

Progress in Knowledge and Skills: Music

Updated October 2022



	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Performing	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Experiment with making music to represent their own ideas, thoughts and feelings.</p> <p>Enjoy beginning to play tuned and untuned instruments.</p>	<p>Begin to sing and perform with some sense of beat and rhythm.</p> <p>Begin to sing in tune songs with a very limited range.</p> <p>Perform together in an ensemble.</p> <p>Change the tempo or dynamics while playing an instrument.</p>	<p>Perform and sing with an increasing sense of beat and rhythm.</p> <p>Begin to sing in tune songs with a limited range.</p> <p>Sing with some diction and expression.</p> <p>Perform confidently together in an ensemble.</p> <p>Play tuned and untuned instruments musically, experimenting with and combining sounds.</p>	<p>Begin to sing with improving diction.</p> <p>Sing in tune songs with a limited range.</p> <p>Begin to sing a song with two or more parts.</p> <p>Begin to perform with expression.</p> <p>Begin to use correct technique to play instruments.</p>	<p>Begin to sing with good diction.</p> <p>Sing in tune songs with a limited range.</p> <p>Sing a song with two or more parts.</p> <p>Perform with expression.</p> <p>Use correct technique to play instruments.</p>	<p>Sing with good diction.</p> <p>Sing in tune songs with a more varied range.</p> <p>Sing a song with two or more parts, being able to maintain tempo.</p> <p>Perform with expression, showing an understanding of the context of the music.</p> <p>Use correct technique to play instruments with improved confidence.</p>	<p>Sing with increasingly good diction and articulation.</p> <p>Sing in tune.</p> <p>Sing a song with more than two parts, showing confidence at being able to maintain tempo and pitch.</p> <p>Perform with accuracy and expression, showing an understanding of the context of the music.</p> <p>Use correct technique to play instruments with improved confidence and accuracy.</p>
Listening	<p>Begin to identify commonplace instruments they can hear.</p> <p>Begin to identify tempo and dynamics in basic terms.</p> <p>Begin to identify how music makes us feel and what can change this.</p> <p>Beginning to move to the music.</p>	<p>Begin to recognise familiar instruments being played in a piece of music.</p> <p>Begin to recognise different genres of music.</p> <p>Begin to express their opinions about pieces of music.</p>	<p>Begin to recognise instruments being played in a piece of music.</p> <p>Begin to recognise and name different genres of music.</p> <p>Express their opinions about pieces of music.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Begin to find the beat in a piece of music.</p> <p>Explain tempo and dynamics of a piece of music.</p> <p>Begin to recognise some orchestral instruments in a piece of music.</p> <p>Begin to identify a piece's structure.</p>	<p>Find the beat in a piece of music.</p> <p>Explain tempo, dynamics and duration of a piece of music.</p> <p>Recognise some orchestral instruments in a piece of music.</p>	<p>Find the beat in a piece of music with increasing confidence.</p> <p>Explain the tempo, dynamics, timbre, and duration of a piece of music.</p> <p>Recognise orchestral instruments and describe their sounds.</p>	<p>Confidently find the beat in a piece of music.</p> <p>Explain the tempo, dynamics, metre, timbre, and duration of a piece of music.</p> <p>Recognise orchestral instruments and describe their effect in a piece of music.</p>

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Appraising				<p>Begin to recognise a range of music genres.</p> <p>Recognise instruments being played in a piece of music.</p> <p>Begin to express their opinion about pieces of music using some musical vocabulary.</p> <p>Discuss similarities and differences in two pieces of music.</p>	<p>Recognise a range of music genres.</p> <p>Recognise a range of instruments being played in a piece of music.</p> <p>Express their opinion about pieces of music using some musical vocabulary.</p> <p>Discuss similarities and differences in three pieces of music.</p>	<p>Recognise a range of music genres (including from around the world) and describe their characteristics.</p> <p>Name composers and artists associated with different genres of music.</p> <p>Express their opinion about pieces of music using appropriate musical vocabulary.</p> <p>Discuss similarities and differences in pieces of music and explain how performers achieve this.</p>	<p>Recognise a wide range of music genres and describe their characteristics.</p> <p>Name a variety of composers and artists associated with different genres of music.</p> <p>Express opinions about pieces of music using appropriate and relevant musical vocabulary.</p> <p>Discuss similarities and differences in pieces of music and explain how composers and performers achieve this.</p>
Composing	<p>Explore instruments independently and during lesson time.</p> <p>Begin to make up and sing songs to self.</p> <p>Begin to repeat rhythms back and make up own rhythms.</p>	<p>With support, compose a simple tune using three or four notes.</p> <p>Begin to create sound effects for a picture or story, thinking about how music can create a mood.</p> <p>Write down their compositions using simple symbols, pictures or patterns.</p>	<p>Compose a simple tune using three or four notes.</p> <p>Create sound effects for a picture or story, thinking about how music can create a mood.</p> <p>Write down their compositions using symbols, pictures or patterns.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>With support, compose a tune using eight notes.</p> <p>Compose music that has a simple structure (beginning, middle and end).</p>	<p>Compose a tune using eight notes.</p> <p>Compose music that has a recognisable structure (beginning, middle and end).</p>	<p>Create tunes, thinking about their audience.</p> <p>Add simple lyrics to a composition.</p> <p>Compose music that has a recognisable structure (beginning, middle and end) that shows variation in dynamics.</p>	<p>Create more complex tunes, thinking about their audience.</p> <p>Add lyrics to a composition.</p> <p>Compose music that has an increasingly complex structure, showing variation in timbre and dynamics.</p>

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Notation				<p>Begin to recognise crotchets, quavers, semibreves and crotchet rests.</p> <p>Begin to be able to recognise some notes on a treble clef staff.</p>	<p>Recognise crotchets, quavers, semibreves and crotchet rests.</p> <p>To recognise some notes on a treble clef staff.</p>	<p>Recognise crotchets, quavers, semibreves, crotchet and quaver rests.</p> <p>Recognise notes on a treble clef staff.</p> <p>Begin to understand that notes are positioned differently in the bass clef staff.</p> <p>Begin to read and play musical notation.</p> <p>Begin to record own compositions using musical notation.</p>	<p>Recognise crotchets, quavers, minims, semibreves, crotchet, quaver and whole bar rests.</p> <p>Confidently recognise the notes on a treble clef staff.</p> <p>Understand that notes are positioned differently in the bass clef staff.</p> <p>Read and play musical notation.</p> <p>Record own compositions using musical notation.</p>
Knowledge of Music				<p>Listen to genres of music from different eras.</p>	<p>Begin to name some composers and genres of music from different eras.</p>	<p>Name a composer and genre of music from different eras.</p> <p>Name some different musical periods.</p>	<p>Name a variety of composers and genres of music from different eras.</p> <p>Name a variety of different musical periods.</p>