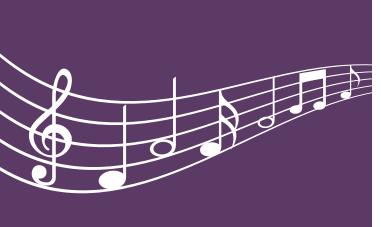
MUSIC KNOWLEDGE & SKILLS PROGRESSION - LISTENING

EYFS	Key S	tage 1	Lower Key	Stage 2	Upper Key Stage 2		
EYFS	Year 1	Year 2	Year 3 Year 4		Year 5	Year 6	
I can respond to music through movement. I can explore the story behind known nursery rhymes. I can listen to and follow a beat. I can listen to sounds and match pitch I understand that different instruments make different sounds. I can learn a range of songs and nursery rhymes off by heart.	I recognise and understand pulse and rhythm. I understand that different to timbres. I recognise basic tempo, dyrochanges in music I listen to. I can describe the character listen to. I can describe the difference music. I can listen to and repeat rhy I can listen and respond to cas part of a group. I recognise different styles of I have begun to use musical music.	expes of sounds are called namic, timbre and pitch namic, timbre and pitch namic, mood or 'story' of music I es between two pieces of exther patterns. Other performers by playing of music.	I can discuss the stylist different genres, styles music from around the I can identify and descrimbre, dynamics, pitch within a piece of music I have begun to show a metre. I can use musical voca the purpose of a piece	and traditions of e world. Tribe the effects of h and tempo c. an awareness of bulary to discuss	I can recognise and of stylistic features of digenres, styles and tramusic using musical I can compare, discuevaluate music using musical vocabulary.	ifferent aditions of vocabulary. ss and	

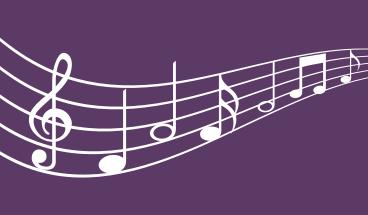


MUSIC KNOWLEDGE & SKILLS PROGRESSION - COMPOSING

EVEC	Key S	tage 1	Lower Key	Stage 2	Upper Key Stage 2	
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can experiment with body percussion and vocal sounds. I can select appropriate instruments to represent action, mood and feelings. I can create my own song or improvise from a known song.	I can create sequences of so instruments. I can combine instrumental I can create simple melodie I can choose dynamics, tem of music. I can successfully combine a instrumental and vocal patt I can begin to use letter name	and vocal sounds. s using a few notes. po and timbre for a piece and layer several eerns.	I can combine melodic compose a piece of multiple of the compose of the compositions. I can improvise and compositions. I can improvise and composition a given style wand instruments. I can develop melodice interrelated dimension	usic. and and use ions to record my mpose a piece of with voices, bodies s using the	I can compose a demusic from a given voices, bodies and in I can improvise congiven style. I can combine rhythinto a multi-layered using the inter-related of music. I can use staff notate rhythms and melocal incorporating lyrical writing and the confaccompanying feat. I can create melodic interrelated dimensional compose and incorporating lyrical writing and the confaccompanying feat. I can create melodic interrelated dimensional compose and dimensional compose and the	stimulus with instruments. Herently within a serently within a se



EYFS	Key S	tage 1	Lower Key	Stage 2	Upper Key Stage 2		
EYFS	Year 1	Year 2	Year 3 Year 4		Year 5	Year 6	
I can join in with well-known songs from memory. I can move to music and create actions. I can sing the melodic shape of familiar songs.	I can use my voice expressive sing. I can sing songs from memory melodic shape and rhythmical transport of the pulse using and untuned instruments. I can respond to musical instant dynamic changes. I can perform expressively use to alter sounds. I can repeat melodic patternoon of the pulse using an accordance of the pulse using an accordance of the pulse using a contract of the pulse using	ory, maintaining the c accuracy. Ing body percussion, tuned structions such as tempo sing dynamics and timbre hs by ear.	I can perform from base I can sing songs in a vastyles from memory, we control, fluency and extended to play instruction accuracy and control as instrumental technique. I can perform as part of	ariety of musical vith accuracy, of musical vith accuracy, or ession. Truments with and develop my lie.	I can sing songs in two parts, from memory, accuracy, fluency, con expression. I can work as a group piece of music. I can perform with a fluency from graphic notation. I can play a simple confluency. I can perform a solo performance. I can perform with a fluency from graphic notation and from motation. I can perform by foll conductor's cues and	with ontrol and ontrol and couracy and curacy and within a couracy and cand staff by own	



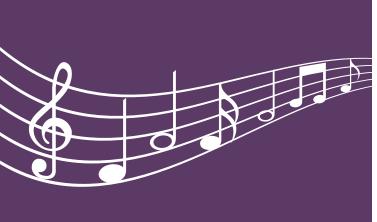
	EVEC	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pitch	I understand what 'high' and 'low' notes are.	I understand that pi high or low a note so I understand that 'tu play more than one I know that some tu have a lower range of some have a higher. I understand that a from high and low p played one after the tune.	ounds. uned' instruments pitch of notes. ned instruments of pitches and range of pitches. melody is made up pitched notes	I know that the grasong is called its key decides wheth sounds happy or sounds happy or sounds that some around the world notes called a 'per I understand that melody uses only DEGA. I know that a bass lowest pitch line of piece of music, and bassline (where pago up then down a common in rock at I know that a gliss means a sliding effinstruments or may voice. I know that 'transpress means changing is higher or lower pitch.	traditional music is based on fiventationic' scale. a pentatonic the five notes C line is the of notes in a d a walking atterns of notes again) is and roll. ando in music fect played on ade by your cosing' a melody ts key, making it	I understand that a can be used to make sad. I understand that no create a bright, hap know that a 'bent no varies in its pitch, esslide up or down. I understand that where the created using or example by changing dynamic or temporande. I know that the Solar represent the pitch of the pitch of the country of the pitch of the country of the countr	najor chords opy sound. To note' is a note that ag., the pitch may arying effects can of the pitch, of the sounds fa syllables es in an octave. major' key e pitches that l upbeat. minor' key e pitches that d tension. dy can be adapted



	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	ETFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Duration I recognise that different sounds can be long or short.		I know that rhythm means a pattern of long and short notes. I know that 'duration' means how long a note, phrase or whole piece of music lasts. I know that different notes have different durations, and that crotchets are worth one whole beat. I know that written music tells you how long to play a note for. I know that 'poly-rhythms' means many different rhythms played at once. I know that the duration of a note or phrase in music can be shown using a repeated symbol or the I know that the long and short sounds of a spoken phrase can be represented by a rhythm.		I know that different different durations crotchets are worth beat. I know that writte how long to play a liknow that combinistruments playing rhythms creates lacalled 'texture'. I know that playing requires playing the correct duration a correct speed. I know that a motion a repeated rhythms.	s, and that th one whole n music tells you a note for. ining different ng different ayers of sound g 'in time' ne notes for the s well as at the if in music can	I know that 'poly-rhythms' means many different rhythms played at once. 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. I understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. I understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. I know that a quaver is worth half a beat.	
Dynamics	I understand that instruments can be played loudly or softly.	I know that dynamics means how loud or soft a sound is. I understand that sounds can be adapted to change their mood, e.g., through dynamics. I know that dynamics can change the effect a sound has on the audience.		I know that the word 'crescendo' means a sound getting gradually louder. I know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.		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. I know that a melody can be adapted by changing its dynamics.	



	EYFS		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	LIIJ	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Tempo	I can recognise music that is 'fast' or 'slow'. I understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	I know that the 'pulse' is the steady beat that goes through music. I understand that the pulse of music can change. I know that my voice, body and instruments can show fast and slow beats. I know that tempo is the speed of the music. I understand that the tempo of a musical phrase can be changed to achieve a different effect.		I know that playing in time means all performers playing together at the same speed		I understand that a slow tempo can be used to make music sound sad. 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. I know that a melody can be adapted by changing its dynamics, pitch or tempo		
Timbre	I know that different instruments can sound like a particular character.	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. I know that my voice can create different timbres to help tell a story. I know that musical instruments can be used to create 'real life' sound effects. I understand an instrument can be matched to an animal noise based on its timbre.		I understand that the timbre of instruments played affect the mood and style of a piece of music. I know that grouping instruments according to their timbre can create contrasting 'textures' in music. I understand that both instruments and voices can create audio effects that describe something you can see		I understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. 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.		



	EYFS	Key Stage 1		Lower k	(ey Stage 2	Upper Key Stage 2	
	LYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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.		the world consist of sound; for example traditional Indian multiple I know that combin and different rhythric create layers of sour I understand that ha	usic. ing different instruments ns when we compose can	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 p can have more section, e.g., a v chorus. I understand the means the organism sounds within chorus and vera a song.	than one verse and a nat structure anisation of music, e.g., a	I know that music from the has different structured traditional Chinese mote pentatonic scale. I know that deciding when composing cale interesting music with that is repeated over is a pattern created. I understand that me	music is based on the fivele. g the structure of music in help us create ith contrasting sections. ato is a musical pattern in and over; a vocal ostinato with your voice. susical motifs (repeating is a building block in many	I know that a loop rhythm or melody word for ostinato. I know that 12-basequence of 12 basequence of three. I know that a choos a sequence of choos throughout a son. I know that a 'the the main melody 'variations' are whas been change.	r Blues is a ars of music, different chords. rd progression is ords that repeats g. me' in music is and that nen this melody



	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Notation	I know that signals can tell us when to start or stop playing.	I understand the be represented symbols. I know that 'not writing music desomeone else can show a pict structure and/or music.	by pictures or ation' means own so that an play it. aphic score ure of the	I understand that 'read using how the written and their position to k play. I know that 'performat words added to music performers how to play	note symbols look now what notes to nce directions' are notation to tell the	I know that simple pictorepresent the struct of music. I understand that in wordes can go on between the lines show the pitch. I know that 'graphic newriting music down us pictures or symbols burneans music written in the special lines called I know that chord progrepresented in music knumerals.	ritten staff notation, een lines, and that ch of the note. otation' means sing your choice of at 'staff notation' more formally on I 'staves'.

