

Music: Skills & Knowledge Progression

Skill	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening							
Listening	I can respond to music with movement and clapping I can identify slow, middle and fast sounds I can identify high and low sounds. I can share my opinion to a range of familiar songs such as nursery rhymes	I can identify the beat and rhythm in different pieces of music. I can listen to sounds and compare high and low sounds. I can identify long and short sounds in music. I can begin to compare different pieces of music in terms of pitch, dynamics, tempo and mood. I can share basic opinions to a range of high-quality live and recorded performances I can listen and response to other performers as part of a group.	I can compare different pieces of music in terms of pitch, dynamics, tempo and mood. I can share opinions to a range of high-quality live and recorded performances. I can describe the mood or story of music. I can suggest improvements to my own and others performances.	I understanding that music from different parts of the world has different features. I can recognise and explain the changes within a piece of music using musical vocabulary. I can describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. I am beginning to show an awareness of metre. I can beginning to use musical vocabulary when discussing improvements to their own and others' work.	I can identifying scaled dynamics (crescendo/decrescendo) within a piece of music. I can identifying gradual dynamic and tempo changes within a piece of music I can use musical vocabulary to discuss the purpose of a piece of music. I can use musical vocabulary when discussing improvements to my own and others' work.	I can identify the features of a piece of music using learnt musical vocabulary. I can compare music by, discussing and evaluating it using detailed musical vocabulary. I am developing confidence in using learned musical vocabulary to discuss and evaluate my own and others' work.	I can identify changes in pitch, dynamics and texture and use learned to musical vocabulary to explain my ideas I can identify the ways that features of a song can complement one another to create a coherent overall effect. I can use musical vocabulary correctly when describing and evaluating the features of a piece of music. I can describe how the venue, occasion and purpose affects the way a piece of music sounds. I can discuss and evaluate my own, and others work using learnt musical vocabulary.
History of music:				I can begin to develop an understanding of the history of music	I can continue to develop an understanding of the history of music	I can develop an understanding of the history of music and begin to make comparisons between music across periods of history	I can develop an understanding of the history of music and make comparisons between music across periods of history and composers

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Composing							
Composing	I can experiment with slow, middle, fast, high and low sounds to make music I can represent sounds with symbols. I can play untuned instruments, body percussion and vocal sounds.	I can improvise simple vocal chants using question and answer phrases I can create musical sound effects and short sequences of sound in response to a stimuli e.g. rainstorm I can combine sounds to make a story e.g. ascending xylophone to suggest Jack climbing the beanstalk I am beginning to understand the difference between a rhythm pattern and a pitch pattern I am beginning to invent, retain and recall rhythm and pitch patterns and perform these for others I can recognise how graphic notation can represent created sounds, I can follow pictures and symbols to guide my singing and playing. I can explore and invent my own symbols.	I can work with a partner to improvise simple question and answer phrases to be sung and played on untuned percussion creating a musical conversation I can create music in response to a non-musical stimuli e.g. storm, or rocket launch I understand the difference between a rhythm pattern and a pitch pattern I can invent, retain and recall rhythm and pitch patterns and perform these for others I can use graphic symbols, dot notation and stick notation to record my ideas I can follow graphic and stick notation to guide my singing and playing	I am becoming more skilled in improvising using singing, as well as tuned and untuned percussion I can structure musical ideas to create music that has a beginning, middle and an end. I can compose in response to different stimuli I can combine known rhythmic notation with letter names to create rising and falling phrases with three notes I can compose accompaniments on untuned percussion using known rhythms and note values I can begin to use stave lines, spaces and clef and can use dot notation to show higher or lower pitch I can beginning to understand the differences between crotchets and paired quavers I can apply word chants to rhythms, understanding how to link each syllable to one musical note	I can confidently improvise using singing as well as tuned and untuned percussion. I can structure musical ideas to create music that has a beginning, middle and an end. I can begin to compose music to create a specific mood, e.g. in response to a stimuli I can combine rhythmic notation with letter names to create short pentatonic phrases I can use stave lines, spaces and clef and can use dot notation to show higher or lower pitch I am extending my knowledge of note value to include minim, crotchet, crotchet rest and paired quavers to create sequences of 2,3 or 4 beat phrases arranged into bars I can capture and record creative ideas using rhythm notation and time signatures	I can improvise using musical features including smooth (legato) and detached (staccato) I can experiment with a wider range of dynamics including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano) I can work in pairs to compose a short ternary piece I can compose music to create a specific mood, e.g. in response to a stimuli I can further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. I understand the differences between 2/3, 3/4 and 4/4 time signatures I can capture and record ideas using rhythm notation and time signatures and can begin to understand staff notation	I can improvise to create music with multiple sections that include repetition and contrast I can compose with a wider range of dynamics including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano) I can plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale (CDEGA) I can compose a ternary piece, using musical software to create and record it I further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.

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Performing							
Performing	I can perform songs in school assemblies I can sing a range of familiar and new simple songs such as nursery rhymes	I can sing simple songs, chants and rhymes from memory. I can sing collectively and at the same pitch as my group or class. I can respond to simple visual directions (start, stop, loud, quiet) I can sing a range of call and response songs, controlling pitch to match the caller I can walk, move or clap a steady beat with others, changing the beat as the temp of the music changes I can use body percussion and classroom percussion to play repeated rhythm patterns I can play short pitched patterns on tuned instruments to maintain a steady beat. Perform short repeating rhythm patterns while keeping a steady beat I can perform songs in school assemblies	I can sing songs with a small pitch range accurately I know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and can demonstrate these when singing I understand the speed of a beat can change, creating a faster or slower pace (tempo) I can mark the beat by tapping or clapping and can recognise the tempo as well as changes in tempo I can begin to group beats into two's and three's by tapping and clapping I can play and create rhythms for others to copy I can recognise dot notation and match it to 3-note tunes played on tuned percussion I can perform songs in school assemblies	I can sing a wide range of tunefully and with expression I can perform actions confidently and in time to the music I can walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes I can sing rounds and partner songs I can copy a short melodic phrase including those in the pentatonic scale (CDEGA) I can play and perform melodies following rhythm notation in groups I can perform songs in school assemblies	I can continue to sing a broader range of songs with increasing octave range I can pitch my voice accurately when singing and follow directions for getting louder (crescendo) and quieter (decrescendo) I can sing rounds and partner songs in different time signatures I can perform a short melodic phrase including those in the pentatonic scale (CDEGA) I can play and perform melodies following rhythm notation in groups, maintaining individual parts to achieve a sense of ensemble I can perform songs in school assemblies	I can sing a broad range of songs, observing accurate pitching I can sing three-part rounds and partner songs with a verse and a chorus I can play melodies on tunes percussion following staff notation I can perform a range of songs in school assemblies and other school performance opportunities	I can sing a broad range of songs, observing rhythm, phrasing, accurate pitch and appropriate style I can continue to sing three and four part rounds with a verse and a chorus I can play a melody using staff notation written on a stave using notes within the pentatonic scale I can make decisions about dynamic range including very loud, moderately loud, moderately quiet and very quiet I can perform songs in school assemblies, school performance and other school opportunities

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Vocabulary							
Vocabulary	Action, beat, clap, listen, instrument, join in, loud, quiet, rhythm, sing, sound, speed, volume, pluck, hit, blow, shake	Beat, rhythm, pitch,, tempo, compose, melody, perform. percussion	beat, rhythm, pitch, improvise, compose, audience, tempo, perform/ performance, audience,	Verse, chorus, improvise, compose, rhythm, pitch, tempo, dynamics, pentatonic scale, notation	Compose, improvise, pitch, crescendo, decrescendo, rhythm notation, minim, crotchet, crotchet rest and paired quavers	Style, melody, compose, improvise, rhythm, pitch, tempo, dynamics,,bar lines, staves, fortissimo, pianissimo, mezzo forte, mezzo piano, semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.	Style, melody, compose, improvise, rhythm, pitch, tempo, dynamics, timbre, texture, graphic scores, bar lines, staves, repetition, contrast, fortissimo, pianissimo, mezzo forte, mezzo piano, semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.