

MUSIC KNOWLEDGE & SKILLS PROGRESSION - LISTENING

EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can respond to music through movement.</p> <p>I can explore the story behind known nursery rhymes.</p> <p>I can listen to and follow a beat.</p> <p>I can listen to sounds and match pitch</p> <p>I understand that different instruments make different sounds.</p> <p>I can learn a range of songs and nursery rhymes off by heart.</p>	<p>I recognise and understand the difference between pulse and rhythm.</p> <p>I understand that different types of sounds are called timbres.</p> <p>I recognise basic tempo, dynamic, timbre and pitch changes in music I listen to.</p> <p>I can describe the character, mood or 'story' of music I listen to.</p> <p>I can describe the differences between two pieces of music.</p> <p>I can listen to and repeat rhythmic patterns.</p> <p>I can listen and respond to other performers by playing as part of a group.</p> <p>I recognise different styles of music.</p> <p>I have begun to use musical vocabulary to describe music.</p>		<p>I can discuss the stylistic features of different genres, styles and traditions of music from around the world.</p> <p>I can identify and describe the effects of timbre, dynamics, pitch and tempo within a piece of music.</p> <p>I have begun to show an awareness of metre.</p> <p>I can use musical vocabulary to discuss the purpose of a piece of music.</p>		<p>I can recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>I can compare, discuss and evaluate music using detailed musical vocabulary.</p>	



MUSIC KNOWLEDGE & SKILLS PROGRESSION - COMPOSING

EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can experiment with body percussion and vocal sounds.</p> <p>I can select appropriate instruments to represent action, mood and feelings.</p> <p>I can create my own song or improvise from a known song.</p>	<p>I can create sequences of sound with voices or instruments.</p> <p>I can combine instrumental and vocal sounds.</p> <p>I can create simple melodies using a few notes.</p> <p>I can choose dynamics, tempo and timbre for a piece of music.</p> <p>I can successfully combine and layer several instrumental and vocal patterns.</p> <p>I can begin to use letter names when composing</p>	<p>I can combine melodies and rhythms to compose a piece of music.</p> <p>I can begin to understand and use graphic musical notations to record my compositions.</p> <p>I can improvise and compose a piece of music in a given style with voices, bodies and instruments.</p> <p>I can develop melodies using the interrelated dimensions of music.</p>	<p>I can compose a detailed piece of music from a given stimulus with voices, bodies and instruments.</p> <p>I can improvise coherently within a given style.</p> <p>I can combine rhythmic patterns into a multi-layered composition using the inter-related dimensions of music.</p> <p>I can use staff notation to record rhythms and melodies.</p> <p>I can compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features.</p> <p>I can create melodies using the interrelated dimensions of music.</p> <p>I can record my own composition using appropriate forms of notation and/or technology.</p> <p>I can represent changes in pitch, dynamics and texture using graphic and staff notation, justifying my choices with reference to musical vocabulary.</p>			



MUSIC KNOWLEDGE & SKILLS PROGRESSION - PERFORMING

EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can join in with well-known songs from memory.</p> <p>I can move to music and create actions.</p> <p>I can sing the melodic shape of familiar songs.</p>	<p>I can use my voice expressively to speak, chant and sing.</p> <p>I can sing songs from memory, maintaining the melodic shape and rhythmic accuracy.</p> <p>I can maintain the pulse using body percussion, tuned and untuned instruments.</p> <p>I can respond to musical instructions such as tempo and dynamic changes.</p> <p>I can perform expressively using dynamics and timbre to alter sounds.</p> <p>I can repeat melodic patterns by ear.</p> <p>I can share music with an audience.</p>	<p>I can perform from basic staff notation.</p> <p>I can sing songs in a variety of musical styles from memory, with accuracy, control, fluency and expression.</p> <p>I can begin to play instruments with accuracy and control and develop my instrumental technique.</p> <p>I can perform as part of an ensemble.</p>	<p>I can sing songs in two or more parts, from memory, with accuracy, fluency, control and expression.</p> <p>I can work as a group to perform a piece of music.</p> <p>I can perform with accuracy and fluency from graphic and staff notation.</p> <p>I can play a simple chord progression with accuracy and fluency.</p> <p>I can perform a solo within a performance.</p> <p>I can perform with accuracy and fluency from graphic and staff notation and from my own notation.</p> <p>I can perform by following a conductor's cues and directions.</p>			



MUSIC KNOWLEDGE & SKILLS PROGRESSION - TERMINOLOGY

	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pitch	I understand what 'high' and 'low' notes are.	<p>I understand that pitch means how high or low a note sounds.</p> <p>I understand that 'tuned' instruments play more than one pitch of notes.</p> <p>I know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</p> <p>I understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</p>	<p>I know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</p> <p>I know that some traditional music around the world is based on five-notes called a 'pentatonic' scale.</p> <p>I understand that a pentatonic melody uses only the five notes C D E G A.</p> <p>I know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.</p> <p>I know that a glissando in music means a sliding effect played on instruments or made by your voice.</p> <p>I know that 'transposing' a melody means changing its key, making it higher or lower pitched</p>	<p>I understand that a minor key (pitch) can be used to make music sound sad.</p> <p>I understand that major chords create a bright, happy sound. To know that a 'bent note' is a note that varies in its pitch, e.g., the pitch may slide up or down.</p> <p>I understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p> <p>I know that the Solfa syllables represent the pitches in an octave.</p> <p>I understand that 'major' key signatures use note pitches that sound cheerful and upbeat.</p> <p>I understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</p> <p>I know that a melody can be adapted by changing its pitch.</p>			



MUSIC KNOWLEDGE & SKILLS PROGRESSION - TERMINOLOGY

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Duration	<p>I recognise that different sounds can be long or short.</p>	<p>I know that rhythm means a pattern of long and short notes.</p> <p>I know that 'duration' means how long a note, phrase or whole piece of music lasts.</p> <p>I know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>I know that written music tells you how long to play a note for.</p> <p>I know that 'poly-rhythms' means many different rhythms played at once.</p> <p>I know that the duration of a note or phrase in music can be shown using a repeated symbol or the</p> <p>I know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p>	<p>I know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>I know that written music tells you how long to play a note for.</p> <p>I know that combining different instruments playing different rhythms creates layers of sound called 'texture'.</p> <p>I know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p> <p>I know that a motif in music can be a repeated rhythm.</p>	<p>I know that 'poly-rhythms' means many different rhythms played at once.</p> <p>I know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</p> <p>I understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.</p> <p>I understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p> <p>I know that a quaver is worth half a beat.</p>			
Dynamics	<p>I understand that instruments can be played loudly or softly.</p>	<p>I know that dynamics means how loud or soft a sound is.</p> <p>I understand that sounds can be adapted to change their mood, e.g., through dynamics.</p> <p>I know that dynamics can change the effect a sound has on the audience.</p>	<p>I know that the word 'crescendo' means a sound getting gradually louder.</p> <p>I know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p>	<p>I understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p> <p>I know that a melody can be adapted by changing its dynamics.</p>			



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Tempo	<p>I can recognise music that is 'fast' or 'slow'.</p> <p>I understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.</p>	<p>I know that the 'pulse' is the steady beat that goes through music.</p> <p>I understand that the pulse of music can change.</p> <p>I know that my voice, body and instruments can show fast and slow beats.</p> <p>I know that tempo is the speed of the music.</p> <p>I understand that the tempo of a musical phrase can be changed to achieve a different effect.</p>		<p>I know that playing in time means all performers playing together at the same speed</p>		<p>I understand that a slow tempo can be used to make music sound sad.</p> <p>I understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p> <p>I know that a melody can be adapted by changing its dynamics, pitch or tempo</p>	
Timbre	<p>I know that different instruments can sound like a particular character.</p>	<p>I know that 'timbre' means the quality of a sound; e.g., that different instruments would sound different playing a note of the same pitch.</p> <p>I know that my voice can create different timbres to help tell a story.</p> <p>I know that musical instruments can be used to create 'real life' sound effects.</p> <p>I understand an instrument can be matched to an animal noise based on its timbre.</p>		<p>I understand that the timbre of instruments played affect the mood and style of a piece of music.</p> <p>I know that grouping instruments according to their timbre can create contrasting 'textures' in music.</p> <p>I understand that both instruments and voices can create audio effects that describe something you can see</p>		<p>I understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</p> <p>I know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g., warm or cold, rich or bright.</p>	



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Texture	I know that music often has more than one instrument being played at a time.	I know that music has layers called 'texture'. I know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.		I know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music. I know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. I understand that harmony means playing two notes at the same time, which usually sound good together		I understand that a chord is the layering of several pitches played at the same time. I know that poly-rhythms means many rhythms played at once. I understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. I know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.	
Structure	I can recognise the chorus in a familiar song.	I know that a piece of music can have more than one section, e.g., a verse and a chorus. I understand that structure means the organisation of sounds within music, e.g., a chorus and verse pattern in a song.		I know that in a ballad, a 'stanza' means a verse. I know that music from different places often has different structural features, e.g., traditional Chinese music is based on the five-note pentatonic scale. I know that deciding the structure of music when composing can help us create interesting music with contrasting sections. I know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. I understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music.		I know that a loop is a repeated rhythm or melody, and is another word for ostinato. I know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. I know that a chord progression is a sequence of chords that repeats throughout a song. I know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.	



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Notation	I know that signals can tell us when to start or stop playing.	<p>I understand that music can be represented by pictures or symbols.</p> <p>I know that 'notation' means writing music down so that someone else can play it.</p> <p>I know that a graphic score can show a picture of the structure and/or texture of music.</p>	<p>I understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p> <p>I know that 'performance directions' are words added to music notation to tell the performers how to play</p>	<p>I know that simple pictures can be used to represent the structure (organisation) of music.</p> <p>I understand that in written staff notation, notes can go on between lines, and that the lines show the pitch of the note.</p> <p>I know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</p> <p>I know that chord progressions are represented in music by Roman numerals.</p>			

