



Roe Lee Park Primary School & Nursery

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Music Knowledge and Skills Progression

Knowledge & Skills Subject Strands					
Year Group	Performing	Listening and Reviewing	Creating and Composing	Understanding and Exploring	Inter-Related Dimensions: (Pitch / Duration / Dynamics / Tempo / Timbre / Texture / Structure)
EYFS	<ul style="list-style-type: none"> Join in with simple songs and rhymes (with a limited pitch range) and begin to build a repertoire of songs. Explore using the voice in different ways (e.g. whispering, singing, speaking, animal sounds.) Copy a soh-me pattern with voice. Copy simple rhythms based on words. 	<ul style="list-style-type: none"> Move body in response to different pieces of music, responding to obvious changes in tempo and dynamics. Respond to obvious changes in pitch e.g. stand up/ sit down. Suggest symbols to represent sounds e.g. large foot for Daddy Bear, small foot for Baby Bear. 	<ul style="list-style-type: none"> Experiment with and change sounds (voice, body percussion, instruments and sound makers.) Create simple representations of events, people and objects and feelings using sounds. Suggest words and sounds to add to simple songs e.g. choosing an animal when singing 'Old Macdonald') Experience using simple music technology. 	<ul style="list-style-type: none"> Know that different instruments make different sounds and match instruments to sounds. Explore the different sounds of musical instruments. 	<ul style="list-style-type: none"> Move to the pulse of a piece of music. Imitate changes in dynamics (loud and quiet) and tempo (fast and slow) using voice, body percussion and instruments. Experience and develop awareness of rhythm and rhyme in speech.
Year 1	<ul style="list-style-type: none"> Rehearse and perform with others, using untuned instruments and voices to sing 	<ul style="list-style-type: none"> Understand how sounds can be made in different ways and described using given and invented signs and symbols. 	<ul style="list-style-type: none"> Experiment with creating and copying musical patterns. Begin to explore the sounds of their voices and various 	<ul style="list-style-type: none"> Begin to explore their feelings about music using movement, dance and expressive language. 	<ul style="list-style-type: none"> Identify high and low pitches, sounds of long and short duration and recognise the difference between



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	<p>songs, speak chants and rhymes.</p> <ul style="list-style-type: none"> Perform with confidence cumulative songs (<i>songs with a simple melody that changes each verse</i>). 	<ul style="list-style-type: none"> Listen to contrasting songs (such as lullabies and dance / up-tempo) with concentration, remembering specific instrumental names and sounds. 	<p>musical instruments, recognising the differences between singing and speaking and wood, metal, skin (<i>drum</i>) and 'shaker' sounds.</p>	<ul style="list-style-type: none"> Develop an understanding that music has been composed throughout history. 	<p>long and short sounds.</p> <ul style="list-style-type: none"> Identify silence and sounds that are loud and quiet and the differences between fast and slow speeds.
Year 2	<ul style="list-style-type: none"> Play tuned and untuned instruments. Use their voices expressively to rehearse and perform with others, recognising a song with an accompaniment (<i>instrumental backing</i>) and one without. Can start and finish together and can keep to a steady pulse. 	<ul style="list-style-type: none"> Listen with concentration to music of a longer duration and recognise simple structures (for example, a beginning, middle and end). Understand that music can be used for particular purposes and occasions. 	<ul style="list-style-type: none"> Experiment with creating their own musical patterns and begin to identify one strand (<i>section</i>) of music or more. Begin to improve their own and others' work. 	<ul style="list-style-type: none"> Recognise and match sounds with pictures of different instruments. Explore a variety of vocal qualities through singing and speaking. Begin to use onomatopoeia sound words to describe selected sounds and the ways in which they are produced. 	<ul style="list-style-type: none"> Recognise the difference between a steady beat and no beat and identify sections within a piece of music which sound the same or different. Understand that tempo means speed, and identify the tempo of music as fast, moderate, slow, getting faster or getting slower.
Year 3	<ul style="list-style-type: none"> Sing songs (also imitating melody patterns as an echo), speak chants and rhymes in unison, with clear diction, control of pitch and musical expression presenting performances with 	<ul style="list-style-type: none"> Listen with extended concentration and begin to express their opinion on a range of live and recorded music. Explain their ideas and feelings about music using movement, dance 	<ul style="list-style-type: none"> Begin to improvise and develop rhythmic and melodic material when composing, improving their own and others' work in relation to its intended effect. Begin to create and combine a variety 	<ul style="list-style-type: none"> Explore and compare sounds of groups of musical instruments, identifying the differences between them, e.g. strings, woodwind, orchestra, rock band etc. 	<ul style="list-style-type: none"> Understand that dynamics means volume and can recognise various different levels. Understand that texture refers to the difference between thick (<i>many sounds</i>) and



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	<p>an awareness of the audience.</p> <ul style="list-style-type: none"> • Play tuned and untuned instruments with increasing control and rhythmic accuracy, responding through gestures or movement to changes in the speed of the beat. 	<p>and expressive language.</p> <ul style="list-style-type: none"> • Begin to understand how music can be organised to communicate different moods and effects (e.g. listening to loud and fast music will create a different feeling to slow and quiet). • Determine upwards and downwards direction in pitch when listening and reviewing music. 	<p>of the inter-related dimensions when composing (e.g. composing using both dynamics and tempo).</p>	<ul style="list-style-type: none"> • Begin to explore the history of music, understanding that time and place can influence how and why music is created, performed and heard. • Explore music from a culture different to their own. 	<p>thin (<i>few</i>) layers of sounds.</p> <ul style="list-style-type: none"> • Experience how music can be produced in different ways, including through ICT, and described through relevant established and invented notations.
Year 4	<ul style="list-style-type: none"> • Sing solo songs demonstrating call and response form, speak chants and rhymes in unison with clear diction, control of pitch, a sense of phrase and musical expression. • Identify contrasting sections of a song, such as the verse and refrain (chorus). 	<ul style="list-style-type: none"> • Review their own ideas and feelings about music using art, movement, dance, expressive language and musical vocabulary. • Understand that time and place can influence how and why music is created, performed and heard. Listen to and review music from a culture different to their own. 	<ul style="list-style-type: none"> • Improvise and develop rhythmic and melodic material when composing. • Experiment with gestures to show the overall contour of the pitch of a melody as it moves upwards, downwards or stays the same. • Combine a variety of musical elements when composing using staff and other musical notations. 	<ul style="list-style-type: none"> • Explore and compare sounds from the different instrumental families (percussion, woodwind, brass, string), name a variety of instruments. • Hear in a piece of music, refer to and compare the different sounds instruments make as their tone colour such as brassy, wooden and metallic. 	<ul style="list-style-type: none"> • Identify through gestures such as clapping or using percussion, the strong / first beat whilst singing. • Keep a steady beat and maintain rhythmic accuracy holding their own beat against another contrasting part. • Recognise pitch movement by step, leaps or as repeats.



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				<ul style="list-style-type: none"> Sequence various famous composers on a timeline. 	
Year 5	<ul style="list-style-type: none"> Independently sing songs, speak chants and rhymes in unison and two parts, with increasing clear diction, control of pitch, a sense of phrase and musical expression. Perform a variety of repeated rhythmic patterns (ostinato) on percussion instruments. 	<ul style="list-style-type: none"> Begin to make suggestions of how the inter-related dimensions can be enhanced within musical structures to communicate different moods and effects (<i>e.g. how can the tempo be changed to create excitement?</i>) Demonstrate a better understanding of the history of music. Begin to make appropriate suggestions of suitable pieces for music for various occasions. 	<ul style="list-style-type: none"> Improvise and develop a wider range of rhythmic and melodic material when composing. Choose, combine and organise a variety of the inter-related dimension of musical elements when composing with staff and other musical notations, such as graphic scores and / or using ICT. 	<ul style="list-style-type: none"> Begin to explore and compare a variety of contrasting sounds, recognising where the texture (thick (<i>many sounds</i>) and thin (<i>few</i>) layers of sound) varies in a song or piece of music. 	<ul style="list-style-type: none"> Recognise a musical phrase is like a musical sentence and can identify its duration as short or long. Can identify a silence in a rhythmic pattern with a gesture such as raised hand. Begin to use various Italian musical terms such as <i>crescendo</i>, <i>diminuendo</i>, <i>forte</i> and <i>piano</i>.
Year 6	<ul style="list-style-type: none"> Sing solo songs demonstrating call and response form, speak chants and rhymes in unison with clear diction, control of pitch, a sense of phrase and musical expression. Identify contrasting sections of a song, 	<ul style="list-style-type: none"> Review their own ideas and feelings about music using art, movement, dance, expressive language and musical vocabulary. Understand that time and place can influence how and why music is created, performed 	<ul style="list-style-type: none"> Improvise and develop rhythmic and melodic material when composing. Experiment with gestures to show the overall contour of the pitch of a melody as it moves upwards, 	<ul style="list-style-type: none"> Explore and compare sounds from the different instrumental families (percussion, woodwind, brass, string), name a variety of instruments. Hear in a piece of music, refer to and 	<ul style="list-style-type: none"> Identify through gestures such as clapping or using percussion, the strong / first beat whilst singing. Keep a steady beat and maintain rhythmic accuracy holding their own beat against



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	such as the verse and refrain (chorus).	and heard. Listen to and review music from a culture different to their own.	downwards or stays the same. <ul style="list-style-type: none">• Combine a variety of musical elements when composing using staff and other musical notations.	compare the different sounds instruments make as their tone colour such as brassy, wooden and metallic. <ul style="list-style-type: none">• Sequence various famous composers on a timeline.	another contrasting part. <ul style="list-style-type: none">• Recognise pitch movement by step, leaps or as repeats.
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