Inspiring a lifelong love of learning.

Progression in music knowledge and skills
EYFS to year six

At Longnor CE Primary School, Music is highly valued as we know it equips children with skills that help them across all areas of learning. This includes:

- Building a community by learning how to work together as a team
- Develop an understanding of culture and self
- A sense of achievement
- Sing together with confidence and including all
- Developed self-confidence
- Increased coordination and fine motor skills
- Learning pattern and rhythm
- Developed memory through composition and performance
- Emotional development and greater self-esteem
- Music is fun! It brings everyone together and fosters a positive environment for all.

National Curriculum Expectations		
By the end of EYFS	By the end of key stage one	By the end of key stage two
Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. Fine motor skills: Use a range of small tools, including scissors, paint brushes and cutlery;	Use their voices expressively and creatively 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.	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 for a range of purposes 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 drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.

Progression in music knowledge and skills
EYFS to year six

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Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Pitch, timbre and dynamics						
Songs	Ring a ring a roses Five fine bumble bees Nursery rhymes come dance with me. Shake my sillies out	Boom chicka boom Dr Knickerbocker Step back baby Kye kye kule (D) Getting on the train Happy face Tony Chestnut One moment, one people (I) We are unstoppable (I) Paintbox		Tanczymy labada (D) Hot cross buns Hey Mr Miller Nanuma (D) Tongo Pirates Moon round		Wayfaring stranger A young Austrian Oleo (D) Sakura (D) Senwa dedenda (D) Can you hear my voice? Video killed the radio star Eye of the tiger	
	Pulse, rhythm and tempo						
	Head, shoulders, knees and toes One finger, one thumb Alice the camel Baby beluga	Giggle song Mini beasts Animal fair Who stole my chickens and my hens? The farmer in the den Minibeasts The change train		Top-notcher Going over the sea Chilled out clap rap Life is a highway Tongo (D) Thalasa (D)		Baby one, two three Juba (D) It's a long way to Tipperary Siyahamba (D) Big sing up mambo	
	Structure						

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EYFS to year six

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	Hello, how are you? Shake my sillies out	In the autumn If you're happy and you know it. People who help us Jungle Song (I) A Keelie (D)	Down by the bay I love the flowers What shall we do with the drunken sailor? Life is a highway	A little echo HELLO Wonder Rather Be Wish
	Texture			
	Row, row, row your boat Rocking	London's burning Hot potato Baningati (D)	Be kind online Tongo Frere Jacques	Ain't gonna let nobody Gospel medley

Progression in music knowledge and skills
EYFS to year six

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Strand	EYFS	Year 1	Year 2
Musicianship: understanding music	Skills		
		Find and keep a steady beat together changing the speed of the beat as the tempo changes. Use body percussion and class percussion to play repeated patterns and short pitched patterns on tuned instruments. Copy back simple rhythmic patterns. Perform word-pattern chants; create, retain and perform own rhythm chants. Explore percussion sounds to enhance story telling. Follow pictures and symbols to guide singing and playing. E.g. 4 dots = 4 taps on a drum.	Mark the beat of a piece of music by tapping or clapping, and respond to changes in tempo. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Play copycat rhythms and invent rhythms for others to copy. Respond independently to pitch changes heard in short melodic phrases, indication with actions (stand up / sit down, hands high- hands low). Recognise dot notation and match it to 3-note tunes played on tuned percussion.
	Knowledge and vocabulary		
	Introduce the vocabulary of pulse, rhythm and pitch.	Know that the pulse is the steady beat of the music. Know that the tempo is whether music is fast or slow. Know how to play repeated patterns using body percussion, tuned and untuned classroom percussion (shake, scrape or tap). Know that a rhythm is a pattern of music sound. Know that music can be recorded and written down. Know how to follow pictures and symbols including stick forms of crotchets and quavers.	Know that the tempo can change. Know that in music there is sometimes silence – this is known as a rest. Know that a crotchet is 1 beat and a quaver is half a beat and recognise the stick forms. Recognise the crotchet rest symbol.

Progression in music knowledge and skills
EYFS to year six

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Strand	EYFS	Year 1	Year 2
Singing and songs	Skills		
		Sing simple songs, chants and rhymes from memory. Follow instructions on how to sing. Imitate changes in pitch. Sing in high and low voices and talk about the difference in sound.	Sing songs with increasing vocal control and accurate pitch. Sing short phrases independently within a singing game or short song
	Knowledge and vocabulary		
		Recognise high and low sounds as different pitch. Know a range of songs and sing these from memory.	Know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to the leader's directions and visual symbols. (crescendo, decrescendo, pause)
	Pitch, timbre and dynamics		
	Ring a ring a roses Five fine bumble bees Nursery rhymes come dance with me. Shake my sillies out	Boom chicka boom Dr Knickerbocker Step back baby Kye kye kule (D) Getting on the train	Happy face Tony Chestnut One moment, one people (I) We are unstoppable (I) Paintbox
	Pulse, rhythm and tempo		
	Head, shoulders, knees and toes One finger, one thumb Alice the camel Baby beluga	Giggle song Mini beasts Animal fair Who stole my chickens and my hens?	The farmer in the den Minibeasts The change train
	Structure		
	Hello, how are you? Shake my sillies out	In the autumn If you're happy and you know it. People who help us	Jungle Song (I) A Keelie (D)
	Texture		
	Row, row, row your boat Rocking	London's burning Hot potato Baningati (D)	

Progression in music knowledge and skills
EYFS to year six

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Strand	EYFS	Year 1	Year 2
Listening	Skills		
		Identify the beat (pulse) of a tune. Recognise changes in pitch. Listen to rhythms and clap them back. Begin to identify some instruments by the sound that they make.	Identify the beat (pulse) of a tune. Copy and also create rhythms for others to copy using names, colours, animals or other words. Recognise changes in pitch and dynamics. Identify more instruments by the sound that they make. Discuss how songs make you and others feel.
	Knowledge and vocabulary		
		Know that there are different styles of music. Know that the pulse is the steady beat of the music. Know that the tempo is whether music is fast or slow.	Know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to the leader's directions and visual symbols. (crescendo, decrescendo, pause). Know the names and sounds of a range of instruments including piano, violin, flute etc.
	Key listening		
		Year A Extracts from the Nutcracker – Tchaikovsky [Romantic] linked to DT Mars from the planets – Holst [Romantic] linked to science Hound Dog – Elvis [modern] Night Ferry – Anna Clyne [modern] Wild Man – Kate Bush [modern] Baris – Indonesia [traditional]	Year B Vivaldi four seasons – linked to science seasonal change [baroque] Saint-Saens – Carnival of the animals (linked to science) [romantic] With a little help from my friends [pop – modern] Runaway Blues [pop – modern blues] Mozart - Rondo alla Turca [classical] Brazilian Samba – Fanfarra [traditional]
	History of music		
		Recognise music as modern or historical.	

Progression in music knowledge and skills
EYFS to year six

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	Styles						
		Extended listening exploring modern music in further depth:					
		Motown Mary Wells Martha Reeves & The Vandellas The Supremes Marvin Gaye The Temptations	Pop Elvis The Beatles Range of recent songs	Film scores John Williams etc.	Samba Sergio Mendes Bellini Kaoma Copacabana Roberto Ribeiro	Blues BB King Jimi Hendrix Otis Rush Freddie King Blues Brothers	Freedom songs Oh Freedom Swing low sweet chariot Wade in the water

Strand	EYFS	Year 1	Year 2
Composing	Skills		
		Create musical sound effects and short sequences of sounds in response to a stimuli (e.g. rainstorm or train journey). Improvise simple vocal chants using question and answer phrases.	Create music in response to a non-musical stimulus (e.g. car race, storm, rocket launch) Work with a partner to improvise simple question and answer phrases to be sing and played on untuned percussion.
	Knowledge and vocabulary		
		Understand the difference between creating a rhythm pattern and a pitch pattern. Recognise how graphic notation (symbols) can represent created sounds.	Create short, pitch patterns up to three notes. Create short, rhythm patterns and represent with stick notation including crotchets, minims and crotchet rests.

Progression in music knowledge and skills
EYFS to year six

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Strand	EYFS	Year 1	Year 2
Performing	Skills		
		Invent, retain and recall rhythm and pitch patterns and perform these for others. Perform songs from memory. Follow a set of simple instructions when performing as a group.	Play a musical part in time with a steady pulse. Perform songs from memory with increasing vocal control and accurate pitch. Listen to and follow musical instructions from a leader (conductor)
	Knowledge and vocabulary		
		Application of knowledge and vocabulary from the other strands covered.	Know that the conductor can keep everyone together when performing.

Progression in music knowledge and skills
EYFS to year six

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Strand	Year 3	Year 4
Musicianship: understanding music	**Skills**	
	To begin reading rhythmic notation when playing body percussion and tuned percussion. To begin reading notation of BAG using colours to illustrate the position on the stave,	Follow simple rhythmic scores to a steady beat, maintain individual parts accurately within the rhythmic texture. To begin reading notation of BAGCD using colours to illustrate the position on the stave,
	Knowledge and vocabulary	
	Recognise the stave, lines and spaces, and clef. Understand the differences between crotchets and paired quavers. Apply word chants to rhythms, understanding how to link each syllable to one musical note. Know how BAG are represented on the stave.	Know how BAGCD are represented on the stave. Recognise and understand the symbols for a minim, crotchet, paired quavers and rests and say how many beats they represent.

Progression in music knowledge and skills
EYFS to year six

Inspiring a lifelong love of learning.

Strand	Year 3	Year 4
Singing and songs	Skills	
	Sing a wide range of unison songs of varying styles and structures. Sing tunefully and with expression, Perform actions confidently and in time to a range of action songs. Pronounce the words within a song clearly.	Perform with control over voice and awareness of others, taking direction from a conductor for crescendos and diminuendos. Sing rounds and partner songs in different time signatures (2, 3 and 4 time). Sing a simple second part to introduce vocal harmony.
	Knowledge and vocabulary	
	Perform forte and piano (loud and soft)	Know what a crescendo and diminuendo is.
	Pitch, timbre and dynamics	
	Tanczymy labada (D) Hot cross buns Hey Mr Miller	Nanuma (D) Tongo Pirates Moon round
	Pulse, rhythm and tempo	
	Structure	
	Texture	

Progression in music knowledge and skills
EYFS to year six

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Strand	Year 3	Year 4
Listening	Skills	
	Identify more instruments by the sound that they make. Begin to think about what the words of a song mean.	Identify and describe instruments within a piece of music. Identify major and minor moods.
	Knowledge and vocabulary	
	Use the terms: pitch, pulse, dynamics, rhythm confidently. Begin to recognise and describe changes in tempo and timbre.	Use the terms: pitch, pulse, dynamics, rhythm, timbre, tempo confidently when describing a piece of music. Describe the texture and structure of a piece of music. Understand what a musical introduction is and its purpose.
	Key listening	
	Handel Messiah (B) Mussorgsky Night on a Bare Mountain (R) Mozart (C) Holst planet suite (20th C) Ravel Bolero (20th C) Extracts from the Nutcracker – Tchaikovsky [Romantic]	Beethoven Symphony No 5 (C) O Euchari Hildeparge (Early) Take the A Train Duke Ellington (Modern) Wonderwall Oasis (Modern) Calypso from Tinadad – Tropical Bird) Indian classical Sahela Re
	History of music	
	Begin to recognise through listening the main features of early, baroque, classical, romantic and modern (20th and 21st century) music: • By the end of year four, children recognise the timbre and texture of historical periods: thin texture and voice for early music compared to thick texture, full orchestra in Romantic music and introduction of electronic sounds in modern music. • Pupils begin to place key composers on a history of music timeline: Handel. Mozart, Tchaikovsky and Duke Ellington.	

Progression in music knowledge and skills
EYFS to year six

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Strand	Year 3	Year 4
Composing	Skills	
	Compose in response to different stimuli (e.g. stories, poetry, images) Compose music that has a beginning, middle and an end. Compose song accompaniments on untuned percussion using known rhythms and note values. (crotchets and minims) Improvise using voices, tuned and untuned percussion using up to three notes.	Compose music to create a specific mood, for example creating music to accompany a short film clip. Improvise using voices, tuned and untuned percussion using up to three notes.
	Knowledge and vocabulary	
	Help to plan and create at least one simple melody using three notes, using dot notation to show higher and lower pitch. Combine rhythmic notation with letter names. Make musical decisions about pulse, rhythm, pitch, dynamics and tempo.	Combine rhythmic notation with letter names to create short pentatonic phrases (5 notes). Create sequences of 2, 3 and 4 beat phrases using known note values (minim, crotchet, crotchet rest and paired quavers). Include smooth (legato) and detached (staccato) sounds within compositions. Use rhythm notation and stick notation to capture and record compositions.

Progression in music knowledge and skills
EYFS to year six

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Strand	Year 3	Year 4
Performing	Skills	
	Perform as a choir in school assemblies. Play and sing with an awareness of the pulse.	Perform a range of songs in school assemblies. Develop the basic skills of a selected instrument over a sustained learning period. Perform in two or more parts (e.g. melody and accompaniment or a duet). Experience leading / conducting the playing of music.
	Knowledge and vocabulary	
	Copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio (fast and slow) Play tuned percussion or a melodic instrument following staff notation using up to three notes as a whole class or in small groups.	Read and perform pitch notation using up to 5 notes. Play and perform melodies following staff notation using a small range of notes as a whole class or small groups.

Progression in music knowledge and skills
EYFS to year six

Inspiring a lifelong love of learning.

Strand	Year 5	Year 6
Musicianship: understanding music	**Skills**	
	Read and play short rhythmic phrases at sight, using conventional symbols for known note durations.	Further develop the skills to read and perform pitch notation within an octave. Read and play confidently from rhythmic scores in up to 4 parts that contain known note durations.
	Knowledge and vocabulary	
	Further understand the symbols for semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers and say how many beats they represent. Understand the difference between 2/4,3/4 and 4/4 time signatures. Read and perform pitch notation within the scale of C. Understand how triads (chords) are formed and play them on tuned percussion, melodic instruments or keyboards.	Further understand the symbols for semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers and their equivalent rests, and say how many beats they represent. Read and play from notation a four-bar phrase, identifying note names and durations.

Progression in music knowledge and skills
EYFS to year six

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Strand	Year 5	Year 6
Singing and songs	Skills	
	Sing a broad range of songs with a sense of ensemble and performance. Sing with accurate pitching and appropriate style. Sing three-part rounds, partner songs and songs with a verse and chorus.	Sing a broad range of songs, including those that involve syncopated rhythms. Observe rhythm, phrasing, accurate pitching and appropriate style when singing, Sing three and four-part rounds and partner songs. Experiment with positioning singers randomly i.e. no longer in discrete parts, to develop greater listening skills, balance between parts and vocal independence.
	Knowledge and vocabulary	
		To recognise what a syncopated rhythm is.
	Pitch, timbre and dynamics	
	Pulse, rhythm and tempo	
	Structure	
	Texture	

Progression in music knowledge and skills
EYFS to year six

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Strand	Year 5	Year 6
Listening	Skills	
	Think about the message of a song.	Describe how lyrics often reflect the cultural context of music and have social meaning.
	Knowledge and vocabulary	
	Identify and describe the timbre within a piece of music. Identify 2/4, 3/4 and 4/4 metre. Recognise the history of music and important musical features of the historical period. Compare two pieces of music from different eras.	Identify and describe the timbre within a piece of music. Identify confidently 2/4, 3/4 and 4/4 metre.
	Key listening	
	Vaughan Williams – English Folk Suite Britten – This Little Babe from ceremony of carols Coleridge-Taylor – Symphonic Variations on an African Air South Africa – choral – Inkanyezi Nezazi Nigeria drumming jin-go-la-be	1812 Overture – Tchaikovsky Connect it – Anna Meredith Say my Name – Destiny's Child Sea Shanties – English Folk Argentina Tango Libertango
	History of music	
	Recognise through listening the main features of early, Baroque, classical, romantic and modern (20th and 21st century) music: • By the end of year six, children compare the timbre and texture of historical periods: thin texture and voice for early music compared to thick texture, full orchestra in Romantic music and introduction of electronic sounds in modern music. • Pupils begin to place key composers on a history of music timeline: Handel. Mozart, Tchaikovsky, Duke Ellington	

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Strand	Year 5	Year 6
Composing	Skills	
	Compose to evoke a specific atmosphere, mood or environment or to accompany a silent film or a scene in a book. Create simple melodies using up to 5 notes and simple rhythmic patterns that work with the style of the song. Experiment with a wider range of dynamics. Improvise with rhythm, using voice and instruments (up to three notes) Improvise freely over a drone or groove using tuned percussion and melodic instruments.	Compose to evoke a specific atmosphere, mood or environment or to accompany a silent film or a scene in a book. Apply a range of musicianship to vary and interest the listener (dynamics, timbre, pitch, tempo, staccato/legato etc.) Extend improvised melodies beyond 8 beats over a fixed drone or groove.
	Knowledge and vocabulary	
	Work in pairs to compose a short ternary piece. (A – B – A) Record the composition using staff notation.	Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale (C D E G A) and use notation to record. Compose a ternary piece independently. Record the composition using time signatures and staff notation

Progression in music knowledge and skills
EYFS to year six

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Strand	Year 5	Year 6
Performing	Skills	
	Perform solos or as part of an ensemble. Perform a range of songs in school assemblies and in school performance opportunities.	Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.
	Knowledge and vocabulary	
	Sing or play following staff notation written on one stave with confidence	Play a melody following staff notation written on one stave. Make decisions about dynamic range including ff, pp, mf and mp