



What does it mean to be a musician? What does it mean to behave and think like a musician?

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance works
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of expertise
- Very good awareness and appreciation of different musical traditions and genres
- An excellent understanding of how musical provenance- the historical, social and cultural origins of music- contributes to the diversity of musical styles
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately
- A passion for and commitment to a diverse range of musical activities

Music - Progression of Skills and Knowledge

		EYFS	1	2	3	4	5	6
Listen and Appraise	<i>Listen carefully</i>	Listen attentively, move to and talk about music	To know music has a steady pulse. To find the pulse.	To know the pulse is the heartbeat of the music. To find and maintain a steady pulse.	To identify and move to the pulse. To recognise sound of types / families of instruments.	To confidently identify and move to the pulse. To name some of the instruments they heard in the song.	To recognise different instruments (orchestral / band) To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.	To compare songs in the same style, talking about what stands out musically in each of them, their similarities and differences by using musical language (texture, dynamics, tempo, rhythm, pitch and timbre)
	<i>Genres</i>		To explore different types of music.	To be aware that there are different genres of music.	To start to explore varied musical styles / traditions & their basic indicators.	To name some of the style indicators of a song (musical characteristics that give the song its style).	To identify varied musical styles / traditions & their basic indicators.	To discuss the varied musical styles / traditions & their indicators using key words confidently.
	<i>Express opinion</i>	Express their feelings and responses about the music.	To talk about the music and how it makes them feel.	To give opinions (likes or dislikes).		To start to use the key words to explain their opinions.		To discuss confidently feelings / emotions linked to likes / dislikes using musical terms.
	<i>History of music</i>				To start to understand that music has a history.	To recognise in context some of the big changes in music over time and that there are 'periods' of music.	To know the periods of music.	To understand in context the broad basic chronology of music.
Vocabulary		Pulse, rhythm, pitch Nursery Rhymes, Funk, Classical Bass guitar, drums, singers, keyboard, percussion, trumpets, saxophones	Tempo, dynamics Hip-Hop, reggae, rap, Blues, Pop, Western Classical Music electric guitar, glockenspiel, vocals, piano	South African styles, Rock, Reggae, Disco. synthesizer, organ, backing vocals, hook, melody Structure, intro/introduction,	R&B, glockenspiels, reggae, Funk and music from around the world, Disco	70s/80s, glockenspiel, rap, Grime, gospel, birdsong, civil rights, racism, equality. solo, digital/electronic sounds, turntables	Rock, Jazz, Pop Ballads, Hip Hop, Motown Amplifier, strings, cover, deck, loops, backing loops, brass section, harmony	Style indicators, Pop, Jazz, Latin, Blues, Western Classical, contemporary, music identity, civil rights, gender equality, Ostinato

				verse, chorus, hook, riff, melody, lyrics		acoustic guitar, percussion rapping	strings, piano, guitar, bass, drums, melody, Syncopation, backbeat, interlude, bridge, solo	
Compose and Create	<i>Improvising</i>		To respond to musical question and answer using rhythms of words.	To respond creatively to musical question and answer rhythmically/ methodically.	To know the difference between a musical question and an answer. Improvise using 1-2 notes.	To start improvising in a group to build confidence. Improvise using 2 notes	To know three well-known improvising musicians. To improvise using 2-3 notes.	To improvise using 2-3 notes. To improvise using the pentatonic scale (a five-note pattern) e.g notes D, E, G, A, B.
Compose and Create	<i>Composing</i>		To use rhythms derived from words to make musical patterns. To help create a simple melody using one, two or three notes.	To organise sounds in a coherent pattern or structure. To create a simple melody using one, two or three notes.	To begin to create own tunes / melodies in the context of a song they are learning; use 2 then 3 notes to set words to music To use 2 then 3 notes to set words to music.	To chose, combine & organise rhythmic / melodic patterns; and use simple musical notation.	To choose, combine & organise patterns / musical ideas within musical structure To use 2-5 notes To record compositions using graphic / pictorial notation	To record compositions using ICT and formal notations
<i>Vocabulary</i>			Question and answer, improvise, compose	melody, notes	lyrics	Rhythmic, melodic patterns, notation, by ear,	Graphic notation, pictorial notation	Pentatonic scale
Perform and Share	<i>Play instruments</i>	Explore a variety of percussion instruments and when appropriate try to play them in time.	To play untuned or tuned percussion carefully and with respect.	To play untuned or tuned percussion with control and care. To play 2-4 note pieces on a glockenspiel.	To play up to 6 note pieces on a glockenspiel.	To begin to use notation; melodic and rhythm parts together	To use tuned / untuned percussion to play melodies / accompaniments with control & care	To play & perform in solo and ensemble contexts with accuracy, fluency & expression; play up to 6 note pieces; explore sharps and flats.
	<i>Singing in part</i>		To sing in unison.	To sing in unison.	To sing in a round. To sing in unison and in simple two-parts.	To sing / chant simple songs and rhymes in 2 or more parts.	To understand voices need to blend in an ensemble; sing rounds / parts	To sing harmonies with control and clarity. To sing backing vocals.
	<i>Sing in time</i>	Sing a variety of well-known nursery rhymes and songs and when appropriate try to move in time with music.	To start and stop singing when following a leader.	To sing/chant simple songs in time.	To maintain the pulse / tempo of a simple song.	To sing in time with an awareness of listening to each other.	To sing songs / melodies with increasing difficulty with round sound, pitch control, clear diction, at tempo, with good projection; recognise change of key.	To sing songs / melodies with increasing difficulty with round sound, pitch control, clear diction, at tempo, with good projection; recognise change of key.
	<i>Sing in tune</i>	Sing in a group or on their own, increasing matching the pitch and following the melody.	To sing a simple song with a round sound	To sing songs with a round sound, clear diction and control of pitch.	To sing with awareness of being 'in tune'.	To sing a basic song (up to an octave range) with a round sound and awareness of phrasing to control breathing.	To sing songs / melodies with increasing difficulty with round sound, pitch control, clear diction, at tempo, with good	

							projection; recognise change of key.	
	Performing	Perform songs and rhymes	To perform a song.	To perform and say how they were feeling about it.	To perform and say how they were feeling, what they were pleased with and what they would change.	To perform and say how they were feeling, what they were pleased with what they would change and why.	To work together as an ensemble (start / end together); practise, rehearse & present performances with an awareness of an audience.	To appreciate that performance can influence how music is presented. To read / understand music notated in different ways
Vocabulary		Pulse, rhythm, pitch, perform, organise, rhymes, melody	performance, audience, melody, glockenspiel	tuned, untuned	Round, two-parts, in tune	Unison, breathing	Dictation, projection, key change, ensemble, practise, rehearse, present, accompany	Harmony, sharps, flats, solo
Musical Elements	Dynamics		To know loud and soft by comparison.	To explore loud and soft sounds with instruments.	To know loud / soft in isolation; getting louder / softer.	To know the effects of using loud and soft sounds, getting louder/softer	To know degrees of loud / soft; accented notes, sudden changes in dynamics for effect.	To know the impact of playing same music with varying dynamics – loud (forte), soft (piano), getting louder (crescendo), getting softer, (diminuendo).
	Pulse and rhythm		To clap and maintain a steady pulse. To copy rhythmic / melodic patterns.	To know long / short sounds / notes; minim and crotchets.	To respond to conducted main beat. To know notes; minim and crotchets	To know pulse related to basic note lengths know crotchet & quaver (& rests), rhythm against a pulse; simple rhythmic patterns & repeats.	To know pulse related to $\frac{3}{4}$ 4/4; conducting main & secondary beats. To know semi-quaver & minim (& rests) To know comparative values (2 quavers = 1 crotchet).	To know off beats and syncopation. To use conventional music notation
Musical Elements	Pitch		To learn about voices, singing notes of different pitches (high and low).	To play high / low notes to follow a melody Learn about voices singing notes of different pitches (high and low).	To know steps / scale; significant intervals (octave, 5th, minor 3rd)	To know simple melodic patterns & repeats	To know the pentatonic scale (CDEGA); Major scale; melodic phrases and patterns	To know the pentatonic scale (CDEGA); Major scale; melodic phrases and patterns
	Structure			To understand verse and chorus.	To identify the main sections of the song (introduction, verse, chorus etc.)	To know music is organised in various structures; ostinatos/ ABA		To understand that extended music is in movements; theme & variation; change of key (bridge)
	Tempo		To know quick and slow by comparison.	To explore fast and slow tempos with instruments.	To know quick / slow in isolation; getting quicker / slower		To know degrees of quick / slow	To know the impact of playing same music quicker / slower; accelerando & rallentando.
	Texture		To recognise single lines.	To recognise multiple lines of music.	To listen to several layers of sound and talk about the effect on mood and feelings.	To know dense or heavy / thin or light; 2 parts / multiple parts.		

	<i>Timbre</i>		To know different instruments make different sounds.	To recognise metallic / wooden instruments / tuned / untuned/ voice /guitar / piano.	To identify orchestral family timbres.	To know sections of the orchestra; common pop band line ups; combinations and contrasts.	To know instruments of the orchestra; understand how instruments make sound, how it affects quality of sound & impact on listener.	
<i>Vocabulary</i>		Loud, soft, quiet, quick, slow	Dynamics, pulse, rhythm, pitch, texture, timbre	Structure, intro/introduction, verse, chorus, hook, riff, melody, minim, crotchet	scale, steps, intervals, octave, 5 th , minor 3 rd , isolation	Quaver, rests, heavy, thin, light, two part, multiple parts, orchestra, contrasts, structures, ostinatos, melodic patterns, rhythmic patterns	Accented, semi-quaver, secondary beats, time signature, pentatonic scale, major scale, melodic phrases	Syncopation, crescendo, diminuendo, forte (loud), piano (soft), bridge, accelerando, rallentando