

MUSIC: Knowledge, Skills and Understanding Progression Grid

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing						
<p>Begin to understand warming up their voices and establishing a good singing position (developing basic posture with relaxed shoulders)</p> <p>Sing a range of well-known nursery rhymes and songs (see Appendix A for Reception examples)</p> <p>Sing along on their own or in a small, increasingly matching the pitch and showing an awareness of the melody</p> <p>Remember and sing entire songs (i.e. simple nursery rhymes and counting songs) Stop and start following their ‘conductor’ with increasing accuracy</p> <p>Song List – Reception - Copying and remembering lyrics: My School Cola Song Rock Vox Deep Deep</p>	<p>Understand how to warm up their voices</p> <p>Establish a good singing position (developing basic posture with relaxed shoulders)</p> <p>Begin to understand working together as part of a group when singing</p> <p>Use voices in different ways, such as singing simple songs, chants and rhymes from memory (see Appendix A for Y1 examples)</p> <p>Sing a wide range of call and response songs to control vocal pitch and match the pitch they hear with accuracy</p> <p>Match the pitch and follow the melody with increasing confidence and accuracy when singing</p> <p>Stop and start following their ‘conductor’ with increasing accuracy, responding to simple visual directions</p> <p>Song List - Year 1 – Learning songs in unison (clean entry into phrase) following the melody:</p> <p>Three Little Birds Shosholoza Rain Forest Africa Song – Learning song in unison (rhythmical singing) African chants (African Sanctus – chanted in unison) You Are My Sunshine</p>	<p>Suggest ways to warm up their voices, based on their prior experiences</p> <p>Establish a good singing position (posture and breathing)</p> <p>Further develop working together as a group, developing confidence to sing alone in front of others</p> <p>Sing songs and chants, including substituting actions for words</p> <p>Sing songs with a pitch range of do-so with increasing vocal control</p> <p>Sing songs with a small pitch range (e.g. Rain, Rain, Go Away), pitching accurately</p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow)</p> <p>Demonstrate understanding of dynamics and tempo when singing by responding to the teacher’s (conductor’s) direction and visual symbols</p> <p>Stop and start following their ‘conductor’ as appropriate, responding to simple visual directions</p> <p>Song List – Year 2 – Progression in developing diction when singing in unison, following the melody:</p> <p>Gospel Medley (Amen, Down By The Riverside, We Shall Not Be Moved) When the Saints Search For The Hero Blinded By Your Grace Africa Song – Learning song in unison (rhythmical singing) African chants (African Sanctus – chanted in unison)</p>	<p>-Encourage solo performances from children.</p> <p>-Teacher led call and response</p> <p>-Teacher supported and instrumental scaffold 2 part melody.</p> <p>-Teacher supported and instrumental scaffold 2 part harmony.</p> <p>-For songs that are sung in previous year groups or key stages instrumental scaffold is removed and more complex melodies introduced.</p>	<p>Solo performances expected from the class.</p> <p>Class led call and response.</p> <p>Class led 2 part melody.</p> <p>Class led 2 part harmony.</p> <p>For songs that are sung in previous year groups or key stages instrumental scaffold is removed and more complex melodies introduced.</p>	<p>As previous year group and:</p> <p>Teacher supported and instrumental scaffold 3 part melody.</p> <p>Teacher supported and instrumental scaffold 3 part harmony.</p> <p>- Children begin to learn how to control their voices through placement, support, breathing, posture and vowel manipulation.</p> <p>For songs that are sung in previous year groups or key stages instrumental scaffold is removed and more complex melodies introduced.</p>	<p>As previous year group and:</p> <p>Class led call and response.</p> <p>Class led 3 part melody.</p> <p>Class led 2 part harmony.</p> <p>Children control their voices through placement, support, breathing, posture and vowel manipulation.</p> <p>For songs that are sung in previous year groups or key stages instrumental scaffold is removed and more complex melodies introduced.</p>


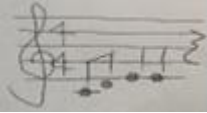
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Playing tuned and untuned instruments						
Copy and clap short rhythmic patterns	Clap rhythmic patterns with increasing independence	Clap rhythmic patterns and make up some of their own	Clapping and using body percussion to create rhythmic patterns as a whole class with variety in tempo and speed and recognising this change. Expectation to maintain rhythm over a whole piece with a drum track.	Clapping and using body percussion to create rhythmic patterns as a whole class with variety in tempo and speed and recognising this change. Expectation to maintain the rhythm over a whole piece with instrumental backing.	As previous year groups and:	As previous year groups and:
Copy and repeat holding notes and stopping on direction	Copy and repeat holding notes and stopping on direction (increasing in complexity) Create sounds with different instruments	Copy and repeat holding notes and stopping on direction (increasing in complexity) Create sounds with different instruments	Children will have access to apply these skills on: • Keyboards • Glocks • Steel drums • Drum kit • Ukuleles • Djembe drums	Children will have access to apply these skills on: • Keyboards • Glocks • Steel drums • Drum kit • Ukeleles • Djembe drums	Beginning to use different groups doing different rhythmic patterns to create a polyrhythm with up to 4 groups.	As a class confidently use different groups creating different rhythmic patterns to create a polyrhythm with up to 4 groups.
Create sounds with different instruments	Talk about the different sounds percussion instruments make Practise (copy and repeat) and rehearse with a performance in mind	Play instruments with increasing control Copy and repeat, practising holding notes and stopping on direction (the range of notes will be widened to include a basic harmony)			Children will have access to apply these skills on: • Keyboards • Glocks • Steel drums • Drum kit • Djembe drums	Children will have access to apply these skills on: • Keyboards • Glocks • Steel drums • Drum kit • Djembe drums
Practise copying sounds (voices and instruments) to improve accuracy and confidence	Play instruments with increasing control	Respond to the teacher's (conductor's) signs and verbal prompts when playing (letter names/sounds)			Left hand on ukulele	Left hand on ukulele
Play tuned instruments with a low degree of technical difficulty using colours to differentiate between notes.		Identify an instrument by listening carefully Discuss the sounds produced by different percussion instruments and explain preferences	Left hand on ukulele On tuned instruments they children will use verbal prompts and Makaton signs and letters on the board with a teacher conductor to lead the piece (pointing and saying) to play the piece.	Left hand on ukulele On tuned instruments they children will use letters on the board with a teacher conductor to lead the piece (pointing) to play the piece.	On tuned instruments they children will use letters as well as introducing the traditional notation with a teacher conductor to lead the piece (pointing) to play the piece.	On tuned instruments they children will use traditional notation with a teacher conductor to lead the piece (pointing) to play the piece.
Follow the teacher's (conductor's) signs and verbal prompts when playing (colours may be used instead of letter names/sounds)	Listen carefully to the sounds instruments make and talk about what they notice	Play simple tunes in unison on a range of instruments at the same time whilst following direction and beginning to use dynamics - loud and soft sections (i.e. steel pans)		Expectations of use of dynamics to be used where appropriate as taught in previous year group.	Expectations of use of dynamics to be used where appropriate as taught in previous year group.	Expectations of use of dynamics to be used where appropriate as taught in previous year group.
Talk about what they hear and the sounds they make	Play simple tunes in unison on a range of instruments whilst following direction	Stop and start following their 'conductor' as appropriate	Expectations of use of dynamics to be used where appropriate as taught in previous year group.	Simple harmonies of two parts will be added to pieces played on tuned instruments with greater confidence.		
Stop and start following their 'conductor' as appropriate	Stop and start following their 'conductor' as appropriate	Talk about how we take care of instruments (resting position, playing position both standing/sitting)	Simple harmonies of two parts will be added to pieces played on tuned instruments.			
Follow basic rules and instructions to ensure the instruments are looked after		Instruments: • Keyboard • Steel Pans • Ukulele (children play all of the same pieces – use all the strings or a plucked string along to backing tracks)				
Instruments: • Keyboard • Steel Pans • Ukulele (children play all of the same pieces – use all the strings or a plucked string along to backing tracks) • Glockenspiels • Drum kit	Follow rules and instructions to look after the instruments (resting position, playing position both standing/sitting) Instruments: • Keyboard • Steel Pans • Ukulele (children play all of the same pieces – use all the	Instruments: • Keyboard • Steel Pans • Ukulele (children play all of the same pieces – use all the strings or a plucked string along to backing tracks) • Glockenspiels			Complexity of the arrangements of the pieces played will increase through melodic and harmonic complexity with Obligato line and Ostinato line with increased confidence and independence in small groups.	Complexity of the arrangements of the pieces played will increase through melodic and harmonic complexity with Obligato line and Ostinato line with increased confidence and independence in small groups.

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	strings or a plucked string along to backing tracks) • Glockenspiels • Drum kit	• Drum kit • Djembe drums				
Listening						
Listen with increased attention to sounds Listen to music from different celebrations e.g. birthdays, weddings, parties, other celebrations, such as Eid, Holi Listen, move to and talk about music, expressing their feelings and responses Composers/Artists list - Reception • Pachelbel – Canon in D Major • Johann Sebastian Bach - Sheep May Safely Graze • Beethoven – Ninth Symphony • Beatles – Nowhere Man	Listen attentively to a range of recorded and live music, moving in accordance with the mood of the piece (freedom to interpret individually is encouraged) Talk about how the music makes them feel and express their opinions about different musical pieces Understand what makes a good performance and make thoughtful responses Composers/Artists list – Year 1 • Mozart – Eine Kleine Nachtmusik • Johann Sebastian Bach – Air on a G String • Sergei Prokofiev – Lieutenant Kije • Queen – I Want to Break Free	As Y1, plus: Listen to a recording of a musical performance and offer thoughtful and considered feedback, relating to what they know about tempo, pitch and rhythm Listen to a live performance (African drumming session) and offer thoughtful feedback Composers/Artists list – Year 2 • J S Bach – Jesu, Joy of Man’s Desiring • Dvorak – New World Symphony • Tchaikovsky – Swan Lake • Robbie Williams - Millennium	Begin to discuss the mood of a piece of music and how this is made through instrument choice, and composition (note: this is more than just happy/sad, children are encouraged to make comparisons about mood e.g. how a music piece sounds darker or brighter). Minor and major. Ask children to identify instruments they hear Children are asked to listen carefully to identify the number of instruments playing, discussing how this effects texture of the pieces Children are beginning to find out about the origin of the music that they are listening to.	Discuss, with more confidence, the mood of a piece of music and how this is made through instrument choice, and composition (note: this is more than just happy/sad, children are encouraged to make comparisons about mood e.g. comparing the mood to weather. Minor and major. Ask children to identify instruments they hear Children to listen to the amount of instruments playing and discuss how this effects texture of the pieces. Children are developing their understanding further about the origin of the music that they are listening to.	As previous year groups and: Pieces that are listened to will have a technical element that they children will then be applying to their own performance and playing. They will begin to identify this in the pieces. When listening children are introduced to the technical aspects of the piece for example: • Concerto • Symphony • Eras in music • Instrument choice • Composition choices • Form (binary and ternary, coda, middle eight, bridge etc) Children are beginning to discuss independently the origin of the music that they are listening to including social and cultural impact of the music.	As previous year groups and: Pieces that are listened to will have a technical element that they children will then be applying to their own performance and playing. They will identify this in the pieces independently. When listening children discuss with confidence the technical aspects of the piece for example: • Concerto • Symphony • Eras in music • Instrument choice • Composition choices • Form (binary and ternary, coda, middle eight, bridge etc) Children discuss independently the origin of the music that they are listening to including social and cultural impact of the music.



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Composing						
<p>Experiment with sounds and begin to create pattern</p> <p>Explore, choose and organise sounds and musical ideas with sound</p> <p>Explore and create simple musical sounds with voices and instruments</p> <p>Recognise that sounds can be sorted</p> <p>Identify and sort sounds using simple criteria: loud, quiet</p> <p>Use percussion instruments to create patterns, sounds and combinations in small groups and as a whole class (directed)</p> <p>Follow hand gestures and actions that represent sounds</p>	<p>Make different sounds with their voices and instruments</p> <p>Identify changes in sound</p> <p>Repeat short rhythmic and melodic patterns with increasing accuracy</p> <p>Create musical sound effects and short sequences of sound in response to stimuli (i.e. a woodland walk, a windy day, a journey)</p> <p>Recognise how graphic notation can represent created sounds introduced, for example:</p>   <p>Use percussion instruments to create patterns, sounds and combinations in small groups and as a whole class (directed)</p> <p>Use Glockenspiels (and similar tuned percussion instruments) to explore patterns, both rhythmic and melodic</p>	<p>As Y1, plus:</p> <p>Compose their own patterns to be copied or improvised, individually and in group composition</p> <p>Practise being an “orchestra” (some remain silent and others play, or children play different parts) and discuss the overall effect</p>	<p>Children are guided in their composition through restriction of note choice (5 notes) and phrase length (8 beats at a time)</p> <p>Children use rhythm manipulation to alter the phrases that they compose.</p> <p>The children will use traditional notation to record their composition these will include: Crochet Minim Semi breves Rests</p> <p>Time signature for their compositions with always be in 4/4</p> <p>Each phrase the class comes up with will be but in the class composition to be played as an ensemble and recorded professionally using music technology.</p> <p>These may become a part of their examinations.</p>	<p>As previous but with embedding and more confidence.</p>	<p>Children are guided in their composition through restriction of note choice (an octave) and phrase length (8 beats at a time)</p> <p>Children will confidently discuss the ways in which notes work together: Cadence points and the chords that effect that has on the composition.</p> <p>Children will work on different sections of a song to deepen their understanding of</p> <p>The children will use traditional notation to record their composition these will include a full range of note choices.</p> <p>Time signature for their compositions will be in ¾ or 4/4.</p> <p>Each phrase the class comes up with will be but in the class composition to be played as an ensemble and recorded professionally using music technology.</p> <p>These may become a part of their examinations.</p>	<p>As previous but with embedding and more confidence.</p>
Performing						
<p>Perform songs, with others, with developing confidence and – when appropriate – try to move in time with music</p>	<p>Sing and chant songs in unison</p> <p>Present what they have learnt to other people with some awareness of an audience performing to staff and</p>	<p>Sing and chant in unison, developing a awareness of diction when singing</p> <p>Practise, rehearse and present performances with an awareness of an audience – performing to staff and</p>	<p>Practise, rehearse and present performances with an awareness of an audience (songs and instruments) with increasing confidence.</p>	<p>As all previous year groups as well as:</p> <p>Slow removal of scaffold of the interactive backing track.</p>	<p>Children will begin to change the sound of their instrument (keyboards) the enhance the sound of the performance.</p>	<p>As all previous year groups as well as:</p> <p>Children will be expected to confidently change the sound of their instrument (keyboards) the</p>

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<p>Present what they have learnt to other people (songs and instruments)</p> <p>Practise starting and ending together (songs and instruments)</p> <p>Begin to understand what makes a good performance</p> <p>Copy, repeat and practise, preparing for a performance</p> <p>When performing to the interactive backing track, the track plays for the whole performance</p> <p>Perform to parents at least three times per year</p>	<p>children in class/another class (songs and instruments)</p> <p>Follow the music teacher's (conductor's) signs when performing as a group (songs and instruments)</p> <p>Recognise visual signs for start, stop (songs and instruments)</p> <p>Practise and understand the importance of starting and ending together (songs and instruments)</p> <p>Recognise what makes a good performance and begin to comment on their musical performance as an ensemble (songs and instruments)</p> <p>When performing to the interactive backing track, the track plays for the whole performance</p> <p>Perform to parents at least three times per year</p>	<p>children in class/another class (songs and instruments)</p> <p>Remember and explain the importance of starting and ending together (songs and instruments)</p> <p>Recognise what makes a good performance and offer feedback on the group performance, drawing on their growing knowledge of pulse/beat, rhythm, pitch and tempo</p> <p>When performing to the interactive backing track, the track plays for the whole performance</p> <p>Perform to parents at least twice per year and also perform for the London College of Music examination at the end of the academic year</p>	<p>Remember and explain the importance of starting and ending together (songs and instruments) and they will be expected to do so independently.</p> <p>Children will begin to lead and conduct the class in whole class performances.</p> <p>Recognise what makes a good performance and offer feedback on the group performance, drawing on their secure knowledge of pulse/beat, rhythm, pitch and tempo.</p> <p>Children are introduced to the 'level of performance' (the ability to play something correctly and consistently) and improve on this.</p>	<p>Perform for the London College of Music examinations.</p>	<p>Children learn about the technical aspects that improve a performance – drummer will roll and crash and choke to develop a more professional performance</p> <p>Discuss clearly and confidently what makes a good performance and offer feedback on the group performance, drawing on their secure knowledge of pulse/beat, rhythm, pitch and tempo.</p> <p>Children will have the opportunity to accompany a vocalist in their performances.</p> <p>Removal of more elements of the scaffold (interactive backing track).</p>	<p>enhance the sound of the performance.</p> <p>Perform for the London College of Music examinations.</p> <p>Children learn about the technical aspects that improve a performance – drummer will roll and crash and choke to develop a more professional performance</p> <p>Complete removal of scaffold of the interactive backing track.</p>
Musicianship						
<p>Pulse/Beat Move or clap to a steady beat with increasing confidence</p> <p>Play repeated patterns using body percussion</p> <p>Copy and respond to the pulse in recorded or live music through movement</p> <p>Rhythm Perform short copycat rhythm patterns with</p>	<p>Pulse/Beat Walk, move or clap to a steady beat with others, changing the speed of the beat as the tempo of the music changes</p> <p>Play repeated rhythm patterns using body percussion and classroom percussion</p> <p>Play short, pitched patterns on tuned instruments (glockenspiels) to maintain a steady beat</p>	<p>Pulse/Beat Understand that the speed of the beat can change, creating a faster or slower pace (tempo)</p> <p>Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo</p> <p>Move or clap in time to the beat of a piece of music or song</p> <p>Know the difference between left and right to support coordination and shared movement with others</p>				

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<p>increasing confidence and accuracy, led by the teacher</p> <p>Perform short repeating rhythm patterns, developing awareness of a steady beat</p> <p>Pitch Listen carefully to sounds in the local school environment and identify what has made them</p> <p>Sing familiar songs</p> <p>Explore percussion sounds to represent experiences or stories</p>	<p>Respond to the pulse in recorded or live music through movement or dance</p> <p>Rhythm Perform short copycat rhythm patterns accurately, led by the teacher</p> <p>Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat</p> <p>Perform word-pattern chants:</p> <div>  <p>MOTH SPIDER CATERPILLAR</p> </div> <p>Pitch Listen to sounds in the local school environment, comparing high and low sounds</p> <p>Sing familiar songs in both low and high voices and talk about the difference in sound</p> <p>Explore percussion sounds to enhance storytelling, e.g. ascending xylophone notes to suggest Jack climbing the beanstalk / quiet sounds created on a rainstick or shakers to depict a shower / regular strong beats played on a drum to replicate menacing footsteps</p>	<p>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p> <p>Identify the beat groupings in familiar music that they sing regularly and listen to</p> <p>Rhythm Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion</p> <p>Perform word-pattern chants</p> <div>  <p>MOTH SPIDER CATERPILLAR</p> </div> <p>Read and respond to chanted rhythm patterns, and begin to represent them with stick notation including crotchets, quavers and crotchets rests</p> <p>Create and perform their own chanted rhythm patterns</p> <p>Pitch Sing short phrases independently within a singing game or short song.</p> <p>Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low)</p>				
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