



# Knowledge Progression in the National Curriculum

## Expressive Arts

### Music

*Music skills are explored through exposure to examples of artists'/performers' /musical styles/cultures. This must reflect at least 75% of diverse cultures, styles and peoples, which should be made explicit for the learners.*

EYFS	Key Stage 1		Key Stage 2			
Controlling sounds through singing and playing (performing)						
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Know how to warm up your voice and safely project it</p> <p>Sing songs and chant rhymes with some expression</p> <p>Sing as part of a group</p> <p>Sing songs and chant rhymes at different volumes and speeds</p>	<p>Slide your voice upwards in pitch to a high voice and downwards in pitch to a low voice</p> <p>Sing songs with expression</p> <p>Sing as part of a group</p> <p>Create simple rhythmic accompaniments for songs using</p>	<p>Sing as part of a group with expression and growing confidence</p> <p>Sing in a round</p> <p>Sing songs creatively adding accompaniments and changing the words</p> <p>Perform in a group using instruments</p>	<p>Look at music/notations and follow along</p> <p>Use graphic notation to imitate the shape of the melody</p> <p>Select instruments and create sounds to describe visual images</p> <p>Perform in a group and alone using</p>	<p>Sing as part of a group with increasing confidence</p> <p>Control breathing, posture and sound projection when singing</p> <p>Sing in two parts</p> <p>Play and perform in solo or group contexts with some accuracy, control,</p>	<p>Use graphic/traditional/other notation to develop a deeper understanding of the shape/form of melodies</p> <p>Perform in a group and alone using voices and/or instruments with increasing fluency, accuracy, control and expression</p> <p>Collaborate with peers.</p> <p>Follow a conductor</p>



	<p>Clap in time with a steady pulse</p> <p>Copy and create simple rhythmic patterns using body or untuned percussion</p> <p>Play clapping games</p> <p>Collaborate with peers</p> <p>Follow a conductor</p> <p>Perform to an audience</p>	<p>body or untuned percussion</p> <p>Perform accompaniments to songs using tuned and untuned instruments</p> <p>Play clapping games</p> <p>Collaborate with peers</p> <p>Follow a conductor</p> <p>Perform to an audience</p>	<p>Play singing and clapping games</p> <p>Collaborate with peers</p> <p>Follow a conductor</p> <p>Rehearse together to achieve objectives</p> <p>Perform to an audience</p>	<p>voices and/or instruments</p> <p>Use voices to create and control sounds e.g. tempo, speed, dynamics, pitch</p> <p>Sing in a round/canon</p> <p>Copy increasingly challenging rhythms</p> <p>Collaborate with peers</p> <p>Follow a conductor</p> <p>Perform to an audience</p>	<p>fluency and expression</p> <p>Play simple chords in a sequence</p> <p>Collaborate with peers</p> <p>Follow a conductor</p> <p>Perform to an audience</p>	<p>Perform to an audience</p>
<b>Creating and developing musical ideas (composing)</b>						
<b>Rec</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p>Make sound effects</p> <p>Create simple rhythmic patterns</p>	<p>Create a sound story</p> <p>Create simple rhythmic patterns</p>	<p>Interpret notation of rhythm (not on a stave)</p>	<p>Experiment with different sounds and instruments</p>	<p>Experiment with different sounds and instruments</p>	<p>Experiment with different sounds and instruments</p>



	<p>using body or untuned percussion</p> <p>Explore different instruments and ways of making a sound with them</p> <p>Begin to use symbols to represent sounds</p>	<p>using words such as 'tea' and 'coffee'</p> <p>Create repeated patterns (ostinatos)</p> <p>Choose and control sounds to create different moods and effects</p> <p>Adapt symbols representing music to show changes in dynamics</p>	<p>Create melodic phrases</p> <p>Experiment with different sounds and instruments</p> <p>Compose music in pairs and small groups</p> <p>Begin to explore using music technology as a way to record sounds</p>	<p>Improvise and compose music for a range of purposes</p> <p>Add words to melodic phrases or change words in a pre-existing song</p>	<p>Improvise and compose music for a range of purposes</p> <p>Improvise with increasing confidence when using your voice</p> <p>Create music that describes two contrasting moods</p> <p>Compose more complex rhythms</p> <p>Begin to use simple formal notation to write ideas down</p> <p>Explore using music technology as a way to compose</p>	<p>Compose using an understanding of music from different cultures, times and styles</p> <p>Plan for expression in compositions</p>
<b>Responding and reviewing (appraising)</b>						
<b>Rec</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	Recognise clear changes in sounds (pitch, tempo,	Understand how combining different musical elements	Able to describe and compare	Begin to appreciate and understand	Listen and appraise using appropriate musical vocabulary	Analyse and compare musical features



	<p>volume) and musical patterns</p> <p>Respond to different moods in music</p> <p>Respond respectfully to music</p> <p>Provide constructive feedback to others</p>	<p>can create a mood/character</p> <p>Identify different instruments used in a piece of music</p> <p>Respond respectfully to music</p> <p>Provide constructive feedback to others</p>	<p>moods in different pieces of music</p> <p>Use critique to improve work</p> <p>Respond respectfully to music</p> <p>Provide constructive feedback to others</p>	<p>different works and composers</p> <p>Listen to live music and evaluate impact</p> <p>Respond respectfully to music</p> <p>Provide constructive feedback to others</p>	<p>Identify characteristics of a piece</p> <p>Respond respectfully to music</p> <p>Provide constructive feedback to others</p>	<p>Identify characteristics of a style</p> <p>Respond respectfully to music</p> <p>Provide constructive feedback to others</p>
<b>Listening and applying knowledge and understanding</b>						
<b>Rec</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p>Listen for different types of sounds</p> <p>Know how sounds are made and changed</p> <p>Make sounds with a slight difference, with help</p> <p>Use voice in different ways to create different effects</p>	<p>Describe, name and group a variety of instruments</p> <p>Listen carefully and recall short rhythmic and melodic patterns</p> <p>Use changes in dynamics, tempo and/or pitch to organise music.</p>	<p>Use musical dimensions together to compose music</p> <p>Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration)</p> <p>Play with a sound-then symbol approach</p>	<p>Confidently recognise a range of musical instruments and the sounds they make</p> <p>Combine sounds expressively</p> <p>Be aware of common musical features in the style being studied</p>	<p>Combine sounds effectively</p> <p>Read/ work out the notes in the treble clef on the musical staff (note values as Year 4).</p> <p>Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that</p>	<p>Use increased aural memory to recall sounds accurately</p> <p>Use knowledge of musical dimensions to know how to best combine them</p> <p>Know and use standard musical notation to perform and write down your own music</p>



		<p>Change sounds to suit a situation</p> <p>Introduced to crotchets, quavers and crotchet rests</p> <p>Use symbols and/or notation to write down musical ideas</p> <p>Aware that music can be played or listened to for a variety of purposes</p>	<p>Use silence for effect and know symbol for a rest (duration)</p> <p>Describe different purposes of music</p>	<p>Read note values and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests)</p> <p>Know that sense of occasion affects performance</p> <p>Describe different purposes of music in history/ other cultures</p>	<p>the audience appreciates it</p> <p>Describe different purposes of music in history/ other cultures</p>	<p>Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure)</p> <p>Use different venues and occasions to vary performances</p> <p>Describe different purposes of music in history/ other cultures</p>
--	--	---	---	---	---	--