



St. Benedict's Catholic Primary School

Music Progression of Skills & Knowledge



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	1. Begin to recognise some of the different percussion instruments.	1. Start to recognise different instruments used. 2. March, clap, tap your knees, move to find and internalise the pulse. Begin to understand what it means to find the pulse. 3. Start using basic musical language to describe the music listened to and the feelings towards it. 4. Begin to listen, with respect, to other people's ideas and feelings towards the music listened to. 5. Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.	1. Try to recognise/identify different instruments used. 2. March, clap, tap your knees, move to find and internalise the pulse. Continue to understand what it means to find the pulse. 3. Start using musical language to describe the music listened to and feelings towards it. 4. Begin to listen, with respect, to other people's ideas and feelings towards the music listened to. 5. Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.	1. Identify basic musical styles and the instruments played, beginning to identify orchestral family timbres. 2. Find the pulse, the steady beat to the music they are listening to and understand what that means. 3. Continue to use musical language to describe and talk about music and the mood it creates 4. Listen to other ideas about music, respect those ideas and feelings. 5. Begin to realise/understand and show how pulse, rhythm, pitch, tempo and dynamics fit together. 6. Begin to describe different purpose for Music in other cultures. 7. Begin to describe different purpose for Music in history.	1. Identify basic musical styles and the instruments played, identifying orchestral family timbres. 2. Find the pulse confidently and innately, of the music and understand what that means. 3. More consistently use musical language to describe and talk about music and the mood created. 4. Listen to other ideas about music, respect those ideas and feelings. 5. Continue to realise/understand and show how pulse, rhythm tempo and dynamics pitch fit together. Progress to consider some of the other dimensions too. 6. Begin to describe different purpose for Music in other cultures. 7. Begin to describe different purpose for Music in history.	1. Continue to identify musical styles through learning about their style indicators and the instruments played. 2. Begin to listen to longer pieces of music and layers of sound, developing accurate musical language to appraise e.g the cyclic patterns and how other dimensions of music are sprinkled throughout. 4. Identify how composers and artists create mood/messages through music and lyrics. 5. Continue to realise/understand/explain/ give examples and show how pulse, rhythm, pitch, tempo, dynamics, fit together. Begin to include timbre, texture and structure if possible. 6. Confidently, describe different purpose for Music in other cultures. 7. Confidently, describe different purpose for Music in history.	1. Continue to identify musical styles through learning about their style indicators and the instruments played, in greater depth. 2 Listen to longer pieces of music and layers of sound, using accurate musical language to appraise e.g the cyclic patterns and how other dimensions of music are sprinkled throughout. 4. identify how composers and artists create moods/messages through music and lyrics. 5. Continue to realise/understand/explain/ give examples and show how pulse, rhythm, pitch, tempo, dynamics fit together. Include timbre, texture and structure. 6. Confidently, describe different purpose for Music in other cultures. 7. Confidently, describe different purpose for Music in history.

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1. To sing the pitch of a tone sung by another person 2. To sing the melodic shape of familiar songs 3. To remember and sing entire songs. 4. To sing in a group or on their own following the melody.	1. To begin to understand the importance of warming up their voices and establishing a good singing position. 2. Sing with a developing control of pitch e.g. following the shape of the melody., accurately, beginning to follow pitch movements using high, low and middle voices. 3. Begin to recognise phrase lengths and know when to breathe. 4. Sing with a developing sense of awareness of pulse and control rhythm. 5. Begin to control long and short sounds (duration) 6. Sing with a developing awareness of other performers. 7. Stop and start as appropriate, beginning to follow a leader/conductor.	1. To understand the importance of warming up their voices and establishing a good singing position. 2. Sing with control of pitch e.g. following the shape of the melody accurately, following pitch movements and use high, low and middle voices. 3. Recognise phrase lengths and know when to breathe. 4. Sing confidently with a sense of awareness of pulse and control rhythm. 5 Control long and short sounds (duration) 6. Sing with an awareness of other performers. 7. Stop and start, as appropriate, to follow a leader/conductor.	1. Improve singing by developing good pronunciation (diction- understanding how mouth shapes can affect voice sounds). 2. Sing in tune with increasing confidence using a wider vocal range to change pitch. 3. Recognise simple structures (phrases) and sing with an awareness of rhythm with breath control. 4. Sing expressively with a developing awareness and control of the expressive elements: timbre, tempo and dynamics. 5. Consider that words mean something and begin to project the meaning of the song to sing creatively using different vocal effects. 6. Follow a leader/conductor, singing with an awareness of other performers and what they are singing (gradually developing the confidence to sing alone). 7. Know how to perform a song making attempts to sing in two parts.	1. Sing with good pronunciation (diction- understanding how mouth shapes can affect voice sounds). 2. Sing in tune with confidence using a wider vocal range to change pitch. 3. Recognise simple structures (phrases) and sing with greater confidence, having a greater awareness of rhythm with breath control. 4. Sing expressively with an awareness and control of the expressive elements: timbre, tempo and dynamics. 5. Consider that words mean something and project the meaning of the song to sing creatively using different vocal effects. 6. Follow a leader/conductor, singing with an awareness of other performers (developing the confidence to sing alone). 7. Confidently, know how to perform a song by singing in two parts.	1. To sing songs with developing control of posture and sound projection. 2. Sing songs in tune, holding a part in a round. 3. To sing songs with increasing control identifying phrases through breathing in appropriate places. 4. Perform and interpret a song stylistically, musically and with increasing confidence, understanding the importance of clear diction and tuning. 6. Follow a leader/conductor, understanding why and how the ensemble works/fits together. 7. Sing songs with a developing awareness of other parts, beginning to understand how to work together as part of a group and in an ensemble or, as a soloist. 8. Maintain own part in a round identifying the melodic phrases to attempt to sing a harmony.	1 To sing songs with control of posture and sound projection. 2. Sing songs in tune, holding a part in a round with confidence. 3. To sing songs with control identifying phrases through breathing in appropriate places. 4. Perform and interpret a song confidently, stylistically and musically, understanding the importance of clear diction and tuning. 6. Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. 7. Sing songs with an awareness of other parts, understanding how to work together as part of a group and in an ensemble or, as a soloist. 8. Confidently, maintain own part in a round identifying the melodic phrases to sing a harmony.
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	Begin to an deepen understanding of improvisation through more challenging activities, to know that when you improvise you make up your own tune (or rhythm) using one or more notes, or you can sing. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.					

Improvising	1. To begin to explore musical sounds with voices and instruments	1. Explore musical sounds with voices and instruments. 2. Improvise using very simple patterns on untuned percussions instruments and/or voice. 3. Start improvising melodies using untuned percussion: two notes. 4. Create simple rhythmic patterns that lead to melodies on tuned percussion in a group or a solo situation. 5. Begin to improvise music using the interrelated dimensions of music: tempo	1. Explore and create simple musical sounds with voices and instruments. 2. Continue to improvise using very simple patterns on instruments and/or voice. 3. Improvise simple rhythms and melodies with developing confidence and understanding. Improvise melodies: two notes. 4. Continue to create simple rhythmic patterns that lead to melodies on tuned percussion in a group or a solo situation. 5. Improvise music using the interrelated dimensions of music: tempo & dynamics	1. Continue to explore and create simple musical sounds with voices and instruments. 2. Continue to improvise using simple repeated patterns (ostinato) on instruments and/or voice. 3. Create rhythmic patterns that lead to melodies (using up to three notes) in a group or a solo situation. 4. Continue to improvise simple rhythms and melodies on tuned instruments with confidence and understanding in the group. 5. Improvise music for a range of purposes using the interrelated dimensions of music.	1. Continue to explore and create simple musical sounds with voices and instruments. 2. Continue to improvise using simple repeated patterns (ostinato) on your instrument and/or voice. 3. Continue to create rhythmic patterns that lead to melodies (up to three notes with confidence) in a group or a solo situation. 4. Continue to improvise rhythms and melodies on tuned instruments with developing confidence and understanding in the group. 5. Continue to improvise music for a range of purposes using the interrelated dimensions of music.	1. Continue to explore and create musical improvisations with voices and instruments. 2. Continue to improvise repeated patterns (ostinato) on your instrument and/or voice. 3. Continue to create more complex rhythmic patterns that lead to melodies (up to four notes) in a group or a solo situation. 4. Continue to improvise rhythms and melodies for a range of instruments with confidence and understanding in the group. 5. Develop more confidence in improvising music for a range of purposes using the interrelated dimensions of music	1. Continue to explore and create musical improvisations with voices and instruments. 2. Continue to improvise using increasingly complex patterns on your instrument and/or voice. 3. Continue to create your own more complex rhythmic patterns that lead to melodies (up to five notes) in a group or a solo situation with greater confidence. 4. Continue to perform more complex rhythms and melodies on a vast range of instruments with confidence and understanding in the group. 5. Confidently, improvise music for a range of purposes using the interrelated dimensions of music
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1.Begin to create simple compositions.	1. Create your own very simple melodies (usually in a group). 2. Create compositions using one or two notes, increasing to three notes if appropriate. 3. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. 4. Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music e.g. getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch). 5. Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it.	1. Continue to create your own very simple melodies (usually in a group). 2. Move beyond composing using two notes, increasing to three notes if appropriate. 3. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. 4. Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music e.g. getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo) and slower (tempo). 5. Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it.	1. Continue to create your own slightly more complex melodies (usually in a group). 2. Move beyond composing using three notes if appropriate. 3. Record the composition in any way appropriate. Notate music in different ways with increasing confidence, using graphic/pictorial notation, video, ICT. 4. Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music e.g. dynamics, tempo, pitch, choosing, ordering and combining sounds (texture/structure). 5. Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember.	1. Continue to create your own more complex melodies (usually in a group). 2. Move beyond composing using up to four notes if appropriate. 3. Record the composition in any way appropriate. Notate music in different ways with confidence, using graphic/pictorial notation, video, ICT. 4. Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music e.g. dynamics, tempo, pitch, choosing, ordering and combining sounds (texture/structure). 5. Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember.	1. Create your own more complex melodies. 2. Move beyond composing using up to five notes if appropriate. 3. Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. 4. Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music e.g. dynamics, tempo, pitch, texture, structure, creating rhythmic patterns with an awareness of timbre and duration. 5. Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using formal staff notation if appropriate.	1. Confidently create your own melodies within the context of the song that is being learnt and do this with deeper understanding. 2. Move beyond composing using five notes if appropriate. 3. Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. 4. Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music e.g. dynamics, tempo, pitch, texture, structure, creating rhythmic patterns with an awareness of timbre and duration. 5. Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using formal staff notation if appropriate.
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1. Perform simple musical sounds for others to listen to.	1. Start to work together as part of an ensemble/band, remembering the importance of starting and ending together. Try to follow the conductor/band leader. 2. Perform what has been learnt to others with as much control and confidence as possible using the sound before symbol (by ear) approach. 3. Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything learnt fits together. Try to maintain a simple part. 4. Practise, rehearse and present performances with some awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate ideas, thoughts and feelings through simple musical demonstration. 5. Watch a recording and/or discuss the performance. Offer comments and feedback about others.	1. Continue to work together as part of an ensemble/band, remembering the importance of starting and ending together. Follow the conductor/band leader. 2. Perform what has been learnt to others with as much control and confidence as possible using the sound before symbol (by ear) approach. 3. Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything learnt fits together. Maintain a simple part. 4. Practise, rehearse and present performances with some awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate ideas, thoughts and feelings through simple musical demonstration. 5. Watch a recording and/or discuss the performance. Offer thoughtful feedback about others.	1. Continue to work together as part of an ensemble/band/choir. Follow the conductor/band leader with developing accuracy. 2. Perform to others what has been learnt with developing confidence, control and accuracy using sound before symbol approach or graphic notation as a support, if appropriate. 3. Perform with an understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything learnt fits together. Maintain a simple part within an ensemble with an increasing awareness of different parts. 4. Practise, rehearse and present performances with awareness of an audience. Realise that performance can influence how music is presented. Try to communicate ideas, thoughts and feelings through simple musical demonstration. 5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful musical comments and feedback about others.	1. Present a musical performance of a song or piece of music to an audience, following the conductor/band leader with accuracy. 2. Perform to others what has been learnt: improvisations and compositions with confidence, control and accuracy using graphic notation as a support, if appropriate. 3. Perform with a deeper understanding. A performance can include everything that has been undertaken during the learning process of the unit. Everything learnt fits together. Maintain a part within an ensemble with an awareness of different parts. 4. Practise, rehearse and present performances with awareness of an audience. Realise that performance can influence how music is presented. Try to communicate ideas, thoughts and feelings through simple musical demonstration. 5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful musical comments and feedback about others.	1. Present a musical performance of a song or piece of music, demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance to a range of audiences. 2. Perform complex parts with confidence, control, fluency and accuracy (where appropriate using standard musical notation as a support). 3. Perform with a deeper understanding that everything undertaken during the learning process of the unit fits together in the performance. Perform different parts e.g. solo and ensemble contexts using a variety of techniques confidently, expressively and in tune. 4. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented understanding how rhythm and pitch, dynamics and tempo work together and are sprinkled through	1. In greater depth, present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance to a range of audiences and in different venues. 2. Perform more complex parts with as much confidence, control, fluency and accuracy (where appropriate using standard musical notation as a support). 3. Perform with a deeper understanding that everything undertaken during the learning process of the unit fits together in the performance. Perform different parts e.g. in solo and ensemble contexts using a variety of techniques confidently, expressively and in tune. 4. Practise, rehearse and present performances with awareness of an audience. Realise that performance can influence how music is presented understanding how
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						songs/music. notations if appropriate. Communicate your ideas, thoughts and feelings through simple musical demonstration. 5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful musical comments and feedback about their own and others' performances.	rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music. Communicate your ideas, thoughts and feelings through musical demonstration. 5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful musical comments and feedback about their own and others' performances.
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