

Fressingfield - Music Skills and Knowledge Progression

EYFS	Reception	KS1/2 Developing	Year 1	Year 2	Year 3	Upper KS2 Progressing	Year 4	Year 5	Year 6
Use voices expressively	Sing a range of well-known nursery rhymes and songs.	Sing songs in unison	Use voices in different ways such as speaking, singing and chanting	Use voices expressively and creatively. To sing with the sense of shape of the melody	To sing in unison, becoming aware of pitch.	Sing songs in unison and two parts	To sing in unison maintaining the correct pitch and using increasing expression.	To sing in unison with clear diction, controlled pitch and sense of phrase.	To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase
Play tuned and un-tuned instruments	To begin to explore a range of instruments.	Play an untuned instrument to keep and control a beat with accuracy	To create and choose sounds To perform simple rhythmical patterns, beginning to show an awareness of pulse.	To create and choose sounds for a specific effect To perform rhythmical patterns and accompaniments, keeping a steady pulse	To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	Play tuned and un-tuned instruments with control and accuracy	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.	To play and perform with accuracy, fluency, control and expression
Rehearse and perform with others	To perform songs and rhymes with others.	Practise, rehearse and present performances	To think about others when performing.	To think about others while performing	To think about others while performing.	Practise, rehearse and present performances with an awareness of the audience	To think about others while performing.	To maintain my own part and be aware how the different parts fit together.	To think about the audience when performing and how to create a specific effect.
Create musical pattern	To begin to experiment with sounds.	Improvise, developing rhythmic sounds	To know about and experiment with sounds	Repeat short rhythmic and melodic patterns	To create simple rhythmical patterns which use a small range of notes.	Improvise, developing rhythmic and melodic material when performing	To create rhythmical and simple melodic patterns using an increased number of notes.	To create increasingly complicated rhythmic and melodic phrases within given structures.	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.
Explore, choose and organise sounds and musical ideas	To begin to identify and organise sounds using simple criteria e.g. loud, quiet, high, low.	Explore and choose musical ideas	To recognise and explore how sounds can be organised To identify and organise sounds using simple criteria e.g. loud, soft, high low	To begin to explore and choose and order sounds using musical elements.	To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	Explore, choose, combine and organise musical ideas with musical structures	To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.		

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Explore and express ideas and feelings about music using movement, dance and expressive and musical language.	Share their creations, explaining the process they have used.	Analyse and compare sounds Explore and explain ideas and feelings about music	To talk about how music makes you feel or want to move.	To respond to different moods in music and explain thinking about changes in sound	To explore and comment on the ways sounds can be used expressively.	Analyse and compare sounds Explore and explain ideas and feelings about music using movement, dance and expressive musical language	To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.	To describe, compare and evaluate different types of music beginning to use musical words.	To describe, compare and evaluate different types of music using a range of musical vocabulary including the musical elements.
Make improvements to my own work	To begin to think about simple ways that they could make their own work better.	Reflect on and improve own work	To think about and make simple suggestions about what could make their own work better.	To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.	To comment on the effectiveness of own work, identifying and making improvements.	Reflect on and improve own and others work in relation to its intended effect	To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.	To comment on the success of own and others work, suggesting improvements based on intended outcomes.	To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.
Listen with concentration and recall sounds within increasing aural memory.	To listen to a range of different songs and begin to repeat simple patterns within them.	Listen with attention to detail	To begin to identify simple repeated patterns and follow basic musical instructions.	To identify and recognise repeated patterns and follow a wider range of musical instructions	To listen with attention and begin to recall sounds.	Listen with attention to detail and to internalise and recall sounds.	To listen to and recall patterns of sounds with increasing accuracy.	To listen to and recall a range of sounds and patterns of sounds confidently.	To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
Know how musical elements can be organised and used expressively within simple structures.	To begin to think about how different pieces of music make them feel different ways.	To know how music makes one feel	To begin to understand that musical elements can be used to create different moods and effects.	To understand how musical elements create different moods and effects.	To begin to understand how different musical elements are combined and used to create an effect.	Know how musical elements can be organised and used expressively within simple structures.	To understand how different musical elements are combined and used expressively.	To begin to identify the relationship between sounds and how music can reflect different meanings.	To identify and explore the relationship between sounds and how music can reflect different meanings.
Understand that sounds can be made in different ways and described using given and invented signs and symbols.	To begin to understand that different sounds are made in different ways (e.g. with instruments, using different volumes).	To know that sounds can be represented by simple shapes/marks	To begin to represent sounds with simple symbols including shapes and marks.	To confidently represent sounds with a range of symbols, shapes or marks.	To begin to recognise simple notations to represent music, including pitch and volume.	Know that music is produced in different ways and described through relevant established and invented notations.	To understand and begin to use established and invented musical notations to represent music.	To recognise and use a range of musical notations including staff notation.	To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.

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Know how music is used for particular purposes	To talk about music that they have listened to and think about why they might hear it (e.g. at Christmas or a birthday party).	To have a sense of music and place.	To listen to short, simple pieces of music and talk about when and why they may hear it.	To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary.	To listen to and begin to respond to music drawn from different traditions and great composers and musicians.	Understand how time and place can influence the way music is created.	To listen to and understand a wide range of music drawn from different traditions, great composers and musicians.	To listen to a range of music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.	To develop an understanding of the history of music from different cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.