



Music Knowledge and Skills Progression

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Perform | <i>Communication and Language</i> | Take part in singing, accurately following the melody | Take part in singing, accurately following the melody | Sing from memory with accurate pitch | Sing from memory with accurate pitch | Sing or play from memory with confidence | Sing or play from memory with confidence |
| | Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs | Follow instructions on how and when to sing or play an instrument | Follow instructions on how and when to sing or play an instrument | Sing in tune | Sing in tune | Perform solos or as part of an ensemble | Perform solos or as part of an ensemble |
| | <i>Physical Development</i> | Make and control long and short sounds, using voice and instruments | Make and control long and short sounds, using voice and instruments | Maintain a simple part within a group | Maintain a simple part within a group | Sing or play expressively and in tune | Sing or play expressively and in tune |
| | Combine different movements with ease and fluency | Imitate changes in pitch | Imitate changes | Pronounce words within a song clearly | Pronounce words within a song clearly | Hold a part within a round | Hold a part within a round |
| | | | | Show control of voice | Show control of voice | Sing a harmony part confidently and accurately | Sing a harmony part confidently and accurately |
| | | | | Play notes on an instrument with | Play notes on an instrument with care so that they are clear | | |

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| | <p><i>Expressive Arts and Design</i></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> | | <p>in pitch</p> | <p>care so that they are clear</p> <p>Perform with control and awareness of others</p> | <p>Perform with control and awareness of others</p> | <p>Sustain a drone or a melodic ostinato to accompany singing</p> <p>Perform with controlled breathing (voice) and skilful playing (instrument)</p> | <p>Sustain a drone or a melodic ostinato to accompany singing</p> <p>Perform with controlled breathing (voice) and skilful playing (instrument)</p> |
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| | <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups</p> <p><i>ELG Expressive Arts and Design</i></p> <p><i>Being Imaginative and Expressive</i></p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to</p> | | | | | | |
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| | move in time with music | | | | | | |
| Compose | | <p>Create a sequence of long and short sounds</p> <p>Clap rhythms</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low)</p> <p>Choose sounds to create an effect</p> <p>Sequence sounds to create an overall effect</p> <p>Create short, musical patterns</p> | <p>Create a sequence of long and short sounds</p> <p>Clap rhythms</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low)</p> <p>Choose sounds to create an effect</p> <p>Sequence sounds to create an overall effect</p> <p>Create short, musical patterns</p> | <p>Compose and perform melodic songs</p> <p>Use sound to create abstract effects</p> <p>Create repeated patterns with a range of instruments</p> <p>Create accompaniments for tunes</p> <p>Use drones as accompaniments</p> <p>Choose, order, combine and</p> | <p>Compose and perform melodic songs</p> <p>Use sound to create abstract effects</p> <p>Create repeated patterns with a range of instruments</p> <p>Create accompaniments for tunes</p> <p>Use drones as accompaniments</p> <p>Choose, order, combine and</p> | <p>Create songs with verses and a chorus</p> <p>Create rhythmic patterns with an awareness of timbre and duration</p> <p>Combine a variety of musical devices, including melody, rhythm and chords</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect</p> | <p>Create songs with verses and a chorus</p> <p>Create rhythmic patterns with an awareness of timbre and duration</p> <p>Combine a variety of musical devices, including melody, rhythm and chords</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect</p> |

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| | | Create short, rhythmic phrases | Create short, rhythmic phrases | control sounds to create an effect Use digital technologies to compose pieces of music | control sounds to create an effect Use digital technologies to compose pieces of music | Use drones and melodic ostinati (based on the pentatonic scale) Convey the relationship between the lyrics and the melody Use digital technologies to compose, edit and refine pieces of music | Use drones and melodic ostinati (based on the pentatonic scale) Convey the relationship between the lyrics and the melody Use digital technologies to compose, edit and refine pieces of music |
| Transcribe | | Use symbols to represent a composition and use them to help with a performance Recognise changes in timbre, dynamics and pitch | Use symbols to represent a composition and use them to help with a performance Recognise changes in timbre, dynamics and pitch | Devise non-standard symbols to indicate when to play and rest Recognise the notes EGBDF and FACE on the musical stave Recognise the symbols for a minim, crotchet and semibreve | Devise non-standard symbols to indicate when to play and rest Recognise the notes EGBDF and FACE on the musical stave Recognise the symbols for a minim, crotchet and semibreve and | Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play Read and create notes on the musical stave Understand the purpose of the treble and bass | Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play Read and create notes on the musical stave Understand the purpose of the treble and bass |

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| | | | | and say how many beats they represent | say how many beats they represent | clefs and use them in transcribing compositions Understand and use the # (sharp) and b (flat) symbols Use and understand simple time signatures | clefs and use them in transcribing compositions Understand and use the # (sharp) and b (flat) symbols Use and understand simple time signatures |
| Describe | | Identify the beat of a tune | Identify the beat of a tune | Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music Evaluate music using musical vocabulary to identify areas of likes and dislikes Understand layers of sounds and discuss their effect on mood and feelings | Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music Evaluate music using musical vocabulary to identify areas of likes and dislikes Understand layers of sounds and discuss their effect on mood and feelings | Choose from a wide range of musical vocabulary to accurately describe and appraise music including: • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of | Choose from a wide range of musical vocabulary to accurately describe and appraise music including: • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of |

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| | | | | | | musical elements • cultural context Describe how lyrics often reflect the cultural context of music and have social meaning | musical elements • cultural context Describe how lyrics often reflect the cultural context of music and have social meaning |
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