



Music Knowledge and Skills Progression

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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		

	<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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