



Music Knowledge and Skills Progression Key Stage 1

Singing		Playing an instrument	Create own music	Listening and appreciate
<i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>		<i>Pupils should be taught to play tuned and untuned instruments musically</i>	<i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music</i>	<i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music</i>
Year 1	Use voices in different ways such as speaking, singing and chanting	To create and choose sounds To perform simple rhythmical patterns, beginning to show an awareness of pulse.	To know about and experiment with sounds	Listen To begin to identify simple repeated patterns and follow basic musical instructions. Appreciate To say whether they like or dislike a piece of music
Year 2	Use voices expressively and creatively. To sing with the sense of shape of the melody	To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse.	To create and choose sounds for a specific effect. Repeat short rhythmic and melodic patterns	Listen To identify and recognise repeated patterns and follow a wider range of musical instructions Appreciate To explain how a piece may make them feel and why they like or dislike it



Music Knowledge and Skills Progression Key Stage 2

	Singing	Instrument Playing	Compose	Listen	Use and understand	Appreciate	History of music
	<i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	<i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	<i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i>	<i>listen with attention to detail and recall sounds with increasing aural memory</i>	<i>use and understand staff and other musical notations</i>	<i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	
Year 3	To sing in unison, becoming aware of pitch.	To perform simple rhythmic and musical parts with accurate timing and control	To create simple rhythmical patterns that incorporate different note lengths To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	To listen with attention and begin to recall patterns of sounds.	To understand the link between notation and sounds and begin to use invented notations to represent music	Begin to use some musical words to describe a piece of music and compositions Begin to use some musical words to describe what they like and do not like about a piece of music	
Year 4	To sing in unison maintaining the correct pitch and using increasing expression.	To play and perform parts with increasing musical expression by changing dynamics	To create increasingly complicated rhythmical and melodic patterns using different note lengths To join layers of sound, thinking about musical dynamics of each layer and understanding the effect	To listen to and recall patterns of sounds with increasing accuracy.	To use established notations to read and represent musical sounds	To use some musical words to describe a piece of music and compositions and explain what they like and do not like about it To identify and describe the different purposes of music	



Music Knowledge and Skills Progression Upper Key Stage 2

Year 5	To sing in unison with and in parts with developing diction, controlled pitch and sense of phrase.	To play and perform parts in solo and ensemble contexts with a range of notes and increasing accuracy and expression	To create increasingly complicated rhythmic and melodic phrases using a small range of notes within given structures;	To listen to and recall a range of sounds and patterns of sounds confidently.	To recognise and use a range of musical notations and begin to use staff notation.	To describe, compare and evaluate music using musical vocabulary To explain why they think music is successful or unsuccessful	
Year 6	To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase	To play and perform in different contexts with a range of notes; with good accuracy, fluency, control and expression.	To create and improvise melodic and rhythmic phrases using an increasing range of notes as part of a group performance and compose by developing ideas within a range of given musical structures	To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence	To use and apply a range of musical notations including staff notation to play, practice and refine musical material	To describe, compare and evaluate music using a wider range of musical vocabulary To evaluate how the venue, occasion and purpose affects the way a piece of music is created	