

Music – Progression of Knowledge and Skills

Pupils should be taught to:

Singing and Playing – Substantive Knowledge			
EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> To sing a range of well-known nursery rhymes and songs To know that songs have words, tunes and can be sung together To know that music can be performed with voices and bodies 	<ul style="list-style-type: none"> To understand and maintain a steady pulse To recognise and respond to changes in tempo and duration To recognise and describe changes in pitch using terms such as ‘higher’ and ‘lower’ To understand that pitch can move in steps to create melodies To understand that pitch can move up and down to form simple melodic patterns To understand that pitch can move up and down and represent this through movement or simple notation To know how tuned percussion can be used to play simple melodies and accompaniments To understand that instrumental timbre and dynamics can change the effect of a rhythm or accompaniment 	<ul style="list-style-type: none"> To recognise, read, and perform rhythms accurately using body percussion and instruments. To understand and identify pulse, tempo, and metre (e.g. the first beat in 3/4 and 4/4 time). To know and use vocabulary for different tempos in music. To recognise how melodies can be used expressively, for example as a call to action. To recognise and play the pentatonic scale and understand its use in melodies. To understand the pentatonic scale and how it can be used in singing and improvisation 	<ul style="list-style-type: none"> To understand how different vocal timbres, pitch, articulation, and dynamics create musical effects. To recognise stylistic features of jazz and blues music, including scat singing. To recognise and use Italian musical vocabulary and understand its effect on performance. To understand harmony, including combining melodic parts, triads, and singing in parts. To recognise the structure of a round and how melodies fit together to produce harmony.
Singing and playing – Disciplinary Skills			
EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> To perform songs, rhymes, poems and stories with others To move in time with music To join in with action songs and body percussion To create dance and movement to music, responding to rhythm and beat 	<ul style="list-style-type: none"> To follow simple musical instructions, including starting and stopping together To explore and control vocal and instrumental sounds in different ways To sing and play as part of an ensemble, developing coordination through games and songs To create and perform simple rhythmic patterns using voice, body, or percussion instruments To create and perform simple four-beat rhythms, using instruments and voices To use movement, voice, and instruments to respond to and imitate pitch changes To use voices, facial expressions, and movement to express mood when singing or performing To sing songs with accurate pitch matching, adding actions and movement 	<ul style="list-style-type: none"> To perform rhythmic actions and accompaniments to a steady pulse, maintaining ensemble skills. To perform rhythms accurately and in time, both individually and in ensembles, including polyrhythms. To maintain a steady pulse and perform rhythms accurately, individually and in an ensemble. To combine and perform simple rhythm patterns using body percussion or instruments. To perform in time as an ensemble, including call-and-response and simple melodies. To perform musically with others through call-and-response and chordal accompaniment. To develop ensemble skills, including listening, timing, and coordinating with others. 	<ul style="list-style-type: none"> To maintain a steady pulse and perform rhythmic patterns accurately across different time signatures. To perform rhythms (including polyrhythms and ostinati) accurately, expressively, and in time within an ensemble. To perform with expression — following rhythmic notation, selecting suitable timbres, and preparing a poem or piece for performance. To experiment with and perform vocal sounds, varying pitch, timbre, articulation, and dynamics. To identify, play, and sing musical intervals accurately, demonstrating understanding of consonance and dissonance. To sing and perform with awareness of style, character and audience, using clear diction and expression.

	<ul style="list-style-type: none"> • To prepare and perform songs and music as a class • To perform expressively and follow simple musical directions or notation • To follow and give simple musical instructions when performing as a class or group 	<ul style="list-style-type: none"> • To develop ensemble skills by performing parts accurately, layering rhythms, and listening to others. • To perform and improvise as part of an ensemble, leading or following as required. • To control dynamics in performance. • To perform using varied dynamics, articulation, timbre, and tempo. • To select appropriate instruments and perform simple samba rhythms as part of an ensemble. • To pitch-match and sing accurately with control of dynamics, articulation, and timbre. • To recall, imitate, and perform sequences of pitches and melodies. • To perform melodic and rhythmic parts accurately and in time, individually and in an ensemble. • To maintain a part and perform simple harmonies and ostinato accompaniments within a group. • To prepare and present songs for performance, following notation and performance directions. • To interpret and perform using graphic scores and other forms of notation. 	<ul style="list-style-type: none"> • To perform songs accurately and expressively, considering articulation, dynamics, and harmony. • To perform as part of an ensemble, maintaining melody, rhythm, and structure. • To perform expressively using dynamics and appropriate musical techniques, including canon and ensemble playing. • To perform and maintain independent rhythmic and melodic parts accurately in an ensemble. • To sing and play instruments expressively, using changes in tempo, dynamics, articulation, pitch, and timbre. • To vary tempo, dynamics, and articulation to enhance expressive performance. • To develop ensemble skills, performing accurately and in time with others. • To perform and improvise rhythmic patterns, including call-and-response and scat rhythms, to a steady pulse. • To sing in unison and in parts, maintaining pitch and independent lines within a group. • To play and perform rounds, scales, and triads accurately, following notation. • To sing, play, and perform melodies and harmonies accurately, including intervals and pentatonic melodies.
--	---	---	--

Listening – Substantive Knowledge			
EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> • To know that music can change in tempo and pitch • To know that music can include lyrics, instruments and rhythms • To know that music can make 	<ul style="list-style-type: none"> • To recognise changes in musical elements such as tempo, pitch, dynamics, and timbre • To understand and recognise the difference between pulse and rhythm • To understand that songs and music can communicate different emotions and moods 	<ul style="list-style-type: none"> • To identify how the dimensions of music (rhythm, timbre, texture) are used to create mood, atmosphere, and style (e.g. samba, rap, string family). • To identify and select instruments based on their timbre, including recognising families such as strings and percussion. • To recognise and recall the instruments of the four orchestral families: strings, woodwind, brass, and percussion. 	<ul style="list-style-type: none"> • To know the characteristics of a jig (gigue) and recognise changes in musical pulse, tempo, and articulation. • To know how timbre and rhythm can be used to accompany and enhance a poem. • To identify features and characteristics of different musical styles (rap, Latin, samba). • To know how musical texture and body percussion are used in different cultures and traditions.

<p>people feel different emotions</p>	<ul style="list-style-type: none"> To describe and recognise pitch (high/low) and timbre (different instrumental sounds) 	<ul style="list-style-type: none"> To identify and describe different timbres (e.g. metallic, wooden, high/low pitched, tuned/untuned percussion). To begin to recognise major and minor tonalities and chords. To recognise and describe articulation (staccato/legato), dynamics, pitch, tempo, and timbre using appropriate musical vocabulary. To identify and recall musical structures such as AB and rondo. To understand how musical elements can be varied to create contrast and expression. To recognise and describe the direction of pitch and changes in melody using appropriate musical vocabulary. To understand and identify scales, including pentatonic, and begin to recognise features of aleatoric music. To recognise the structure of songs and recurring patterns in lyrics, rhythm, and rhyme. To identify musical characteristics, such as the waltz, and changes in musical texture. To understand pulse and time signatures in various pieces of music. To identify beats in a bar, including the first beat, and understand time signatures (e.g., 4/4). To recognise musical structures and characteristics, such as call-and-response and disco music. To recognise and define different dynamic levels using musical vocabulary. To identify and describe the inter-related dimensions of music. To identify instruments and their timbres, including those used in samba music. To recognise and define different dynamics, articulation, and timbres in music. To use musical vocabulary to describe sounds and their effects. 	<ul style="list-style-type: none"> To recognise and describe key musical features, including intervals, harmony (consonant and dissonant), and articulation (staccato/legato). To identify and interpret musical structures and elements from compositions, including graphic scores and examples like Tchaikovsky's <i>1812 Overture</i>. To know that dynamics, harmony, timbre and tempo can be selected and combined to create mood and atmosphere. To know the key features and characteristics of musical theatre and how these communicate story and character. To know how musical elements such as consonant and dissonant harmony, ostinato and time signature contribute to structure and expression. To recognise the structural features of songs (e.g. verse, chorus, bridge, hook). To understand how melody, lyrics, and musical dimensions express mood, character, and message. To identify and describe key characteristics of popular song styles, including use of harmony and chromatic melodies. To recognise and describe key features and structures of different musical styles (e.g. blues, fanfare, song form). To identify and understand melodic patterns and sequences in music. To understand how melody, lyrics, and structure combine to create a complete song or piece. To identify and describe musical characteristics, including dynamics, timbre, folk dances, minuets, polkas, and Romantic period music. To recognise and describe the inter-related dimensions of music, including tempo, dynamics, articulation, pitch, timbre, and texture. To recognise different types of instruments and describe their timbre.
---------------------------------------	---	--	---

		<ul style="list-style-type: none"> To understand how layers of sound and inter-related musical dimensions create intended effects. To recognise and describe changes in pitch, including high-, mid-, and low-pitched sounds. 	<ul style="list-style-type: none"> To identify and describe the inter-related dimensions of music, including pitch, dynamics, rhythm, tempo, timbre, and articulation. To listen to and describe how the dimensions of music are used in a piece. To understand how the inter-related dimensions of music (timbre, dynamics, structure, tempo) can create mood and atmosphere. To learn about influential jazz musicians and their contribution to the genre. To identify scalic patterns, major and minor chords, and understand how triads are constructed. To recognise and identify musical intervals, including consonant and dissonant sounds.
--	--	---	--

Listening – Disciplinary Skills

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> To listen to music and respond To talk about how music sounds and how it makes them feel To talk about songs, instruments and rhythms 	<ul style="list-style-type: none"> To respond to music through creative movement, sound, or actions 	<ul style="list-style-type: none"> To listen critically, internalise pulse, and maintain independent parts while performing within a group. To listen for and recall the structure of a piece of music. To internalise pitch, rhythm, and melody and perform them with accurate tuning. 	<ul style="list-style-type: none"> To listen carefully, give feedback, and refine performances based on observations. To evaluate and suggest ways to improve a performance, using musical vocabulary accurately. To analyze and evaluate how musical and lyrical elements work together to tell a story or communicate a feeling. To listen critically and suggest ways to refine and improve musical performances.

Composition and improvisation – Substantive Knowledge

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> To know that music can be made up, changed or adapted To know that songs can tell stories 	<ul style="list-style-type: none"> To understand that sounds can be used to represent characters, moods, or stories To explore and describe vocal and instrumental timbres, choosing sounds to match a mood, character, or theme To know that instrumental timbre and dynamics can change the effect of a rhythm or accompaniment 	<ul style="list-style-type: none"> To understand and identify scales, including pentatonic To understand how melodies, harmonies, and ostinatos can be combined to create musical effects. To understand how rhythmic and melodic patterns can be combined and layered, including ostinato. 	<ul style="list-style-type: none"> To know how musical elements such as consonant and dissonant harmony, ostinato and time signature contribute to structure and expression. To understand how rhythmic patterns can be organised and structured in music.

		<ul style="list-style-type: none"> To understand the pentatonic scale and how it can be used in improvisation. 	<ul style="list-style-type: none"> To understand how melodies can be composed and notated using staff and letter notation. To know how timbre and rhythm can be used to accompany and enhance a poem. <i>(also listening, but creative intent = composition)</i>
--	--	---	--

Composition and improvisation — Disciplinary Skills

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> To make up songs To change lyrics Tell stories through music storytelling To explain musical choices and emotions linked to music 	<ul style="list-style-type: none"> To follow simple musical instructions, including starting and stopping together To explore and control vocal and instrumental sounds in different ways To sing and play as part of an ensemble, developing coordination through games and songs To create and perform simple rhythmic patterns using voice, body, or percussion instruments To create and perform simple four-beat rhythms, using instruments and voices To use movement, voice, and instruments to respond to and imitate pitch changes To use voices, facial expressions, and movement to express mood when singing or performing To sing songs with accurate pitch matching, adding actions and movement To prepare and perform songs and music as a class To perform expressively and follow simple musical directions or notation To follow and give simple musical instructions when performing as a class or group 	<ul style="list-style-type: none"> To copy, create, and improvise call-and-response rhythmic patterns. To compose and perform rhythmic patterns at different tempos and in different metres. To compose and improvise rhythmic patterns, accompaniments, and raps, using notation and vocal/instrumental techniques such as beatboxing. To use appropriate timbres and dynamics on instruments to compose (e.g. a journey soundscape). To compose music with contrasting sections, applying knowledge of structure and musical elements. To create and perform short pieces, including pentatonic melodies, with accuracy and expression. To improvise and compose melodic and rhythmic responses, including lyrics within a rhyming scheme. To compose and improvise using rhythm, melody, dynamics, timbre, and tempo, including graphic scores. To perform and create rhythmic patterns, including call-and-response, ostinato, and accompaniments. To improvise and create sounds in response to a stimulus or within a structure. To create, follow, and combine musical layers or graphic scores to tell a musical story. To compose and improvise melodies using rhythm and the pentatonic scale. 	<ul style="list-style-type: none"> To copy, create, and layer rhythms, including experimenting with accents for effect, both in ensemble and solo contexts. To compose, notate, and structure rhythmic ideas for performance using body percussion or instruments. To perform and compose using voices and instruments creatively, varying tempo, dynamics and timbre for expression. To compose or improvise short melodic or rhythmic ideas that reflect a chosen mood, message, or song structure. To compose and notate short melodies and lyrics for a specific purpose or style. To create, copy, and organise rhythmic patterns within a musical structure. To create and improvise sounds using voices, body percussion, and instruments, maintaining a steady pulse. To explore and manipulate vocal timbre and instrumental sounds in performance and composition. To compose and perform original melodies, songs, and jingles, following melodic structures.

		<ul style="list-style-type: none"> To improvise and compose melodies, including using the pentatonic scale to reflect mood. 	
Notation – Substantive Knowledge			
EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
To use pictures to show a piece of music	<ul style="list-style-type: none"> To represent sounds using symbols or simple graphic notation To begin to understand simple musical structures and symbols (e.g. sequences, pictorial notation) To begin to understand how pitch can be represented using simple or informal notation To recognise that songs and soundscapes can be represented through simple graphic symbols To understand that pitch can move up and down and represent this through movement or simple notation 	<ul style="list-style-type: none"> To recognise, read, and perform rhythms accurately using rhythmic notation. To recognise and define different note values (minims, crotchets, quavers) and understand their duration in relation to pulse. To understand and use rhythmic notation (crotchets, quavers, minims) and recognise rhythmic syllable patterns in songs. To understand and use rhythmic notation, including crotchets, quavers, and minims. To understand and use pitch notation and graphic representations to represent melodies. To identify and describe pitch, duration, and texture using notation and vocabulary. To understand how rhythmic and melodic patterns can be combined and layered, including ostinato and graphic scores. 	<ul style="list-style-type: none"> To recognise the duration of quavers, crotchets, and triplets. To know how a 6/8 time signature is constructed and how it differs from 4/4. To recognise and describe pulse, metre (4/4 and 3/4), and note values. To identify and understand rhythmic features, including syncopation and rhythmic patterns. To understand how rhythmic patterns can be organised and structured in music. To understand how notation (informal and standard) represents melodies and scales. To understand how melodies can be composed and notated using staff and letter notation.
Notation – Disciplinary Skills			
EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
To draw pictures to show how music makes me feel	<ul style="list-style-type: none"> To create and represent melodic patterns using informal or graphic notation To represent rhythmic and melodic patterns using simple symbols or graphic notation To use voices and instruments creatively, following simple graphic notations 	<ul style="list-style-type: none"> To represent pitch and melody using actions, staff notation, and other performance directions. To create, follow, and combine musical layers or graphic scores to tell a musical story. 	<ul style="list-style-type: none"> To follow and interpret a graphic score to perform a soundscape or musical sequence. To create, experiment with, and perform musical textures, including class improvisations and graphic notation. To create and perform musical ideas from graphic scores, using expressive control of musical dimensions. To notate composed or performed music using staff and letter notation. To compose and notate simple melodies, demonstrating understanding of pitch and harmony.