing at the same time <b>By Ear</b> - playing something as you go along without music and guessing which note comes next <b>Notation</b> - which notes are where on the stave	As Year 4, and: <b>Bridge</b> - typically part of a song which is different from a chorus or verse (typically played before the final chorus) <b>Backbeat</b> - the accent that falls on count 2 and 4 of a bar <b>Appraising</b> - talking about the features of a song <b>Syncopation</b> - a beat that feels out of time and is in between the pulse	As Year 5, and: <b>Ostinato</b> - a constantly repeated melodic and rhythmic pattern <b>Phrases</b> - where you feel like you would naturally want to breathe and take a break

				<p><b>Riff</b>- a small section of music which is played on repeat</p> <p><b>Pentatonic Scale</b>- using the notes C, E, D, G and A it is thought that this is the foundation to all music</p>		<p><b>Timbre</b>- the quality of a note (ie a guitar and piano play the same note but how they sound different and distinct from each other)</p>	
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