

Music Knowledge and Skills Progression Map



Reception	Knowledge	Skills
Autumn 1	<ul style="list-style-type: none"> • Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Pupils listen with concentration and understanding to a range of high-quality live and recorded music. • Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> • Make up new words and actions about different emotions and feelings. • Explore making sound with voices and percussion instruments to create different feelings and moods. • Sing with a sense of pitch, following the shape of the melody with voices. Mark the beat of the song with actions.
Autumn 2	<ul style="list-style-type: none"> • Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Pupils play tuned and untuned instruments musically. 	<ul style="list-style-type: none"> • Make up a simple accompaniment using percussion instruments. • Use the voice to adopt different roles and characters. • Match the pitch of a four-note (la-so-mi-do) call-and-response song
Spring 1	<ul style="list-style-type: none"> • Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Pupils play tuned and untuned instruments musically. • Pupils listen with concentration and understanding to a range of high-quality live and recorded music. • Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music 	<ul style="list-style-type: none"> • Create a sound story using instruments to represent different animal sounds/movements. • Sing an action song with changes in speed. • Play along with percussion instruments. • Perform the story as a class. • Listen to music and show the beat with actions
Spring 2	<ul style="list-style-type: none"> • Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Pupils play tuned and untuned instruments musically. • Pupils listen with concentration and understanding to a range of high-quality live and recorded music. • Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music 	<ul style="list-style-type: none"> • Improvise a vocal/physical soundscape about minibeasts. • Sing in call-and-response and change voices to make a buzzing sound. • Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo. • Listen to a piece of classical music and respond through dance.
Summer 1	<ul style="list-style-type: none"> • Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Pupils play tuned and untuned instruments musically. • Pupils listen with concentration and understanding to a range of high-quality live and recorded music. 	<ul style="list-style-type: none"> • Improvise music with different instruments, following a conductor. • Compose music based on characters and stories developed through listening to Beethoven's 5th symphony. • Play different instruments with control. • Explore dynamics with voices and instruments.

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	<ul style="list-style-type: none">• Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.	<ul style="list-style-type: none">• Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles.
Summer 2	<ul style="list-style-type: none">• Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.• Pupils play tuned and untuned instruments musically.• Pupils listen with concentration and understanding to a range of high-quality live and recorded music.	<ul style="list-style-type: none">• Compose a three-beat body percussion pattern and perform it to a steady beat.• Sing a melody in waltz time and perform the actions.• Transfer actions to sounds played on percussion instruments.• Listen actively to music in 3/4 time Find the beat and perform a clapping game with a partner.

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Year 1	Knowledge	Skills
Autumn 1	<ul style="list-style-type: none"> • Sing songs with a very small range (mi-so), then slightly wider. Include pentatonic songs • Sing a wide range of call-and-response songs to control vocal pitch and to match the pitch they hear with accuracy • Listen to recorded performances. • Create musical sound effects and short sequences of sounds in response to a stimulus (e.g. a rainstorm or a train journey). • Combine to make a story using classroom instruments or sound-makers • Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Use body percussion and classroom percussion, playing repeated patterns (ostinati) and short pitched patterns on tuned instruments to maintain a steady beat. • Respond to the pulse in recorded/live music through movement and dance. 	<ul style="list-style-type: none"> • Listen and move in time to the song. • Sing this cumulative song from memory, remembering the order of the verses. • Play classroom instruments to accompany the song. • Compose and devise a dramatic group performance using props and kitchen soundmakers.
Autumn 2	<ul style="list-style-type: none"> • Sing songs with a very small range (mi-so), then slightly wider. Include pentatonic songs • Sing a wide range of call-and-response songs to control vocal pitch and to match the pitch they hear with accuracy • Listen to recorded performances • Recognise how graphic notation can represent created sounds. Explore and invent own symbols. • Follow pictures and symbols to guide singing and playing e.g. 4 dots = 4 taps on the drum 	<ul style="list-style-type: none"> • Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. • Sing a unison song rhythmically and in tune. • Play percussion instruments expressively, representing the character of their composition. <p>Listen to 'Aquarium', reflecting the character of the music through movement.</p>
Spring 1	<ul style="list-style-type: none"> • Sing a wide range of call-and-response songs to control vocal pitch and to match the pitch they hear with accuracy. • Develop knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. • Listen to recorded performances. • Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. 	<ul style="list-style-type: none"> • Sing a simple singing game, adding actions to show a developing sense of beat. • Listen actively by responding to musical signals and musical themes using appropriate movement. • Create a musical movement picture.

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	<ul style="list-style-type: none"> Respond to the pulse in recoded/live music through movement and dance. 	
<p>Spring 2</p>	<ul style="list-style-type: none"> Listen to recorded performances. Create musical sound effects and short sequences of sounds in response to a stimulus e.g. a rainstorm or train journey. Combine to make a story using classroom instruments or sound-makers. Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns. Recognise how graphic notation can represent created sounds. Explore and invent own symbols. Explore percussion sounds to explore storytelling. <p>Follow pictures and symbols to guide singing and playing e.g. 4 dots = 4 taps on the drum.</p>	<ul style="list-style-type: none"> Compose musical sound effects and short sequences of sounds in response to a stimulus. Improvise question-and-answer conversations using percussion instruments. Create, interpret, and perform simple graphic scores. Recognise how graphic symbols can represent sound
<p>Summer 1</p>	<ul style="list-style-type: none"> Sing simple chants and rhymes from memory, singing collectively at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. Sing songs with a very small range, mi-so, then slightly wider. Include pentatonic songs. Listen to recorded performances. Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns. Recognise how graphic notation can represent created sounds. Explore and invent own symbols. Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion and classroom percussion, playing repeated patterns (ostinati) and short pitched patterns on tuned instruments to maintain a steady beat. Respond to the pulse in recorded/live music through movement and dance. 	<ul style="list-style-type: none"> Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. Attempt to record compositions with stick and other notations. Sing and chant songs and rhymes expressively. Listen and copy rhythm patterns.

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	<ul style="list-style-type: none"> • Perform short repeating rhythm patterns while keeping in time with a steady beat. • Perform word-pattern chants; create, retain, and perform their own rhythm patterns. • Explore percussion sounds to explore storytelling 	
<p>Summer 2</p>	<ul style="list-style-type: none"> • Sing songs with a very small range, mi-so, then slightly wider. Include pentatonic songs. • Sing a wide range of call-and-response songs to control vocal pitch and to match the pitch they hear with accuracy. Listen to recorded performances. • Understand the difference between creating a rhythm pattern and a pitch pattern. Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns. • Use body percussion and classroom percussion, playing repeated patterns (ostinati) and short pitched patterns on tuned instruments to maintain a steady beat. • Perform short copycat rhythm patterns accurately, led by the teacher. • Perform short repeating rhythm patterns while keeping in time with a steady beat. • Perform word-pattern chants; create, retain, and perform their own rhythm patterns. 	<ul style="list-style-type: none"> • Create musical phrases from new word rhythms that children invent. • Sing either part of a call-and-response song. • Play the response sections on tuned percussion using the correct beater hold. • Echo sing a line independently with teacher leading, then move on to pair singing in echo format. • Copy call-and-response patterns with voices and instruments.

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Year 2	Knowledge	Skills
Autumn 1	<ul style="list-style-type: none"> • Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. • Listen to recorded performances. • Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). • Understand that the speed of the beat can change, creating a faster or slower pace (tempo). • Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). 	<ul style="list-style-type: none"> • Select instruments and compose music to reflect an animal's character. • Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. • Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made. • Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary and/or movement
Autumn 2	<ul style="list-style-type: none"> • Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. • Listen to recorded performances. • Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). • Play a range of singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader playing the melody. • The melody could be played on a piano, acoustic instrument, or backing track. • Sing short phrases independently within a singing game or short song. 	<ul style="list-style-type: none"> • Invent simple patterns using voices, body percussion, and then instruments. • Follow signals given by a conductor/leader. • Structure compositional ideas into a bigger piece. • Improvise solos using instruments.
Spring 1	<ul style="list-style-type: none"> • Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. • Listen to recorded performances. • Work with a partner to improvise question-and-answer phrases, to be sung and played on untuned percussion, creating a musical conversation. • Understand that the speed of the beat can change, creating a faster or slower pace (tempo). 	<ul style="list-style-type: none"> • Improvise and compose, structuring short musical ideas to form a larger piece. • Sing and play, performing composed pieces for an audience. • Listen and appraise, with focus and attention to details, recalling sounds and patterns

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	<ul style="list-style-type: none"> • Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. • Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. • Create rhythms using word phrases as a starting point. 	
Spring 2	<ul style="list-style-type: none"> • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the teacher's directions and (b) visual symbols (e.g. crescendo, diminuendo, pause). • Listen to recorded performances. • Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). Understand that the speed of the beat can change, creating a faster or slower pace (tempo). • Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. • Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchet rests. 	<ul style="list-style-type: none"> • Begin to understand duration and rhythm notation. • Structure musical ideas into a whole-class composition. • Learn a simple rhythm pattern and perform it with tempo and volume changes. • Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto. • Follow signals from a conductor. • Listen to and analyse four pieces of music inspired by travel/vehicles.
Summer 1	<ul style="list-style-type: none"> • Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. • Listen to recorded performances. • Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). • Use graphic symbols, dot notation and stick notation, as appropriate to keep a record of composed pieces. • Create and perform their own chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchet rests 	<ul style="list-style-type: none"> • Compose a soundtrack to a slip of a silent film. • Understand and use notes of different duration. • Understand and use notes of different pitch. • Understand and use dynamics.
Summer 2	<ul style="list-style-type: none"> • Sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control. • Sing songs with a small pitch range, pitching accurately. Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. 	<ul style="list-style-type: none"> • Demonstrate an internalised sense of pulse through singing games. • Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections. • Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.

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| | <ul style="list-style-type: none">• Listen to recorded performances. Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening piece by tapping or clapping, and recognising tempo, as well as changes in tempo.• Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others.• Identify the beat groupings in familiar music that they sing regularly and listen to.• Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.• Sing short phrases independently within a singing game or short song. | <ul style="list-style-type: none">• Listen and match the beat of others and recorded music, adapting speed accordingly.• Listen to traditional and composed music from Poland.• Begin to understand how music helps people share tradition and culture. |
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Music Knowledge and Skills Progression Map

Year 3	Knowledge	Skills
Autumn 1	<ul style="list-style-type: none"> • Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression. • Perform forte and piano (loud and soft). • Perform actions confidently and in time to a range of action songs. Listen to recorded performances. • Become more skilled in improvising (using voices, tuned and untuned percussion and other instruments), inventing short 'on-the-spot' responses using a limited note-range. • Compose song accompaniments on untuned percussion using known rhythms and note values. • Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E) as a whole class, or in small groups. Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. • Extend to question-and-answer phrases. • Introduce the stave, lines and spaces, and clef. • Use dot notation to show higher or lower pitch. 	<ul style="list-style-type: none"> • Compose a pentatonic ostinato. • Sing a call-and-response song in groups, holding long notes confidently. • Play melodic and rhythmic accompaniments to a song. • Listen and identify where notes in the melody of the song go down and up
Autumn 2	<ul style="list-style-type: none"> • Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. • Listen to recorded performances. 	<ul style="list-style-type: none"> • Begin to develop an understanding and appreciation of music from different musical traditions. • Identify that songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can use some music vocabulary to describe these things. • Understand that a folk song is music that belongs to the people of a particular place.
Spring 1	<ul style="list-style-type: none"> • Sing a widening range of unison songs of varying styles and structure with a pitch range of do-so, tunefully and with expression. • Perform forte and piano (loud and soft). • Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. • Listen to recorded performances. 	<ul style="list-style-type: none"> • Compose a 4-beat rhythm pattern to play during instrumental sections. • Working in small groups, sing in a call-and-response song with an invented drone accompaniment. • Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. • Play a one-note part contributing to the chords accompanying the verses.

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	<ul style="list-style-type: none"> • Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. 	<ul style="list-style-type: none"> • Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.
Spring 2	<ul style="list-style-type: none"> • Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. • Listen to recorded performances. 	<ul style="list-style-type: none"> • Develop active listening skills by responding to musical themes through movement. • Understand the structure of rondo form (A-B-A-C-A). • Develop a sense of beat and rhythmic pattern through movement. • Experience call-and-response patterns thought moving with a partner.
Summer 1	<ul style="list-style-type: none"> • Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. • Listen to recorded performances. • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re, and mi). • Develop facility in playing tuned percussion or a melodic instrument such as a violin or recorder. • Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E) as a whole class or in small groups. • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi. • Introduce the stave, lines, and spaces, and clef. Use dot notation to show higher or lower pitch. • Introduce and understand the differences between crotchets and paired quavers. • Apply word chants to rhythms, understanding how to link each syllable to one musical note. 	<ul style="list-style-type: none"> • Invent simple patterns using rhythms and notes C-D-E. • Compose music, structuring short ideas into a bigger piece. • Notate, read, follow, and create a 'score'. Recognise and copy rhythms and pitches C-D-E.

Music Knowledge and Skills Progression Map

Summer 2

- Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression.
 - Perform forte and piano (loud and soft).
 - Perform actions confidently and in time to a range of action songs.
 - Combine know rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re, and mi). Develop facility in playing tuned percussion or a melodic instrument such as a violin and recorder.
 - Introduce and understand the difference between crotchets and paired quavers.
 - Apply word chants to rhythms, understanding how to link each syllable to one musical note.
- Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance.
 - Sing solo or in a pair in call-and-response style.
 - Respond to and recognise crotchets and quavers and make up rhythms using these durations to create accompaniment ideas for the song

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Year 4	Knowledge	Skills
Autumn 1	<ul style="list-style-type: none"> Continue to sing a broad range of unison songs with the range of an octave (do-do), pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. Listen to recorded performances. Improvise on a limited range of pitches of the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). 	<ul style="list-style-type: none"> Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat, if you have one). Sing in a Gospel style with expression and dynamics. Play a bass part and rhythms ostinato along with This little light of mine. Sing Part 1 of partner song rhythmically. Listen and move in time to songs in a Gospel song.
Autumn 2	<ul style="list-style-type: none"> Listen to recorded performances. Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. 	<ul style="list-style-type: none"> Create short sounds inspired by colours and shapes. Structure musical ideas into a composition. Create and read graphic scores. Understand that instruments can be used individually and in combination to create different effects of timbre and texture.
Spring 1	<ul style="list-style-type: none"> Continue to sing a broad range of unison songs with the range of an octave (do-do), pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). Sing rounds and partner songs in different time signatures (2-, 3-, and 4-time) and begin to sing repertoire with small and large leaps, as well as a simple second part to introduce vocal harmony. Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. Listen to recorded performances. 	<ul style="list-style-type: none"> 'Doodle' with voices over the chords in the song. Sing swung rhythms lightly and accurately. Learn a part on tuned percussion and play as part of a whole-class performance. Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing. Listen and identify similarities and differences between acoustic guitar styles

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	<ul style="list-style-type: none"> • Develop facility in the basic skills of a selected musical instrument over a sustained learning period. • Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole-class teaching. Identify static and moving parts. 	
<p>Spring 2</p>	<ul style="list-style-type: none"> • Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of the music they are listening to, singing, and playing. • Listen to recorded performances. • Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). • Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. • Sing and play these phrases as self-standing compositions. Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. • Play and perform melodies following staff notation using a small range (e.g. Middle CG/do-so) as a whole class or in small groups. Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole-class teaching. Identify static and moving parts. • Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). • Read and perform pitch notation within a defined range (e.g. C-G/do-so). • Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. 	<ul style="list-style-type: none"> • Invent a melody. • Fit two patterns together. • Structure musical ideas into compositions. • Play repeating rhythmic patterns. • Count musically.

Music Knowledge and Skills Progression Map



<p>Summer 1</p>	<ul style="list-style-type: none"> • Continue to sing a broad range of unison songs with the range of an octave (do–do), pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). • Sing rounds and partner songs in different time signatures (2-, 3-, and 4-time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. • Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. • Listen to recorded performances. • Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). • Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. • Sing and play these phrases as self-standing compositions. Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. • Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). • Introduce and understand the differences between minims, crotchets, paired quavers, and rests. 	<ul style="list-style-type: none"> • Compose a pentatonic melody. • Improvise and create pentatonic patterns. Use notation to represent musical ideas. • Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.
<p>Summer 2</p>	<ul style="list-style-type: none"> • Continue to sing a broad range of unison songs with the range of an octave (do–do), pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). • Sing rounds and partner songs in different time signatures (2-, 3-, and 4-time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. Develop a knowledge and understanding of the 	<ul style="list-style-type: none"> • Sing with expression and sense of the style of the music. • Understand triads and play C, F, G major, and A minor. • Play an instrumental part as part of a whole-class performance. • Sing a part in a partner song, rhythmically and from memory. • Identify similarities and differences between pieces of music in a folk/folk-rock style.

Music Knowledge and Skills Progression Map



	<p>stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.</p> <ul style="list-style-type: none">• Listen to recorded performances.• Develop facility in the basic skills of a selected musical instrument over a sustained learning period.	
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Music Knowledge and Skills Progression Map



Year 5	Knowledge	Skills
Autumn 1	<ul style="list-style-type: none"> • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style. • Sing three-part rounds, partner songs, and songs with a verse and a chorus. • Listen to recorded performances. • Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. • Perform simple, chordal accompaniments to familiar songs. Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. • Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers. 	<ul style="list-style-type: none"> • Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. • Sing a sea shanty expressively, with accurate pitch and a strong beat. • Play bass notes, chords, or rhythms to accompany singing. • Sing in unison while playing an instrumental beat (untuned). • Keep a beat playing a 'cup' game. • Talk about the purpose of sea shanties and describe some of the features using music vocabulary.
Autumn 2	<ul style="list-style-type: none"> • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance, This should include observing phrasing, accurate pitching, and appropriate style. • Sing three-part rounds, partner songs, and songs with a verse and chorus. • Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. • Listen to recorded performances. • Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape, experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in composition tasks. 	<ul style="list-style-type: none"> • Develop and practise techniques for singing and performing in a Gospel style. • Recognise individual instruments and voices by ear. • Listen to a selection of Gospel music and spirituals, and identify key elements that give the music its unique sound. • Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.).

Music Knowledge and Skills Progression Map

<p>Spring 1</p>	<ul style="list-style-type: none"> • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style. • Sing three-part rounds, partner songs, and songs with a verse and a chorus. • Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. • Listen to recorded performances. Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. • Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. 	<ul style="list-style-type: none"> • Improvise freely over a drone. • Sing a song in two parts with expressions and an understanding of its origins. • Sing a round and accompany themselves with a beat. • Play a drone and chords to accompany singing. • Listen and copy back simple rhythmic and melodic patterns.
<p>Spring 2</p>	<ul style="list-style-type: none"> • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style. • Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. • Listen to recorded performances. 	<ul style="list-style-type: none"> • Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas. • Develop listening skills and an understanding of how different instrumental parts interact (timbre) by responding to each part through movement. • Demonstrate an understanding of the history of Argentine tango.
<p>Summer 1</p>	<ul style="list-style-type: none"> • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style. Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. • Listen to recorded performances. • Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. • Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers. 	<ul style="list-style-type: none"> • Compose a kecak piece as part of a group. • Sing/chant a part within a kecak performance. • Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak. • Listen and match vocal and instrumental sounds to each other, and to notation.

Music Knowledge and Skills Progression Map

Summer 2

- Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style.
- Sing three-part rounds, partner songs, and songs with a verse and a chorus.
- Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.
- Listen to recorded performances.
- Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. Understand how triads are formed and play them on tuned percussion, melodic instruments, or keyboards.
- Perform simple, chordal accompaniments to familiar songs.
- Compose a simple accompaniment using tuned instruments.
- Create and perform their own class arrangement.
- Sing and play the melody of Kisne banaaya.
- Sing in a 4-part accompanied with a pitched ostinato.

Music Knowledge and Skills Progression Map



Year 6	Knowledge	Skills
Autumn 1	<ul style="list-style-type: none"> • Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style. • Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group (i.e. no longer in discrete parts) to develop greater listening skills, balance between parts, and vocal independence. • Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. • Listen to recorded performances. • Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. • Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a singlenote bassline. 	<ul style="list-style-type: none"> • Compose a syncopated melody using the notes of the C major scale. • Sing a syncopated melody accurately and in tune. • Sing and play a class arrangement of the song with a good sense of ensemble. • Listen to historical recordings of big band swing and describe features of the music using music vocabulary.
Autumn 2	<ul style="list-style-type: none"> • Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. • Listen to recorded performances. • Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. • Notate this melody. • Enhanced improvised/composed melodies with rhythmic or chordal accompaniment. • Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. • The accompaniment, if instrumental, could be chords or a single-note bass line. 	<ul style="list-style-type: none"> • Create song lyrics. • Fit lyrics to a pulse, creating a chant. Write a melody and sing it. • Structure ideas into a complete song.

Music Knowledge and Skills Progression Map



	<ul style="list-style-type: none"> • Further understand the differences between semibreves, minims, crotchets, quavers, and semiquavers, and their equivalent rests. Further develop the skills to read and perform pitch notation within an octave (e.g. CC/do-do). 	
<p>Spring 1</p>	<ul style="list-style-type: none"> • Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style. • Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group in order to develop greater listening skills, balance between parts, and vocal independence. • Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. • Listen to recorded performances. • Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. • Notate this melody. • Enhance improvise/composed melodies with rhythmic or chordal accompaniment. • Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bassline. • Further understand the differences between semibreves, minim, crotchets, quavers, and semiquavers, and their equivalent rests. Read and play confidently from rhythmic notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. 	<ul style="list-style-type: none"> • Compose an 8-bar piece on percussion, in 3-time and using chords F major and C major. • Sing a round accurately and in a legato style. • Sing a chorus in two-part harmony with dancing on the beat. • Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).

Music Knowledge and Skills Progression Map



<p>Spring 2</p>	<ul style="list-style-type: none"> • Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. • Listen to recorded performances. • Create music with multiple sections that include repetition and contrast. Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. • Compose melodies made from pairs of phrases in either G major or E minor, or a key suitable for the instrument chosen. • Play a melody following staff notation written on one stave and using notes within an octave range (do-do); make decisions about dynamic range. • Accompany melodies using block chords or a bassline. This could be done with keyboards, tuned percussion, or tablets, or demonstrated at the board using an online keyboard. • Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bassline. • Further develop the skills to read and perform pitch notation within an octave (e.g. CC'/do-do). • Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. • Read and play from notation a four-bar phrase, confidently identifying note names and durations. 	<ul style="list-style-type: none"> • Create variations using a wide variety of composing techniques. • Improvise on top of a repeating bassline. • Decipher a graphic score. • Play Twinkle, twinkle little star.
<p>Summer 1</p>	<ul style="list-style-type: none"> • Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style. • Continue to sing three- and four- part rounds or partner sounds, and experiment with positioning singers randomly within the group (i.e. no longer in discrete parts) in order to develop greater listening skills, balance between parts, and vocal independence. Develop a knowledge and understanding of the stories, origins, traditions, history, and 	<ul style="list-style-type: none"> • Create a rhythmic piece for drums and percussion instruments. • Sing the chorus of Throw, catch in three-part harmony with dancing. • Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary. • Demonstration coordination and keeping a steady beat by dancing to bhangra music.

Music Knowledge and Skills Progression Map



	<p>social context of music they are listening to, singing, and playing.</p> <ul style="list-style-type: none">• Listen to recorded performances.• Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bassline.	
Summer 2	Summer Show	Summer Show