



# Progression in music

## Key Stage 1 & 2



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ENGLAND**

# Skills, knowledge and understanding

## Year 1

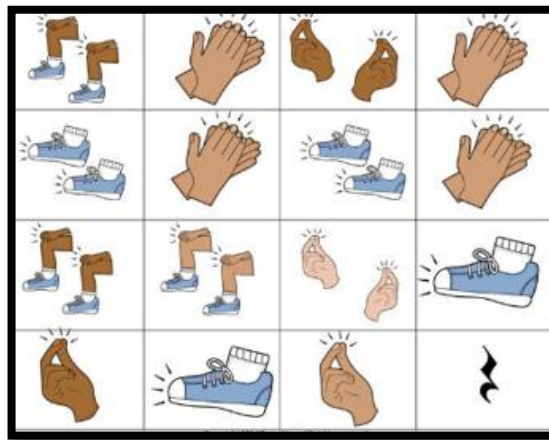
<b>Play and perform on percussion instruments with increasing accuracy, fluency, control and expression.</b>	<ol style="list-style-type: none"><li>1. Learn how to create and control contrasting sounds and patterns musically using voice, body percussion and percussion instruments.</li><li>2. Explore and experiment with interrelated dimensions* of music using voice, body percussion and percussion instruments.</li><li>3. Internalise the pulse and keep a steady beat in different pieces of music.</li><li>4. Learn the names of tuned and untuned percussion instruments and the materials they are made from.</li><li>5. Learn how the material or way instruments are played can affect the sound created.</li><li>6. Learn basic ensemble etiquette and understand that quality musical outcomes will be achieved as a result of good team work.</li><li>7. Learn how to follow start and stop instructions when singing and playing.</li><li>8. Learn about the role of a conductor in music.</li><li>9. Develop rhythmic vocabulary and begin to recall and clap or play back simple rhythmic patterns.</li></ol>
<b>Learn to sing and use their voices with increasing accuracy, fluency, control and expression.</b>	<ol style="list-style-type: none"><li>1. Sing and/or speak songs, chants or rhymes in a variety of styles to convey different moods.</li><li>2. Use their speaking and singing voices confidently within the pitch range (middle C-A )</li><li>3. Begin to develop aural and memory skills and begin to match intervals or melodic sequences with increasing accuracy.</li><li>4. Promote solo opportunities for pupils to use and hear their speaking and singing voices individually.</li></ol>
<b>Create and compose music using the inter related dimensions of music</b>	<ol style="list-style-type: none"><li>1. Explore and experiment with different sounds using voice, body percussion and percussion instruments.</li><li>2. Choose sounds to represent different ideas or concepts.</li><li>3. Learn how to create, select and combine sequences of sounds in response to a given stimulus.</li></ol>
<b>Listen and respond to a range of high-quality live and recorded music</b>	<ol style="list-style-type: none"><li>1. Listen to a variety of music from different styles, genres and traditions and begin to describe key features of music and how it makes them feel.</li><li>2. Listen and respond to music through focused listening, physical movement or use of materials such as scarves, beanbags or balls.</li></ol>

**\*Interrelated dimensions:** pitch, pulse, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

# Year 1



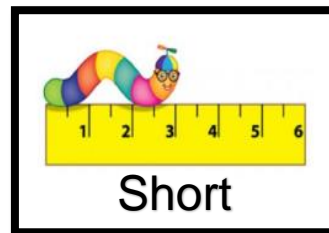
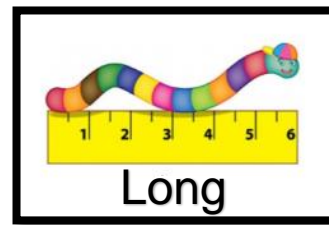
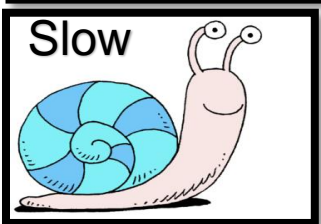
I can find the pulse (heartbeat) to lots of different types of music.



I can choose, create and perform a sequence of sounds.



I can create lots of different types of musical sounds and patterns using my voice, body and percussion instruments.



I can be a conductor.



I can use my imagination when we listen to different pieces of music and describe how it makes me feel.



I can listen and copy lots of different sounds with my voice.

I can use my speaking and singing voice.

I listen to and repeat short rhythmic and melodic patterns.



I can clap short rhythmic patterns.

I can follow instructions on when to start and stop.




Loud    Quiet



# Skills, knowledge and understanding

## Year 2

<p><b>Play and perform on percussion instruments with increasing accuracy, fluency, control and expression.</b></p>	<ol style="list-style-type: none"> <li>1. Play and explore a wider range of contrasting sounds musically using voice, body percussion and classroom percussion instruments.</li> <li>2. Explore and experiment with interrelated dimensions* of music using body percussion and percussion instruments with increasing control- getting louder/quieter, faster/slower and keeping a steady beat at different tempi.</li> <li>3. Internalise the pulse and keep a steady beat in different pieces of music.</li> <li>4. Begin to explore the difference between pulse and rhythm.</li> <li>5. Play and perform repeated rhythmic patterns using body percussion and classroom percussion to accompany songs, chants, rhymes or other musical stimuli.</li> <li>6. Learn to internalise and accurately recall simple musical songs, sequences, rhythmic and melodic patterns.</li> <li>7. Continue to develop ensemble etiquette and understand that quality musical outcomes will be achieved as a result of good team work.</li> <li>8. Experiment and explore the use of visual symbols to create or respond to a graphic score using voice, body percussion and percussion instruments.</li> <li>9. Continue to develop simple ensemble skills such as learning to start/stop, follow and be a leader/ conductor.</li> </ol>
<p><b>Learn to sing and use their voices with increasing accuracy, fluency, control and expression.</b></p>	<ol style="list-style-type: none"> <li>1. Sing and/or speak songs, chants and rhymes in a variety of styles to convey different moods.</li> <li>2. Use their speaking and singing voices confidently within the pitch range (middle C-C) with a good sense of pulse, rhythm and diction.</li> <li>3. Internalise (thinking voice) parts of a song, rhyme or chant.</li> <li>4. Learn that melody is the term to describe how the single line of music that moves up and down in pitch we sing or play.</li> <li>5. Promote solo opportunities for pupils to use and hear their speaking and singing voices individually</li> <li>6. To sing with an awareness of other performers.</li> </ol> 
<p><b>Create and compose music using the inter related dimensions of music</b></p>	<ol style="list-style-type: none"> <li>1. Experiment and explore different sounds that can be created using body percussion, voice and classroom percussion.</li> <li>2. Organise and choose sounds and musical ideas when responding to a range of musical and non-musical starting points.</li> <li>3. Learn how to create a graphic score for a class composition using visual symbols to represent and organise sounds.</li> </ol>
<p><b>Listen and respond to a range of high-quality live and recorded music</b></p>	<ol style="list-style-type: none"> <li>1. Listen to a variety of music from different styles, genres and traditions and begin to describe key features of music and how it makes them feel.</li> <li>2. Listen and respond to music through focused listening, physical movement or use of materials such as scarves, beanbags or balls.</li> </ol>

\*Interrelated dimensions: pitch, pulse, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations



# Year 2



I can find the pulse (heartbeat) to lots of different types of music.



Twinkle twinkle little star, how I wonder what you are.

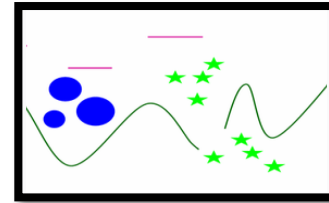
I know **melody** is the tune you often find yourself singing along with.



I know **pitch** means high and low sounds.



I am beginning to make the connection between sound and symbol.

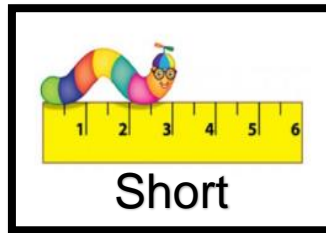
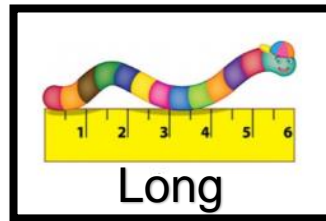
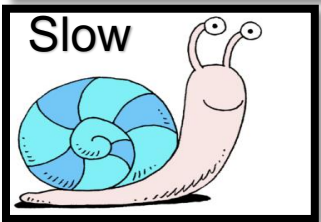


I can make different sorts of sounds with my voice.

I can use my voice in lots of different ways.



I can choose, create and perform lots of different types of musical sounds and patterns using my voice, body and percussion instruments.



I can be a conductor.



I can clap short rhythmic patterns.

I can use my imagination when we listen to different pieces of music and describe how it makes me feel.



I can follow instructions on when to start and stop.



Loud

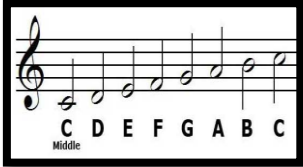
Quiet



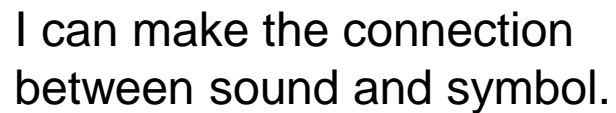
I can play simple patterns and accompaniments keeping a steady pulse.

# Skills, knowledge and understanding

## Year 3

<p><b>Play and perform on percussion instruments with increasing accuracy, fluency, control and expression.</b></p>	<ol style="list-style-type: none"> <li>1. Play and perform simple rhythmic and melodic patterns as a small group or class to accompany musical rounds or other musical stimuli.</li> <li>2. Explore and create a wide range of repeated rhythmic patterns on different instruments.</li> <li>3. Develop increasing control of musical instruments and understand how to play with a pleasing musical sound</li> <li>4. Continue to develop ensemble skills and understand musical outcomes are of higher quality as a result of good team work.</li> <li>5. Internalise the pulse as they begin to access a wider range of rhythmic material in the stimuli explored.</li> </ol>
<p><b>Learn to sing and use their voices with increasing accuracy, fluency, control and expression.</b></p>	<ol style="list-style-type: none"> <li>1. Sing songs in unison with awareness of ensemble, style, musical shape and accuracy of pulse, rhythm, pitch and expression.</li> <li>2. Be able to accurately respond to sung phrases of a song with accuracy of rhythm and pitch.</li> <li>3. Understand the concept of melody and internalization (thinking voice).</li> <li>4. Be able to internalise (thinking voice) parts of a song, rhyme or chant.</li> <li>5. Know that melody is the term to describe how the single line of music that moves up and down in pitch we sing or play.</li> <li>6. Promote solo opportunities for pupils to use and hear their speaking and singing voices individually</li> <li>7. To sing with an awareness of other performers.</li> </ol> 
<p><b>Create and compose music using the inter related dimensions of music</b></p>	<ol style="list-style-type: none"> <li>1. Explore and create music using which demonstrates understanding of structure (Introduction~Verse~chorus).</li> <li>2. Learn how to compose melodies using pentatonic scale and drone.</li> <li>3. Create descriptive music exploring the interrelated dimensions of music for an intended stimulus.</li> <li>4. Compose music independently in small groups and make improvements to their own work.</li> </ol>
<p><b>Listen, appreciate and respond to a range of high-quality live and recorded music</b></p>	<ol style="list-style-type: none"> <li>1. Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>2. Listen to music from a variety of styles and genres, and be able to describe key features with increasing confidence using musical vocabulary.</li> <li>3. Learn about the life of significant composers and musicians.</li> <li>4. Understand how time and place can influence the way music is created, performed and heard.</li> </ol>

**\*Interrelated dimensions:** pitch, pulse, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations



I know about the life as a composer at different times throughout history.

I know about the instruments  
in each family of the orchestra.















I can confidently play and perform simple patterns and accompaniments with my group.



I can  
internalise  
the pulse as I  
play and  
perform music.

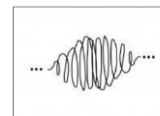
I know how to improvise using repeated rhythmic patterns.

	1	2	3	4	5	6	7	8
Tambourine								
Woodblock								
Drum								
Triangle								

I can identify and recall with increasing accuracy musical instruments and other key elements.



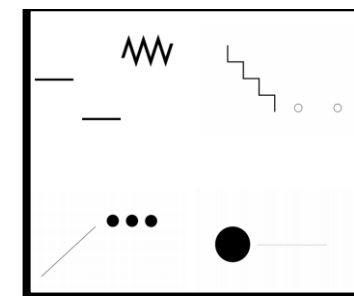
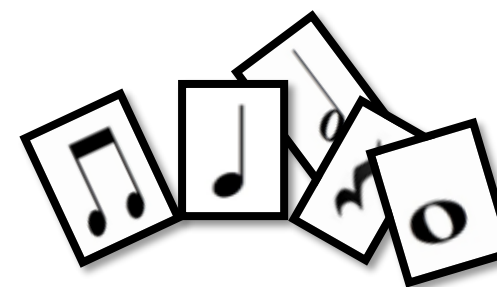
MUSIC  
thoughts



I can sing songs from memory in tune with expression.

I know the importance of good diction in singing.

**Play Sing Listen**  
**Improvise Compose**



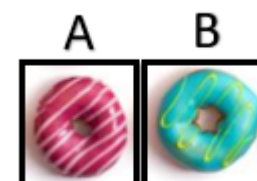
I can use different types of visual symbols and simple notation to keep a record of my composition.

# Skills, knowledge and understanding

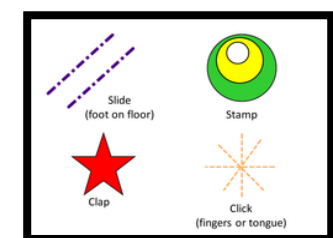
## Year 4

<p><b>Play and perform on percussion instruments with increasing accuracy, fluency, control and expression.</b></p>	<ol style="list-style-type: none"> <li>1. Play and perform simple melodic and rhythmic patterns from memory which focus on embedding concepts of pulse, rhythm and pitch.</li> <li>2. Explore dimensions of music and demonstrate increasing control and accuracy using musical instruments.</li> <li>3. Explore concept of structure (Binary form) and repetition in given musical stimuli.</li> <li>4. Learn to read and play simple rhythmic and melodic patterns at sight and by ear.</li> <li>5. Learn to play more complex melodic and rhythmic material by ear and from memory.</li> <li>6. To develop increasing control of basic instrumental techniques enabling them to play and sing music across different styles and genres with confidence, accuracy and musical expression.</li> </ol>
<p><b>Learn to sing and use their voices with increasing accuracy, fluency, control and expression.</b></p>	<ol style="list-style-type: none"> <li>1. Sing a wide range of songs from memory in unison with awareness of pulse, musical shape and accuracy of rhythm, pitch and expression within the vocal range of an octave.</li> <li>2. To sing songs with awareness of how the music moves up and down in pitch, and be able to internalise different parts of a song, rhyme or chant.</li> <li>3. To be able to accurately respond to sung phrases of a song with accuracy of rhythm and pitch.</li> <li>4. Develop the ability to sing simple songs, rounds and two part songs from memory.</li> </ol>
<p><b>Create and compose music using the inter related dimensions of music</b></p>	<ol style="list-style-type: none"> <li>1. Explore how to successfully improvise using repeated rhythmic patterns.</li> <li>2. Develop awareness of how sounds combine and layer to develop understanding of *interrelated dimensions of music.</li> <li>3. Compose music independently in small groups and make improvements to their own work.</li> <li>4. Create music with a clear musical structure (Binary Form ) using symbols and/or graphic score to record their work.</li> <li>5. Explore melodic improvisation using simple compositional devices.</li> </ol>
<p><b>Listen, appreciate and respond to a range of high-quality live and recorded music.</b></p>	<ol style="list-style-type: none"> <li>1. Demonstrate increased understanding of basic musical features and names of common world and orchestral musical instruments.</li> <li>2. Develop a wider understanding of the history of western music as well as other musical genres, styles and cultures from across the world.</li> <li>3. Explore how music can be composed and performed for a wide range of different purposes and in different contexts.</li> <li>4. Begin to use musical vocabulary to describe musical features, and identify instruments in musical repertoire they listen to.</li> <li>5. Explore and learn about the life of a famous composer.</li> <li>6. Understand how time and place can influence the way music is created, performed and heard.</li> </ol>

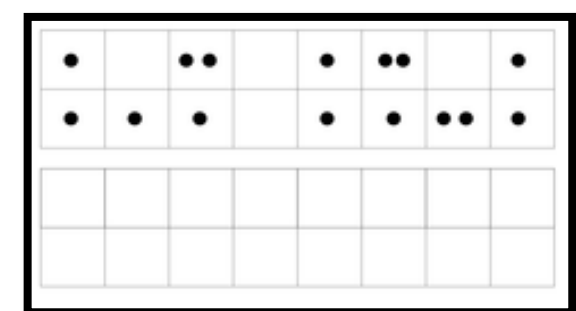
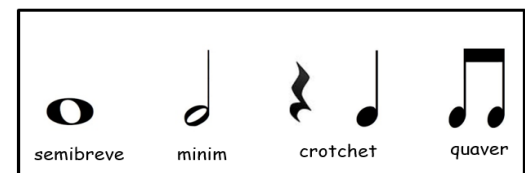




Binary form



I know how structure can be used with the elements of music to create music for a wide range of different purposes.



# Year 4

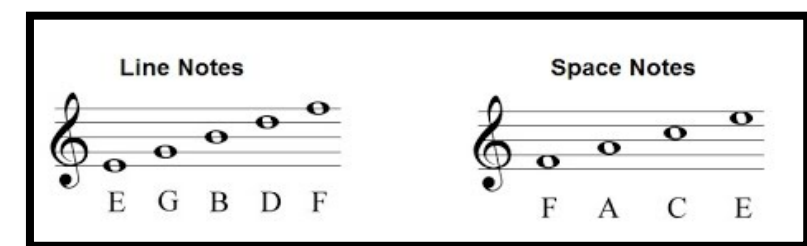


I can play more complicated rhythmic patterns by ear and from memory.

I can create simple melodic patterns and understand how to notate my work using a range of symbols.

I can read, play and use a wider range of musical symbols.

Very loud:	<i>ff</i>
Loud:	<i>f</i>
Soft:	<i>p</i>
Very soft:	<i>pp</i>



I know music is used for a wide range of different purposes.



I can tell you about a famous musician and composer we have learnt about.



I can use musical vocabulary to recall with increasing accuracy musical instruments and other key musical features.



I understand the importance of good diction in singing.

Play

Sing

Listen

Improvise

Compose

# Skills, knowledge and understanding

## Year 5

<b>Play and perform on percussion instruments with increasing accuracy, fluency, control and expression.</b>	<ol style="list-style-type: none"><li>1. To play and perform musical parts in a range of solo and ensemble contexts with increasing accuracy, fluency, control and expression.</li><li>2. Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</li><li>3. Learn to internalise and accurately respond to longer and more complex musical patterns by ear and from memory.</li><li>4. To maintain their own independent part whilst playing and performing with others.</li><li>5. To manage their group work in a timely manner to ensure progress and successful outcomes</li></ol>
<b>Learn to sing and use their voices with increasing accuracy, fluency, control and expression.</b>	<ol style="list-style-type: none"><li>1. Sing confidently in a wide variety of styles showing an awareness of good breath control, posture, diction and intonation and when phrasing.</li><li>2. Use varying dynamics, pitch, tempo and expression to portray an idea or mood.</li><li>3. Sing confidently in unison and two or three parts whilst maintaining an appropriate pulse with confidence.</li><li>4. Begin to explore the role of harmony in music. (consonance /dissonance)</li></ol>
<b>Create and compose music using the inter related dimensions of music</b>	<ol style="list-style-type: none"><li>1. Explore how to successfully improvise using repeated rhythmic patterns.</li><li>2. Develop awareness of how sounds combine (dyad = 2 note chord) and layer to develop understanding of *interrelated dimensions of music.</li><li>3. Compose music independently in small groups and make improvements to their own work.</li><li>4. Create music with a clear musical structure (Binary Form, Ternary form) using appropriate symbols and/or graphic score to record their work.</li><li>5. Understand when to use varying dynamics, pitch and expression to portray an idea or mood.</li></ol>
<b>Listen, appreciate and respond to a range of high-quality live and recorded music</b>	<ol style="list-style-type: none"><li>1. Identify and recall with increasing accuracy a wider range of world music and orchestral instruments.</li><li>2. Compare and contrast the music they listen to and be able articulate how time and place affects the way the music is composed.</li><li>3. Identify how developments in musical instrument design and technology have influenced how composers create music.</li><li>4. Explore different types of ensembles from a diverse range of cultures and traditions.</li></ol>

**\*Interrelated dimensions:** pitch, pulse, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

I understand how time and place has influenced the way music is created and performed.

I can use musical vocabulary to recall with increasing accuracy musical instruments and other key musical features

I can sing confidently in unison and two or three parts.

I can sing in a wide variety of styles showing an awareness of good breath control, posture, diction and intonation.

I can play more complicated rhythmic patterns by ear and from memory.



I can rehearse, play and perform music in a wide variety of styles and understand how I contribute to a successful group performance.



Year 5

Binary form



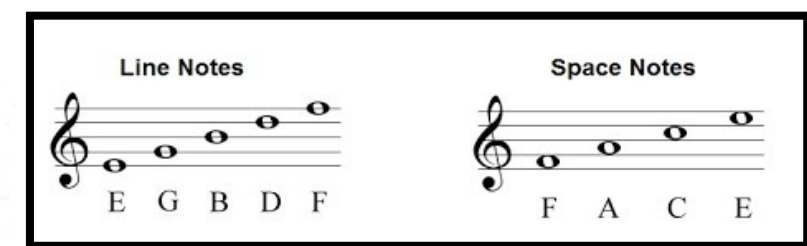
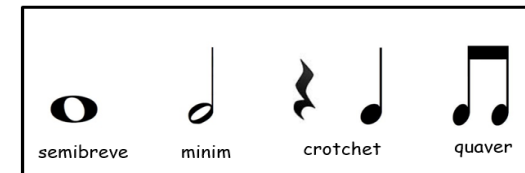
Ternary form



I can create music using structure, melody and rhythm.



I know that a *dyad* is a two note chord.



Play Sing Listen  
Improvise Compose

# Skills, knowledge and understanding

## Year 6

<p><b>Play and perform on percussion instruments with increasing accuracy, fluency, control and expression.</b></p>	<ol style="list-style-type: none"> <li>1. Play and perform musical pieces with confidence and control using different techniques appropriate to the musical instruments being used.</li> <li>2. Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</li> <li>3. Learn to internalise and accurately respond to longer and more complex musical patterns.</li> <li>4. Rehearse, play and perform music which demonstrate a secure understanding of chords, melody, harmony and rhythm.</li> <li>5. Play and perform a wide range of pieces from musical notation and from memory.</li> <li>6. To manage their group work in a timely manner to ensure progress and successful outcomes.</li> </ol>
<p><b>Learn to sing and use their voices with increasing accuracy, fluency, control and expression.</b></p>	<ol style="list-style-type: none"> <li>1. Sing confidently in unison and two or three parts whilst maintaining an appropriate pulse.</li> <li>2. Sing confidently in a wide variety of styles showing an awareness of good breath control, posture, diction and intonation when singing together</li> <li>3. Be able to sing a harmony part accurately and confidently.</li> <li>4. Use varying dynamics, pitch, tempo and expression to portray an idea or mood.</li> <li>5. Continue to explore the role of harmony in music.</li> <li>6. Understand the importance of warming up the voice and how to develop good diction, breath control and phrasing when singing.</li> </ol>
<p><b>Create and compose music using the inter related dimensions of music</b></p>	<ol style="list-style-type: none"> <li>1. Explore how to successfully improvise using melodic and rhythmic patterns.</li> <li>2. Develop awareness of how sounds combine (triads, chords) and layer to develop understanding of *interrelated dimensions of music.</li> <li>3. Compose music independently in small groups and make improvements to their own work.</li> <li>4. Create music with a clear musical structure (Binary,Ternary,Rondo) using symbols and/or graphic score to record their work.</li> <li>5. Explore melodic improvisation using simple compositional devices.</li> <li>6. Choose and create sounds expressively and with increasing control.</li> <li>7. Understand when to use varying dynamics, pitch and expression to portray an idea or mood with increasing control.</li> </ol>
<p><b>Listen, appreciate and respond to a range of high-quality live and recorded music.</b></p>	<ol style="list-style-type: none"> <li>1. Identify and recall with increasing accuracy a wider range of world music and orchestral instruments.</li> <li>2. Compare and contrast the music they listen to and be able articulate how time and place affects the way the music is composed.</li> <li>3. Identify how developments in musical instrument design and technology have influenced how composers create music.</li> <li>4. Explore different types of ensembles from a diverse range of cultures and traditions.</li> </ol>

**\*Interrelated dimensions:** pitch, pulse, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations



I understand how time and place has influenced the way music is created, performed and heard throughout history.



I can use musical vocabulary to recall with increasing accuracy musical instruments and other key musical features.

I can sing confidently in unison and two or three parts.

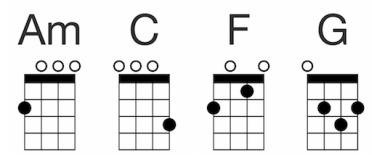


I can sing in a wide variety of styles showing an awareness of good breath control, posture, diction and intonation.

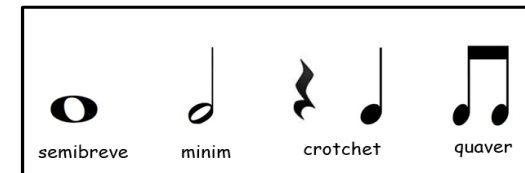
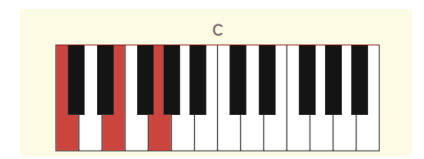
Year 6



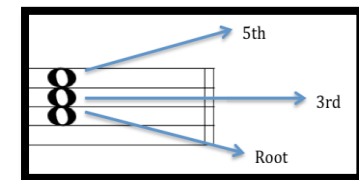
I can play more complicated rhythmic patterns by ear and from memory.



I can create music using structure, melody and rhythm and chords.



Play Sing Listen  
Improvise Compose



I know a dyad is a 2 note chord and a triad is a 3 note chord.

