



Music Knowledge and Skills Progression

Year 1	Knowledge	Skills
<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Singing - start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble.</p>	<p>Start to sing songs/raps together in a group/ensemble.</p>
<p>play tuned and untuned instruments musically</p>	<p>Playing - start to play a classroom instrument in a group/band/ensemble.</p>	<p>Use glocks, recorders or band instruments if appropriate. Start to learn to play together in a band or ensemble.</p>
<p>listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</p>	<p>The children will listen to a variety of musical styles from different times, traditions and composers.</p> <p>Learn to recognise instruments and basic style indicators. Encourage discussions using musical language.</p>
<p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Games - begin to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics.</p> <p>Improvisation - option after Step 3 - begin to explore and create your own responses, melodies and rhythms.</p> <p>Composition - option after Step 4 - begin to create your own responses, melodies and rhythms and record them in some way.</p> <p>Perform/Share - begin to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	<p>Begin to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.</p> <p>Begin to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.</p> <p>Start to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way.</p> <p>Perform together in an ensemble/band.</p>



Music Knowledge and Skills Progression

Year 2	Knowledge	Skills
<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</p>	<p>Continue to sing songs/raps together in a group/ensemble.</p>
<p>play tuned and untuned instruments musically</p>	<p>Playing - Continue to play a classroom instrument in a group/band/ensemble.</p>	<p>Use glocks, recorders or band instruments if appropriate. Learn to play together in a band or ensemble .</p>
<p>listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</p>	<p>The children will continue to listen to a variety of musical styles from different times, traditions and composers.</p> <p>Learn to recognise instruments and basic style indicators. Encourage discussions using musical language.</p>
<p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics.</p> <p>Improvisation - option after Step 3 - continue to explore and create your own responses, melodies and rhythms.</p> <p>Composition - option after Step 4 - continue to create your own responses, melodies and rhythms and record them in some way.</p> <p>Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. DIscuss/respect/improve your work together.</p>	<p>Continue to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.</p> <p>Continue to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.</p> <p>Continue to learn that composition is creating simple rhythms and melodies that are notated or recorded in some way.</p> <p>Continue to learn how to perform together in an ensemble/band.</p>



Music Knowledge and Skills Progression

Year 3	Knowledge	Skills
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</p>	<p>Learn and understand more about preparing to sing. Explore a range of vocal activity eg rapping, beatboxing. Perhaps sing as a soloist or as part of a larger group and/or in parts.</p>
<p>use and understand staff and other musical notations</p>	<p>Playing - Continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol.</p>	<p>Perform as a soloist and as part of a band or ensemble, by ear and/or from different notations. Playing pieces in unison and in two parts.</p>
<p>listen with attention to detail and recall sounds with increasing aural memory 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</p>	<p>Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music.</p>	<p>The children will understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage discussion using more accurate musical language.</p>
<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Improvisation - option after Step 3 - continue to explore and create your own responses, melodies and rhythms. Composition - option after Step 4 - continue to create your own responses, melodies and rhythms and record them in some way. Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	<p>Build on previous learning how pulse, rhythm and pitch work together to create music through Warm-up Games and FlexibleGames. Continue to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes composition. Inventing musical ideas. Continue to learn and understand that composition is creating musical ideas, recorded in sound or written using any appropriate notation. Perform together in an ensemble/band.</p>



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Year 4	Knowledge	Skills
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</p>	<p>Learn and understand more about preparing to sing. Explore a range of vocal activity eg rapping, beatboxing. Perhaps sing as a soloist and as part of a larger group and/or in parts.</p>
<p>use and understand staff and other musical notations</p>	<p>Playing - Continue to play a classroom/band instrument in a group/band/ensemble. Start to explore the link between sound and symbol.</p>	<p>Perform as a soloist and as part of a band or ensemble, by ear and/or from different notations. Playing pieces in unison and in two parts.</p>
<p>listen with attention to detail and recall sounds with increasing aural memory 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</p>	<p>Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</p>	<p>The children will continue to understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage more confident discussion using accurate musical language</p>
<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Start to explore the link between sound and symbol. Improvisation - option after Step 3 - continue to explore and create your own responses melodies and rhythms. Composition - option after Step 4 - continue to create your own responses, melodies and rhythms and record them in some way. Start to explore the link between sound and symbol. Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	<p>Continue to build on previous learning about how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.</p> <p>Continue inventing musical ideas within improvisation.</p> <p>Continue inventing musical ideas within composition. They can be recorded in sound or written using any appropriate notation.</p> <p>Perform together in an ensemble/band.</p>



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Year 5	Knowledge	Skills
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</p>	<p>Understand more about preparing to sing songs/raps together in a group/ensemble, sometimes in parts and confidently.</p>
<p>use and understand staff and other musical notations</p>	<p>Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.</p>	<p>Use glocks, recorders or band instruments. Play together with confidence and understanding in a band or ensemble.</p>
<p>listen with attention to detail and recall sounds with increasing aural memory 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</p>	<p>Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music</p>	<p>The children will continue to listen to a variety of musical styles from different times and traditions. Recognise instruments and features of key musical styles. Encourage confident discussion using accurate musical language.</p>
<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Explore the link between sound and symbol. Improvisation - option after Step 3 - explore and create your own responses, melodies and rhythms. Composition - option after Step 4 - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol. Perform/Share - work together in a group/band/ensemble and perform to each other and an audience. DIscuss/respect/improve your work together.</p>	<p>The children will have an understanding of how pulse, rhythm and pitch work together to create music through Warm-up Games. Know and understand that when you make up your own tune or rhythm it's called improvisation. Have the knowledge and understanding that an improvisation is not written down or notated. If written down in any way or recorded, it becomes composition. Know and understand that composition is creating your own melody within given boundaries. It can be notated or recorded in some way. Perform together in an ensemble/band with ease and confidence.</p>



Music Knowledge and Skills Progression

Year 6	Knowledge	Skills
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</p>	<p>Understand with greater depth about preparing to sing songs/raps together in a group/ensemble, sometimes in parts and confidently.</p>
<p>use and understand staff and other musical notations</p>	<p>Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.</p>	<p>Use glocks, recorders or band instruments. Play together with more confidence and deeper understanding in a band or ensemble.</p>
<p>listen with attention to detail and recall sounds with increasing aural memory 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 of the history of music</p>	<p>Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss all dimensions of music.</p>	<p>The children will continue to listen to a variety of musical styles from different times and traditions. Recognise instruments and features of key musical styles. Encourage confident discussion using accurate musical language.</p>
<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol. Improvisation - option after Step 3 - create your own responses, melodies and rhythms. Composition - option after Step 4 - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol. Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	<p>A deeper understanding of how pulse, rhythm and pitch work together to create music through Warm-up Games. Understand with greater depth that when you make up your own tune or rhythm it's called improvisation. Have the knowledge and understanding that an improvisation is not written down or notated. If written down in any way or recorded, it becomes composition. Understand with greater depth that composition is creating your own melody within given boundaries. It can be notated or recorded in some way. Perform together in an ensemble/band with ease, confidence and knowledge of your audience.</p>



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