

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



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



untuned percussion percussion Create repeated Explore different instruments and percussion Create repeated patterns (ostinatos) and instruments phrases compose music for a range of purposes a range of purposes purposes Experiment with different sounds and instruments melodic phrases or limprovise with plan for expression Indicate the different compose music for a range of purposes a range of purposes times and style times and style purposes and instruments melodic phrases or limprovise with plan for expression a range of purposes a range of purposes times and style purposes are purposes are purposes are purposes and instruments and limit times and style purposes are p		using body or	using words such as	Create melodic	Improvise and	Improvise and	Compose using an
percussion Create repeated patterns (ostinatos) Instruments and ways of making a sound with them Begin to use symbols to represent sounds Instruments and dynamics Choose and control sounds to create different moods and effects Instruments Adapt symbols to representing music to show changes in dynamics Description Create repeated patterns (ostinatos) Instruments Experiment with different sounds and instruments Choose and control sounds to create different moods and effects Instruments Choose and control sounds to create different moods and effects Instruments Choose and control sounds to create different moods and effects Instruments Choose and control sounds to create different moods and effects Instruments Choose and control sounds to create different moods and instruments Choose and control sounds and instruments Compose music in pairs and small groups Begin to explore using music technology as a way to econd sounds Compose music technology as a way to Compose more complex rhythms Begin to use simple formal notation to write ideas down Explore using music technology as a way to			_		1	•	understanding of music
Explore different instruments and ways of making a sound with them sound with them symbols to represent sounds Begin to use symbols to represent sounds Adapt symbols and dynamics Create repeated patterns (ostinatos) Choose and control sound with them different moods and effects Adapt symbols representing music to show changes in dynamics Create music that describes two contrasting moods technology as a way to record sounds Experiment with different sounds and instruments Compose music in pairs and small groups Begin to explore using music technology as a way to record sounds Experiment with different sounds and instruments Add words to melodic phrases or change words in a pre-existing song Create music that describes two contrasting moods Compose more complex rhythms Begin to use simple formal notation to write ideas down Explore using music technology as a way to				p	•	•	from different cultures,
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instruments and ways of making a sound with them ways of making a sound with them a sound with them a sound with them a sound with them and sounds to create different moods and effects and effects and effects are represented to show changes in dynamics are way to record sounds and effects are represented to show changes in dynamics are represented to show changes in pre-existing song to confidence when using your voice are represented to show contrasting moods to composition to some pre-existing song to shape of change words in a pre-existing song to shape of change words in a pre-existing song to shape of change words in a pre-existing song to shape of change words in a pre-existing song to shape of change words in a pre-existing song to shape of change words in a pre-existing song to shape of change words in a pre-existing song to shape of change words in a pre-existing song to shape of change words in a pre-existing song to shape of change words in a pre-existing song to shape of change words in a pre-existing song to shape of change words in a pre-existing song to shape of change words in a pre-existing song to shape of change words in a pre-existing song to shape of change words in a pre-existing song to shape of change words in a pre-existing song to shape of change words in a pre-existing song to shape of change w		Explore different	•	•	Add words to	F - F	
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sound with them Begin to use symbols to represent sounds Adapt symbols representing music to show changes in dynamics Begin to use symbols representing music to show changes in dynamics Sounds to create different moods and effects Begin to explore using music technology as a way to record sounds Compose music in pairs and small groups Create music that describes two contrasting moods Compose more complex rhythms Begin to use simple formal notation to write ideas down Explore using music technology as a way to		ways of making a	Choose and control		· ·	•	compositions
Begin to use symbols to represent sounds Adapt symbols representing music to show changes in dynamics Begin to use symbols representing music to show changes in dynamics Adapt symbols representing music to show changes in dynamics Begin to explore using music technology as a way to record sounds Create music that describes two contrasting moods technology as a way to record sounds Compose more complex rhythms Begin to use simple formal notation to write ideas down Explore using music technology as a way to		sound with them		Compose music in		confidence when	·
Begin to use symbols to represent sounds Adapt symbols representing music to show changes in dynamics Adapt symbols representing music to show changes in dynamics Begin to explore using music technology as a way to record sounds Begin to explore using music technology as a way to record sounds Begin to explore using music technology as a way to record sounds Compose more complex rhythms Begin to use simple formal notation to write ideas down Explore using music technology as a way to				pairs and small		using your voice	
represent sounds Adapt symbols representing music to show changes in dynamics Adapt symbols representing music to show changes in dynamics Begin to explore using music technology as a way to record sounds Begin to explore using music technology as a way to record sounds Begin to explore using music technology as a way to		Begin to use	and effects	groups			
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to show changes in dynamics technology as a way to record sounds Explore using music technology as a way to		represent sounds	Adapt symbols	Begin to explore		describes two	
dynamics way to record compose more complex rhythms Begin to use simple formal notation to write ideas down Explore using music technology as a way to			representing music	using music		contrasting moods	
sounds Begin to use simple formal notation to write ideas down Explore using music technology as a way to			to show changes in	technology as a			
Begin to use simple formal notation to write ideas down Explore using music technology as a way to			dynamics	way to record		Compose more	
formal notation to write ideas down Explore using music technology as a way to				sounds		complex rhythms	
formal notation to write ideas down Explore using music technology as a way to							
Explore using music technology as a way to							
Explore using music technology as a way to							
music technology as a way to						write ideas down	
music technology as a way to						Explore using	
as a way to						-	
compose							
						compose	
Responding and reviewing (appraising)			Resp	onding and reviewing	(appraising)		
RecYear 1Year 2Year 3Year 4Year 5Year 6	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise clear Understand how Able to describe Begin to appreciate Listen and appraise Analyse and con		Recognise clear	Understand how	Able to describe	Begin to appreciate	Listen and appraise	Analyse and compare
		•				• •	musical features
(pitch, tempo, musical elements musical vocabulary		•	•	•		•	



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



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