



St Mary's Catholic Primary School and Nursery

Progression of Music Knowledge Skills and Concepts

	Nursery	Reception	Year 1	Year 2
Listen and appraise	<p>To begin to listen attentively to music, songs and rhymes.</p> <p>Remember short songs and sounds.</p> <p>Begin to repeat patterns of sounds.</p> <p>Begin to copy and follow a steady beat.</p> <p>Begin to respond physically when performing music.</p> <p>Identify different sound sources.</p> <p>Can talk about if they like a song.</p>	<p>To learn that music can touch your feelings.</p> <p>To enjoy moving to music by dancing, marching, being animals or Pop stars.</p> <p>Show increasing rhythm and control when responding to music with movement.</p> <p>Express how a song makes them feel.</p> <p>Identify reasons why they like some music more than others.</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.</p> <p>Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</p> <p>To listen to short, simple pieces of music. To talk about when and why they may hear it. E.g. a lullaby. -I can start to recognise that sections of music can sound the same or different.</p> <p>Can they form an opinion to express how they feel about a piece of music?</p> <p>Can they recognise repeated patterns?</p>	<p>I can recognise and explain how sections of music can sound the same or different. E.g. verse, chorus, verse.</p> <p>Can they identify particular features when listening to music?</p> <p>Can they begin to associate sounds they hear with instruments?</p> <p>Can they independently identify the pulse in a piece of music and tap along?</p> <p>Can they listen carefully to recall short rhythmic patterns?</p> <p>Can they begin to recognise changes in timbre, dynamics and pitch?</p> <p>Are they able to recognise and name different instruments by sight?</p>



St Mary's Catholic Primary School and Nursery

Progression of Music Knowledge Skills and Concepts

			<p>Can they tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds?</p> <p>Can they hear the pulse in a piece of music?</p> <p>Can they tell the difference between loud and quiet sounds?</p> <p>Can they describe how sounds are made and changed?</p> <p>Can they respond to different moods in music and say how a piece of music makes them feel?</p> <p>Can they identify what different sounds could represent and give a reason why?</p> <p>Can they identify texture - listening for whether there is more than one sound at the same time?</p> <p>Can they identify musical structure in a piece of music (verse, chorus etc.)?</p>	<p>Can they evaluate and improve their own work and give reasons?</p> <p>Listen to simple inter-related dimensions of music.</p> <p>Verbally recall what they have heard with simple vocabulary – loud, soft, high, low.</p> <p>Begin to say what they like and dislike.</p>
--	--	--	---	--



St Mary's Catholic Primary School and Nursery

Progression of Music Knowledge Skills and Concepts

Singing	Sing a few familiar songs and rhymes.	To confidently use voices in different ways including singing, speaking and chanting to a steady beat.	Learn about voices, singing notes of different pitches (high and low).	Sing with a sense of a melody. (Tune in their voice)
	Sings to self and makes up little songs.	Explore how to make high and low sounds.	Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.	To sing using a variety of dynamics.
	To find a singing voice and begin to use their voice confidently.	To sing along with a pre-recorded song and add actions.	Learn to start and stop singing when following a leader.	To sing in unison and begin to sing in two parts. (A round)
	Sing echo songs and perform movements to a steady beat.	To sing along with the backing track.		
	Explore singing fast and slow and changing speeds.			
	Explore how to use the voice to create loud and quiet sounds.			



St Mary's Catholic Primary School and Nursery

Progression of Music Knowledge Skills and Concepts

Instrument notes / Playing	<p>Explore sounds of objects.</p> <p>Begin to experiment with instruments.</p> <p>To begin to follow and imitate simple patterns using body movements (clapping etc) percussion instruments.</p> <p>To begin to show an awareness of beat while playing To begin to name some classroom instruments. (In Harmony – Musicality, Free flow play and adult directed activities).</p>	<p>C C D E F G</p> <p>Keep the beat of the song with a pitched note.</p> <p>Add pitched notes to the rhythm of the words or phrases in the song.</p> <p>Enjoy playing patterns using a combination of any of the three notes C, D and E.</p>	<p>Treat instruments carefully and with respect.</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Play instruments with an awareness of others.</p> <p>To begin to play an instrument with care and control.</p> <p>To explore different ways to play instruments, such as shaking, hitting and scraping.</p>	<p>To play an instrument with care and control.</p> <p>To make and use different sounds to create an effect.</p> <p>C D E F G A B (<i>see Music long term plan for where and when these notes are used</i>).</p>
----------------------------	---	--	--	--



St Mary's Catholic Primary School and Nursery

Progression of Music Knowledge Skills and Concepts

			Chords: C D E F G A (<i>see Music long term plan for where and when these notes are used</i>).	
Improvisation	<p>Begin to select and choose own instruments to create own beats and sequences independently.</p> <p>Can begin select and choose instruments to represent and respond to stimuli (weather, parts of stories).</p>	<p>Invent a pattern to go with a song using one note.</p> <p>Use the starting note to explore melodic patterns using one or two notes.</p> <p>To begin to create own patterns using instruments.</p> <p>To use percussion instruments to accompany a chant or song independently.</p>	<p>Create rhythms for others to copy</p> <p>Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>Improvise! – Take it in turns to improvise using one or two notes.</p>	<p>Can they create short, rhythmic patterns – sequences of long and short sounds?</p> <p>Are they selective in the control used on an instrument in order to create an intended effect?</p> <p>Can they create their own symbols to represent sounds?</p> <p>Can they choose sounds to create an effect on the listener?</p>



St Mary's Catholic Primary School and Nursery

Progression of Music Knowledge Skills and Concepts

<p>Explore and create Composition</p>	<p>To begin to explore and create sounds by selecting percussion instruments.</p> <p>To begin to show an awareness of beat while playing.</p> <p>To begin to follow and imitate simple patterns using body movements (clapping etc) percussion instruments.</p>	<p>Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</p> <p>Copy basic rhythm patterns of single words, building to short phrases from the song/s.</p> <p>Explore high and low using voices and sounds of characters in the songs.</p> <p>Listen to high-pitched and low-pitched sounds on a glockenspiel.</p>	<p>Help to create a simple melody using one, two or three notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p> <p>Can they repeat (short rhythmic and melodic) patterns?</p> <p>Can they give a reason for choosing an instrument?</p>	<p>Help to create a simple melody using one, two or three notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p> <p>Can they order sounds to create a beginning, middle and end?</p> <p>Can they represent sounds pictorially with increasing relevance?</p> <p>Can they choose sounds to achieve an effect (including use of technology)?</p> <p>Can they begin to compose short melodic patterns using two or three notes (tuned instruments/voice)?</p> <p>Can they create short, rhythmic patterns – sequences of long and short sounds?</p>
---	---	--	--	--



St Mary's Catholic Primary School and Nursery

Progression of Music Knowledge Skills and Concepts

				<p>Are they selective in the control used on an instrument in order to create an intended effect?</p> <p>Can they create their own symbols to represent sounds?</p> <p>Can they choose sounds to create an effect on the listener?</p>
--	--	--	--	--



St Mary's Catholic Primary School and Nursery

Progression of Music Knowledge Skills and Concepts

Share and Performance	To begin to perform in front of others within a small group session.	Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about.	Can they use their voice to speak/sing/chant? Do they join in with singing? Can they clap short rhythmic patterns? Can they use instruments to perform a simple piece? Can they respond to musical indications about when to play or sing? Can they respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse? Perform together and follow instructions that combine the musical elements.	Can they follow the melody using their voice or an instrument? Can they sing songs as an ensemble following the tune (melody) well? Can they perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)? Can they play simple rhythmic patterns on an instrument? Can they sing/clap a pulse increasing or decreasing in tempo? Do they have control when playing instruments? Can they perform musical patterns keeping a steady pulse?



St Mary's Catholic Primary School and Nursery

Progression of Music Knowledge Skills and Concepts

	Year 3	Year 4	Year 5	Year 6
Listen and appraise	<p>Describe music using appropriate vocabulary.</p> <p>Begin to compare different kinds of music.</p> <p>Recognise differences between music of different times and cultures.</p> <p>Can they use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music?</p> <p>Can they evaluate and improve their work, explaining how it has improved using a success criterion?</p> <p>Do they know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)?</p>	<p>Evaluate differences in live and recorded performances.</p> <p>Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion.</p> <p>Can they explain why silence is used in a piece of music and say what effect it has?</p> <p>Can they start to identify the character of a piece of music?</p> <p>Can they describe and identify the different purposes of music?</p> <p>Can they use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition. When listening and appraising pieces of music?</p>	<p>Identify cyclic patterns – verse and chorus, coda</p> <p>Recognise how different inter-related dimensions of music are combined and used expressively in many different types of music</p> <p>Can they refine and improve their work?</p> <p>Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?</p> <p>Can they compare and contrast the impact that different composers from different times will have had on the people of the time?</p> <p>Can they analyse features within different pieces of music.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p>	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Use musical words when talking about the songs.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p>



St Mary's Catholic Primary School and Nursery

Progression of Music Knowledge Skills and Concepts

<p>Are they able to recognise a range of instruments by ear?</p> <p>Can they internalise the pulse in a piece of music?</p> <p>Can they identify the features within a piece of music?</p> <p>To confidently identify and move to the pulse.</p> <p>To think about what the words of a song mean.</p> <p>To take it in turn to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p>			<p>Evaluate differences in live and recorded performances.</p> <p>Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion.</p> <p>Can they refine and improve their work?</p> <p>Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?</p> <p>Can they compare and contrast the impact that different composers from different times will have had on the people of the time?</p> <p>Can they analyse features within different pieces of music.</p>
---	--	--	---



St Mary's Catholic Primary School and Nursery

Progression of Music Knowledge Skills and Concepts

Singing	<p>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.</p> <p>Perform actions confidently and in time to a range of action songs.</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p>	<p>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).</p> <p>To sing with awareness of being 'in tune'.</p> <p>To rejoin the song if lost.</p> <p>To listen to the group when singing.</p> <p>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.</p> <p>Perform a range of songs in school assemblies.</p>	<p>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.</p> <p>Sing three-part rounds, partner songs and songs with a verse and a chorus.</p> <p>Perform a range of songs in school assemblies and in school performance opportunities.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p>	<p>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.</p> <p>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 – in order to develop greater listening skills, balance between parts and vocal independence.</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p>
---------	---	---	---	---



St Mary's Catholic Primary School and Nursery

Progression of Music Knowledge Skills and Concepts

	<p>To sing with awareness of being 'in tune'.</p> <p>To have an awareness of the pulse internally when singing.</p> <p>Perform as a choir in school assemblies.</p>			
--	---	--	--	--



St Mary's Catholic Primary School and Nursery

Progression of Music Knowledge Skills and Concepts

<p>Playing</p>	<p>Understand the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p> <p>Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</p> <p>C D E F G A B Bb</p> <p>Understand the differences between crotchets and paired quavers.</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p>	<p>Understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Read and perform pitch notation within a defined range (e.g. C–G/do–so).</p> <p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p> <p>C D E F G A B</p>	<p>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Read and perform pitch notation within an octave (e.g. C–C'/do–do).</p> <p>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the</p>	<p>Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.</p> <p>To lead a rehearsal session.</p> <p>Engage with others through ensemble playing with pupils taking on melody or accompaniment roles.</p> <p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p> <p>Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).</p> <p>Read and play confidently from rhythm notation cards and</p>
----------------	--	---	--	--



St Mary's Catholic Primary School and Nursery

Progression of Music Knowledge Skills and Concepts

			<p>melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>C D E F Fsharp G A</p>	<p>rhythmic scores in up to four parts that contain known rhythms and note durations.</p> <p>Read and play from notation a four-bar phrase, confidently identifying note Performing - Reading Notation names and durations.</p> <p>C D E Eb F G A ab B Bb</p>
--	--	--	---	---



St Mary's Catholic Primary School and Nursery

Progression of Music Knowledge Skills and Concepts

Improvisation	<p>Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class / group / individual / instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</p> <p>Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.</p>	<p>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).</p> <p>Begin to make compositional decisions about the overall structure of improvisations.</p>	<p>Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p> <p>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).</p>	<p>Create music with multiple sections that include repetition and contrast.</p> <p>Use chord changes as part of an improvised sequence.</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</p>
---------------	---	---	---	---



St Mary's Catholic Primary School and Nursery

Progression of Music Knowledge Skills and Concepts

Composition	<p>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic / pictorial notation).</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p>	<p>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.</p> <p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</p> <p>Introduce major and minor chords.</p> <p>Include instruments played in whole-class/ group/individual teaching to expand the scope and range of the sound palette available</p>	<p>Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>Working in pairs, compose a short ternary piece.</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.</p> <p>Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make</p>	<p>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.</p> <p>Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.</p> <p>Either of these melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about</p>



St Mary's Catholic Primary School and Nursery

Progression of Music Knowledge Skills and Concepts

		<p>for composition work.</p> <p>Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.</p>	<p>musical decisions about how the melody connects with the song</p>	<p>how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>
--	--	---	--	---



St Mary's Catholic Primary School and Nursery

Progression of Music Knowledge Skills and Concepts

<p>Performance</p>	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p> <p>Develop facility in playing tuned percussion or a melodic instrument, such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E / do–mi) as a whole class or in small groups (e.g. trios and quartets).</p>	<p>Develop facility in the basic skills of a selected musical instrument over a sustained learning period. • Play and perform melodies following staff notation using a small range (e.g. Middle C–G / do–so) as a whole-class or in small groups.</p> <p>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> <p>Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</p>	<p>Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> <p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p> <p>Perform in different ways, exploring the way the performers are a musical resource.</p> <p>Perform with awareness of different parts.</p> <p>To communicate the meaning of the words and clearly articulate them.</p>	<p>Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.</p> <p>Accompany this same melody, and others, using block chords or a bass line.</p> <p>Engage with others through ensemble playing with pupils taking on melody or accompaniment roles.</p> <p>Present performances effectively with awareness of audience, venue and occasion.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song</p> <p>To talk about the venue and how</p>
--------------------	--	--	--	--



St Mary's Catholic Primary School and Nursery

Progression of Music Knowledge Skills and Concepts

<p>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E / do-re-mi.</p> <p>Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.</p>		<p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”.</p>	<p>to use it to best effect.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>
--	--	--	--