



Progression and Skill in Music

Knowledge, Skills and Understanding breakdown for Music

	Performing	Composing (<i>incl notation</i>)	Appraising
Year 1	<ul style="list-style-type: none"> To use their voice to speak/sing/chant. To join in with singing. To use instruments to perform. To look at their audience when they are performing. To clap short rhythmic patterns. To copy sounds. 	<ul style="list-style-type: none"> To make different sounds with their voice. To make different sounds with instruments. To identify changes in sounds. To change the sound. To repeat (short rhythmic and melodic) patterns. To make a sequence of sounds. To show sounds by using pictures. 	<ul style="list-style-type: none"> To respond to different moods in music. To say how a piece of music makes them feel. To say whether they like or dislike a piece of music. To choose sounds to represent different things. To recognise repeated patterns. To follow instructions about when to play or sing.
Year 1 (Challenging)	<ul style="list-style-type: none"> To make loud and quiet sounds. To know that the chorus keeps being repeated. 	<ul style="list-style-type: none"> To tell the difference between long and short sounds. To tell the difference between high and low sounds. To give a reason for choosing an instrument. 	<ul style="list-style-type: none"> To tell the difference between a fast and slow tempo. To tell the difference between loud and quiet sounds. To identify two types of sound happening at the same time.
Year 2	<ul style="list-style-type: none"> To sing and follow the melody (tune). To sing accurately at a given pitch. To perform simple patterns and accompaniments keeping a steady pulse. To perform with others. To play simple rhythmic patterns on an instrument. To sing/clap a pulse increasing or decreasing in tempo. 	<ul style="list-style-type: none"> To order sounds to create a beginning, middle and end. To create music in response to <different starting points>. To choose sounds which create an effect. To use symbols to represent sounds. To make connections between notations and musical sounds. 	<ul style="list-style-type: none"> To improve their own work. To listen out for particular things when listening to music.
Year 2 (Challenging)	<ul style="list-style-type: none"> To sing/play rhythmic patterns in contrasting tempo; keeping to the pulse. 	<ul style="list-style-type: none"> To use simple structures in a piece of music. To know that phrases are where we breathe in a song. 	<ul style="list-style-type: none"> To recognise sounds that move by steps and by leaps.



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Year 3	<ul style="list-style-type: none"> To sing in tune with expression. To control their voice when singing. To play clear notes on instruments. 	<ul style="list-style-type: none"> To use different elements in their composition. To create repeated patterns with different instruments. To compose melodies and songs. To create accompaniments for tunes. To combine different sounds to create a specific mood or feeling. 	<ul style="list-style-type: none"> To improve their work; explaining how it has improved. To use musical words (the elements of music) to describe a piece of music and compositions. To use musical words to describe what they like and dislike. To recognise the work of at least one famous composer.
Year 3 (Challenging)	<ul style="list-style-type: none"> To work with a partner to create a piece of music using more than one instrument. 	<ul style="list-style-type: none"> To understand metre in 2 and 3 beats; then 4 and 5 beats. To understand how the use of tempo can provide contrast within a piece of music. 	<ul style="list-style-type: none"> To tell whether a change is gradual or sudden. To identify repetition, contrasts and variations.
Year 4	<ul style="list-style-type: none"> To perform a simple part rhythmically. To sing songs from memory with accurate pitch. To improvise using repeated patterns. 	<ul style="list-style-type: none"> To use notations to record and interpret sequences of pitches. To use standard notation. To use notations to record compositions in a small group or on their own. To use their notation in a performance. 	<ul style="list-style-type: none"> To explain the place of silence and say what effect it has. To start to identify the character of a piece of music. To describe and identify the different purposes of music. To begin to identify with the style of work of Beethoven, Mozart and Elgar.
Year 4 (Challenging)	<ul style="list-style-type: none"> To use selected pitches simultaneously to produce simple harmony. 	<ul style="list-style-type: none"> To explore and use sets of pitches, e.g. 4 or 5 note scales. To show how they can use dynamics to provide contrast. 	<ul style="list-style-type: none"> To identify how a change in timbre can change the effect of a piece of music.



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Year 5	<ul style="list-style-type: none"> To breathe in the correct place when singing. To sing and use their understanding of meaning to add expression. To maintain their part whilst others are performing their part. To perform 'by ear' and from simple notations. To improvise within a group using melodic and rhythmic phrases. To recognise and use basic structural forms e.g. rounds, variations, rondo form. 	<ul style="list-style-type: none"> To change sounds or organise them differently to change the effect. To compose music which meets specific criteria. To use their notations to record groups of pitches (chords). To use a music diary to record aspects of the composition process. To choose the most appropriate tempo for a piece of music. 	<ul style="list-style-type: none"> To describe, compare and evaluate music using musical vocabulary. To explain why they think their music is successful or unsuccessful. To suggest improvements to their own or others' work. To choose the most appropriate tempo for a piece of music. To contrast the work of famous composers and show preferences.
Year 5 (Challenging)	<ul style="list-style-type: none"> To use pitches simultaneously to produce harmony by building up simple chords. To devise and play a repeated sequence of pitches on a tuned instrument to accompany a song. 	<ul style="list-style-type: none"> To understand the relation between pulse and syncopated patterns. To identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre. 	<ul style="list-style-type: none"> To explain how tempo changes the character of music. To identify where a gradual change in dynamics has helped to shape a phrase of music.
Year 6	<ul style="list-style-type: none"> To sing a harmony part confidently and accurately. To perform parts from memory. To perform using notations. To take the lead in a performance. To take on a solo part. To provide rhythmic support. 	<ul style="list-style-type: none"> To use a variety of different musical devices in their composition. (incl melody, rhythms and chords) To recognise that different forms of notation serve different purposes. To use different forms of notation. To combine groups of beats. 	<ul style="list-style-type: none"> To refine and improve their work. To evaluate how the venue, occasion and purpose affects the way a piece of music is created. To analyse features within different pieces of music. To compare and contrast the impact that different composers from different times will have had on the people of the time.
Year 6 (Challenging)	<ul style="list-style-type: none"> To perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together. 	<ul style="list-style-type: none"> To show how a small change of tempo can make a piece of music more effective. To use the full range of chromatic pitches to build up chords, melodic lines and bass lines. 	<ul style="list-style-type: none"> To appraise the introductions, interludes and endings for songs and compositions they have created.



National Curriculum Requirements of Music at Key Stage 1

In music pupils should be taught to:

- use their voices expressively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

National Curriculum Requirements of Music at Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians
- develop an understanding of the history of music.