



Read St John's CE Music Knowledge and Skills

Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing	Perform songs, rhymes poems and stories with others. Be confident to try new activities.	Enjoy and have fun performing. Perform to a well-known audience.	To know the difference between rehearsing and performing. To rehearse and perform to a well-know audience.	Reflect on feelings about performing – excitement/nerves/enjoyment. Perform a well-rehearsed piece with confidence.	Perform melodies while following notation. Reflect on the performance and how well it went.	To create, rehearse and perform for a specific purpose. Perform in groups and solo. Compare different performances – identifying the strengths and weaknesses.	Perform from memory or using notation in groups or solo to an unknown audience. Collect feedback from the audience and reflect. Create, rehearse and present a holistic performance for a specific event.
Musicianship: Understanding music.	To notice differences between styles of music.	To know the meaning of the words 'higher' and 'lower' in a musical context. To know the words 'faster' and 'slower' in a musical context.	To know the meaning of the words 'shorter' and 'longer' in a musical context. To know the word 'tempo'. To know the word 'pitch'.	To know the key of C major. To know the time signature of 4/4. To know crochets and their rests	To know the key of G major. To know the time signature of 3/4. To know dotted crochets and their rests.	To know the key of A minor. To know the time signature of 2/4. To know quavers and their rests.	To know the key of D minor. To know the time signature of 6/8. To know semi-quavers and their rests.
Listening and appraising.	To move in time with music. To listen attentively. To express their ideas and feelings using full sentences. To feel the pulse in a piece of music.	To respond to a piece of music with appropriate comments and questions. To know the features of pop, lullaby and classical music. To know what a drum, guitar, piano and voice look and sound like.	To notice when the sound of the music changes (for example, chorus/verse). To talk about how music makes you feel. To know the features of marching band, rock and calypso music. To know what steel drums, bass guitar and trumpet look and sound like.	To know what a chorus is and its purpose. To share thoughts and feelings about a piece of music. To know the features of musicals and baroque music. To know what a harpsichord and flute look and sound like.	To know what a verse is and its purpose. To suggest why a piece of music was written. To know the features of choral and electronic dance music. To know what a keyboard and a violin look and sound like.	To know what a musical introduction is and its purpose. To justify a personal opinion about a piece of music. To know the features of orchestral, jazz and gospel music. To know what a saxophone, oboe cello look and sound like.	To know what a bridge is and its purpose. To justify a personal opinion about a piece of music with reference to Musical Elements. To know the features of salsa, soul and hip-hop music. To know what a double bass and cowbell look and sound like.
Singing	Remember and sing entire songs	Sing songs from memory. Sing in unison.	Sing to communicate the meaning of the words.	Sing with attention to clear diction. Sing a solo.	Sing expressively to attention to breathing and phrasing. Sing in parts.	Sing expressively with attention to staccato and legato.	To sing expressively with attention to dynamics and articulation.

		To know that it is better to stand to sing.	Sing a simple round. Follow the leader or conductor. To demonstrate a good singing posture.	To know what a good singing posture is.	To lead a singing warm-up.	Sing in more complex parts. To teach a small group a song.	Sing without an accompaniment. To lead a singing rehearsal.
Playing instruments and notation.	To know the names of the instruments: drum, maracas, bells and tambourine. To recognise instruments.	To draw/use symbols to represent high and low sounds. To experiment with pitch. To experiment with speed.	To draw/use symbols to represent long and short sounds. To experiment with short and long notes. To recognise music notation on a stave of five lines.	To know what crotchets and their rests look like and what they mean. To read and respond to crotchets and their rests. To know what a 'stave' is	To know what a dotted crotchet and their rests look like and what they mean. To read and respond to crotchets, dotted crotchets and their rests. To know what a 'treble clef' is.	To know what quavers and their rests look like and what they mean. To read and respond to crotchets, dotted crotchets, quavers and their rests. To know what a 'time signature' is.	To know what a semiquaver and their rests look like and what they mean. To read and respond to crotchets, dotted crotchets, quavers, semi-quavers and their rests. To know what a flat sign and a sharp sign look like.
Improvisation	Play instruments with increasing control to express their feelings and ideas.	To improvise using the voice or an instrument.	To understand the word 'improvise'. To create a musical conversation with a partner using the voice or an instrument.	To improvise structured 'on-the-spot' musical ideas that have a beginning, middle and end.	To improvise over a simple groove.	To improvise over a groove, responding to the beat and creating a satisfying melodic shape.	To improvise over a groove, responding to the beat, volume and pitch.
Composition	To create their own rhythmic patterns using pictures.	To create musical sound effects in response to a stimulus. To know that musical symbols have meaning and we can use these to make melodies.	To understand the word 'compose'. To choose their own instruments to tell a musical story. To create their own rhythm patterns using stick notation.	To create a melody that has a beginning, middle and end. To create a simple melody using crotchets and their rests.	To compose over a simple groove. To create a simple melody using crotchets, dotted crotchets and their rests.	To consider structures with compositions (E.g., intro, verse or chorus). To create a simple melody using crotchets, dotted crotchets, quavers and their rests.	To compose a piece of music that uses a range of dynamics and rhythmic variety. To create a simple melody using crotchets, dotted crotchets, quavers, semi-quavers and their rests.