








Music – Progression of Knowledge							
CONCEPT DOMAIN	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
							
Singing	<p>Know how to join in with a range of action songs.</p> <p>Know how to sing songs using high and low sounds.</p> <p>Know about different cultures through song.</p>	<p>Know how to sing a melody accurately at their own pitch.</p> <p>Know how to sing with increasing understanding of expression (loud, soft, high and low).</p> <p>Know how to sing with an awareness of other performers (in unison).</p>	<p>Know how to sing in pitch and stay in tune throughout a song.</p> <p>Know how to follow pitch movements with their hands and use high, low and middle voices.</p> <p>Know how to sing with a sense of awareness of pulse and control of rhythm.</p>	<p>Know how to sing in pitch and stay in tune and on tempo throughout a song.</p> <p>Know how to recognise simple structures, such as musical phrases.</p> <p>Know how to sing in simple parts, e.g. rounds and chants.</p>	<p>Know how to sing expressively with awareness and control of the musical elements, e.g. timbre, tempo, dynamics.</p> <p>Know how to sing songs, creating different vocal effects, e.g. crescendo.</p> <p>Know how to sing in two parts (building on rounds into simple harmony)</p>	<p>Know how to sing with expression, rehearsing with others.</p> <p>Know how to identify phrases through breathing in appropriate places.</p> <p>Know how to sing in harmony and descant parts.</p>	<p>Know how to sing songs with increasing control of breathing, posture and sound projection.</p> <p>Know how to sing with clear diction and increased voice projection when performing songs.</p> <p>Know how to sing a round in two or more parts and identify the melodic phrases</p>

							and how they fit together.
Performing	<p>Know how to play percussion instruments to accompany a song.</p> <p>Know how to perform familiar songs to an audience.</p>	<p>Know how to clap or play back simple rhythms (4 beats), performing with increasing confidence.</p> <p>Know how to perform together, following simple instructions.</p>	<p>Know how to clap or play back simple rhythms (8 beats), performing with increasing confidence.</p> <p>Know how to perform together, following instructions that combine the musical elements.</p>	<p>Know how to perform with awareness of different parts.</p> <p>Know how to perform to an audience with increased clarity, confidence and control.</p>	<p>Know how to adapt instruments (including voice) to perform in different ways.</p> <p>Know how to play a tuned or untuned instrument with good fluency and control to an audience.</p>	<p>Know how to present performances effectively with an awareness of audience.</p> <p>Know how to perform in unison with others, using tuned and untuned instruments, considering tempo and fluency.</p>	<p>Know how to present performances effectively with an awareness of audience, venue and occasion.</p> <p>Know the role of the conductor and begin to conduct an ensemble performance, directing changes in tempo and dynamics.</p>
Composition	<p>Know how to use a variety of instruments to make their own music.</p>	<p>Know how to create short, memorable melodies and rhythmic patterns using symbols (up to 3 notes).</p>	<p>Know how to create and repeat a simple melody on a tuned or untuned instrument.</p>	<p>Know how to compose a short piece of structured music, 4 bars (using up to 3 notes).</p>	<p>Know how to compose a short piece of structured music, 4 bars (using 5 notes e.g. pentatonic scale).</p>	<p>Know how to compose a short song to own lyrics based on everyday phrases.</p>	<p>Know how to compose music with more than one part (e.g. base part and tune).</p>

	Know how to make simple choices when playing or singing about “What happens next?”	Know how to contribute to the creation of a class composition.	Know how to use pictures to record composition ideas.	Know how to improvise simple tunes based on the pentatonic scale.	Know how to create an accompaniment to a known song.	Know how to apply understanding of all musical elements (Pulse, rhythm, pitch, tempo, dynamics, timbre, structure and texture).	Know how to use ICT to create and record compositions.
Notation	Know how to use visual cues, e.g. tapping shoulders or tummies for high and low sounds, keeping a steady beat.	Know how to create long and short sounds on instruments. Know how to make their own symbols as part of a class score.	Know how to perform long and short sounds in response to symbols. Know how to play and sing from dot notation.	Know how to read some treble clef notes (FACE, e, g, b, d, f). Know how to read other significant notation, such as chords for guitar.	Know how to read rhythms involving minims, crotchets and quavers. Know how to record composition ideas using graphic notation	Know how to read treble clef and display awareness of bass clef notes. Know how to write/record simple melodies for someone else to follow/play from.	Know how to read rhythms involving semi-breves, minims, crotchets, quavers and semi-quavers. Know how to write/record simple melodies for someone else to follow/play from with growing confidence.
Listening & Appraising	Know how to listen to and talk about how music makes them feel/think.	Know how to describe how a range of music makes them feel.	Know how to evaluate and comment on own work, e.g. “It would be even better if...”	Know how to recognise the basic elements of music, in addition to pitch,	Know that music can represent different intentions and emotions.	Know how to recognise different genres of music.	Know how to describe and evaluate different genres of music using good

	<p>Know how to listen to music and move in a way that they feel is appropriate; and know how to replicate dances/music from around the world.</p>	<p>Know how to identify repeating elements of known songs.</p>	<p>Know how to describe the pitch, tempo and dynamics in music.</p>	<p>dynamics and tempo.</p> <p>Know how to recognise the structure of a piece of music, e.g. verse, chorus, verse, chorus...</p>	<p>Know all of the musical elements and be able to comment on similarities and differences in live and recorded pieces of music.</p>	<p>Know of some famous composers (at least 3) and begin to recall their most notable works.</p>	<p>musical vocabulary (referring to the musical elements).</p> <p>Know of a range of composers and their notable works, linking some to the correct musical era.</p>
--	---	--	---	---	--	---	--