



Burtonwood Community Primary School

Music Progression of Skills, Knowledge and Understanding



	EYFS	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Listening, appraising and responding</p> <ul style="list-style-type: none"> Listening to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music Expressing their response to different music and lyrics Exploring lyrics by suggesting appropriate actions Exploring the story behind the lyrics or music 	<ul style="list-style-type: none"> Recognising and understanding the difference between pulse and rhythm Understanding that different types of sounds are called timbres Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower) Describing the differences between two 	<ul style="list-style-type: none"> Recognising timbre changes in music they listen to Recognising structural features in music they listen to Listening to and recognising instrumentation Beginning to use musical vocabulary to describe music Identifying melodies that move in steps 	<ul style="list-style-type: none"> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz) Understanding that music from different parts of the world and different times have different features Recognising and explaining the changes within a piece of music using musical vocabulary Describing the timbre, dynamic and textural details of a piece of music, both verbally, and through movement 	<ul style="list-style-type: none"> Recognising the use and development of motifs in music Identifying gradual dynamic and tempo changes within a piece of music Recognising and discussing the stylistic features of different genres styles and traditions of music using musical vocabulary (Samba, Rock and Roll, Blues) Identifying common features between different genres, styles and traditions of music Recognising, naming and explaining the 	<ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical) Representing the features of a piece of music using graphic notation and colours, justifying their choices with reference to musical vocabulary 	<ul style="list-style-type: none"> Discussing musical eras in content, identifying how they have influenced each other and discussing impact of different composers on the development of musical styles Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (pop art, film music) Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with

	<ul style="list-style-type: none"> • Listening and following a beat using body percussion and instruments • Considering whether a piece of music has a fast, moderate or slow tempo 	<p>pieces of music</p> <ul style="list-style-type: none"> • Expressing a basic opinion about music (like/dislike) 		<ul style="list-style-type: none"> • Beginning to show an awareness of metre • Recognising and beginning to discuss changes within a piece of music 	<p>effect of interrelated dimensions of music</p> <ul style="list-style-type: none"> • Identifying scaled dynamics (crescendo/decrescendo) within a piece of music • Using musical vocabulary to discuss the purpose of a piece of music 		<p>reference to musical vocabulary</p> <ul style="list-style-type: none"> • Identifying the way that features of a song can complement one another to create a coherent overall effect. • Use musical vocabulary correctly when describing and evaluating the features of a piece of music • Evaluating how the venue, occasion and purpose affects the way a piece of music sounds
Composing	<ul style="list-style-type: none"> • Playing untuned percussion 'in time' with a piece of music • Selecting classroom objects to use as instruments • Experimenting with body percussion 	<ul style="list-style-type: none"> • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character • Combining instrumental and vocal sounds within 	<ul style="list-style-type: none"> • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character • Successfully combining and layering several instrumental 	<ul style="list-style-type: none"> • Composing a piece of music in a given style with voices and instruments • Combining melodies and rhythms to compose a multi-layered composition in a given style • Using letter name and rhythmic notation (graphic 	<ul style="list-style-type: none"> • Composing a coherent piece of music in a given style with voices, bodies and instruments • Beginning to improvise musically within a given style • Developing melodies using rhythmic variation, 	<ul style="list-style-type: none"> • Composing a detailed piece of music from a given stimulus with voices, bodies and instruments • Improvising coherently within a given style • Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related 	<ul style="list-style-type: none"> • Improvising coherently and creatively within a given style, incorporating given features • Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments • Composing an original song,

	<p>and vocal sounds to respond to music</p> <ul style="list-style-type: none"> • Selecting appropriate instruments to represent action and mood • Experimenting with playing instruments in different ways 	<p>a given structure</p> <ul style="list-style-type: none"> • Creating simple melodies using a few notes • Choosing dynamics, tempo and timbre for a piece of music 	<p>and vocal patters within a given structure</p> <ul style="list-style-type: none"> • Creating simple melodies from five or more notes • Choosing appropriate dynamics, tempo and timbre for a piece of music • Using letter names and graphic notation to represent the details of their composition • Beginning to suggest improvements to their own work 	<p>or staff), and key musical vocabulary to label and record their compositions</p> <ul style="list-style-type: none"> • Suggesting and implementing improvements to their own work, using musical vocabulary 	<p>transposition, inversion, and looping</p> <ul style="list-style-type: none"> • Creating a piece of music with at least four different layers and a clear structure • Using letter names, graphic and rhythmic notation and key musical vocabulary to label and record their compositions • Suggesting improvements to others' work, using musical vocabulary 	<p>dimensions of music to add musical interest</p> <ul style="list-style-type: none"> • Using staff notation to record rhythms and melodies • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence • Suggesting and demonstrating improvements to own and others' works 	<p>incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <ul style="list-style-type: none"> • Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture • Constructively critique their own and others' work, using musical vocabulary
Performing	<ul style="list-style-type: none"> • Using their voices to join in with well-known songs from memory • Remembering and maintaining their role within a 	<ul style="list-style-type: none"> • Using their voices expressively to speak and chant • Singing short songs from memory, maintaining the overall shape of the 	<ul style="list-style-type: none"> • Using their voices expressively when singing, including the use of basic dynamics (loud and quiet) • Singing short songs from memory, with 	<ul style="list-style-type: none"> • Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique • Singing and playing in time with peers, with some degree of accuracy and 	<ul style="list-style-type: none"> • Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes 	<ul style="list-style-type: none"> • Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression • Working as a group to perform a piece of music, adjusting dynamics and pitch 	<ul style="list-style-type: none"> • Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression • Working as a group to perform a piece of music, adjusting the interrelated dimension of music

	<p>group performance</p> <ul style="list-style-type: none"> • Moving to music with instruction to perform actions • Participating in performances to a small audience • Stopping and started playing at the right time 	<p>melody and keeping in time</p> <ul style="list-style-type: none"> • Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments • Copying back short rhythmic and melodic phrases on percussion instruments • Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance 	<p>melodic and rhythmic accuracy</p> <ul style="list-style-type: none"> • Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse • Performing expressively using dynamics and timbre to alter sounds as appropriate • Singing back short melodic patterns by ear and playing short melodic patterns from letter notation 	<p>awareness of their part in the group performance</p> <ul style="list-style-type: none"> • Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology 	<ul style="list-style-type: none"> • Singing and playing in time with peers with accuracy and awareness of their part in the group performance 	<p>according to a graphic score, keeping in time with others and communicating with the group</p> <ul style="list-style-type: none"> • Performing with accuracy and fluency from graphic and simple staff notation • Playing a simple chord progression with accuracy and fluency 	<p>as required, keeping in time with others and communicating with the group</p> <ul style="list-style-type: none"> • Performing a solo or taking a leadership role within a performance • Performing with accuracy and fluency from graphic and staff notation and from their own notation • Performing by following a conductor's cues and directions
History of Music (KS2 only)				<ul style="list-style-type: none"> • Understanding that music from different times has different features. 	<ul style="list-style-type: none"> • Recognising and discussing the stylistic features of different genres, styles and traditions using musical vocabulary. 	<ul style="list-style-type: none"> • Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. 	<ul style="list-style-type: none"> • Discussing musical era in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.

The inter-related dimension of music

EYFS/KS1

	EYFS	Year 1	Year 2
Pitch	To understand what 'high' and 'low' notes are.	To understand that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes.	To know that some tuned instruments have a lower range of pitches, and some have a higher range of pitches. To understand that a melody is made up from high- and low-pitched notes played one after the other, making a tune.

Duration	To recognise that different sounds can be long or short.	To know that rhythms mean a pattern of long and short notes.	To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm.
Dynamics	To understand that instruments can be played loudly or softly.	To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, e.g., through dynamics.	To know that dynamics can change the effect a has on the audience.
Tempo	To recognise music that is 'fast' or 'slow'. To understand that we can match out body movements to the speed (tempo) or pulse (beat) of music.	To know that the 'pulse' is the steady beat that goes through music. To know that tempo is the speed of music.	To understand that the tempo of a musical phrase can be changed to achieve a different effect.
Timbre	To know that different instruments can sound like a particular character.	To know that 'timbre' means the quality of a sound, e.g. that different instruments would sound different playing a note of the same pitch.	To know that musical instruments can be used to create 'real life' sound effects. To understand an instrument can be matched to an animal noise based on its timbre.
Texture	To know that music often has more than one instrument being played at a time.	To know that music has layers called 'texture'.	To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.
Structure	To recognise the chorus in a familiar song.	To know that a piece of music can have more than one section, e.g., a verse and a chorus.	To understand that structure means the organisation of sounds within music, e.g., a chorus and verse pattern in a song.

Notation	To know that signals can tell us when to start or stop playing.	To understand that music can be represented by pictures or symbols.	To know that 'notation' means writing music down so that someone else can play it. I know that a graphic score can show a picture of the structure and/or texture of music.
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KS2

	Year 3	Year 4	Year 5	Year 6
Pitch	To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that some traditional music from around the world is based on five-notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five note C D E G A.	To know that a bass line is the lowest pitch line of notes in a piece of music. To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that 'transposing' a melody means changing its key, making it higher or lower pitched.	To understand that a minor key (pitch) can be used to make music sound sad. To understand that major chords create a bright, happy sound. To know that a bent note is a note that varies in pitch, e.g., the pitch may slide up or down. To understand that varying effects can be created by changing the pitch, dynamic or tempo of the sounds made.	To understand that the major key signatures use note pitches that sound cheerful and upbeat. To understand the minor key signatures, use note pitches that can suggest sadness and tension. To know that a melody can be adapted by changing its pitch.

Duration	<p>To know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>To know that written music tells you how long to play a note for.</p>	<p>To know that combining different instruments (including voice) playing different rhythms creates layers of sound called 'texture'.</p> <p>To know that playing/singing 'in time' requires playing/singing the notes for the correct duration as well as at the correct speed.</p> <p>To know that a motif in music can be a repeated rhythm.</p>	<p>To know that polyrhythms means many different rhythms played at once.</p> <p>To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</p>	<p>To understand that all types of music notation show note duration.</p> <p>To understand that representing beats of silence or rests in written music is important as it helps us play rhythms correctly.</p>
Dynamics	<p>To know that the word 'crescendo' means a sound is getting gradually louder.</p>	<p>To know that changing the dynamics of a musical phrase or motif can change the texture of the piece.</p>	<p>To understand that varying effects can be created by changing the pitch, dynamic or tempo of the sounds made.</p>	<p>To know that a melody can be adapted by changing its dynamics.</p>
Tempo		<p>To know that playing/singing in time means all performers are playing/singing together at the same speed.</p>	<p>To understand that a slow tempo can be used to make music sound sad.</p> <p>To understand that varying effects can be created by changing the pitch, dynamic or tempo of the sounds made.</p>	<p>To know that a melody can be adapted by changing its tempo.</p>
Timbre	<p>To understand that the timbre of instruments</p>	<p>To know that grouping instruments according to</p>	<p>To understand that guitars have their own</p>	<p>To know that timbre can also be thought of as tone</p>

	played affect the mood and style of the piece of music.	their timbre can create contrasting textures in music. To understand that both instruments and voices can create audio effects that describe something you can see.	timbre, and that this can be adapted.	colour and can be described in many ways e.g. warm or cold, rich or bright.
Texture	To know that the many types of music from around the world consist of more than one layer of sound.	To know that combining different rhythms when we compose can create layers of sound that we call texture. To understand that harmony means playing/singing two notes at the same time which usually sound good together.	To understand that a chord is the layering of several pitches played at the same time. To know that polyrhythms mean many rhythms played at once.	To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that a countermelody is different to harmony because it uses a different rhythm as well as complementary notes.
Structure	To know that in a ballad, a 'stanza' means a verse. To know that music from different places often has different structural features.	To know that deciding the structure of music when composing can help use create interesting music with contrasting sections. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a patter created with your voice.	To know that a loop is a repeated rhythm or melody and is another word for ostinato.	To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a theme in music is the main melody and that variations are when this melody has been changed in some way.

		To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music.		
Notation	To understand that 'reading music' means using how the written note symbols look and their position to know what notes to play.	To know that performance directions are words added to music notation to tell the performers how to play/sing.	To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	To know that graphic notation means writing music down using your choice of pictures or symbols, but staff notation means music written more formally on staves.