

St Sebastian's Primary School – Music Knowledge Progression

EYFS Music Knowledge		
	3&4-year-olds will be learning to: - Remember and sing entire songs; match the melodic shape of familiar songs. - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. - Create own songs or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas. - Use drawing to represent ideas like movement or loud noises.	Children in reception will be learning to: ELGs: Being Imaginative and Expressive: Children at the expected level of development will: <i>- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</i> - Join in with songs: Sing nursery rhymes and songs, Christmas songs, learn a sea shanty. - Listen to and explore emotions through music/sound and movement - how do different songs, sounds make you feel/move your body i.e., happy, sad, angry. - Encourage children to talk and express their thoughts and ideas about their learning. - Children listen to music from the 1920's to learn how it influenced Kandinsky's Artwork. - Children work in a group to create music and movement/ dance e.g., Chinese New Year - Tap out simple rhythms.

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Singing						
National Curriculum Aims:	KS1					
	KS2					
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
3 & 4 year olds: Remember and sing entire songs; match the melodic shape of familiar songs. Reception: Join in with songs: Sing nursery rhymes and songs, Christmas songs, learn a sea shanty.	Sing simple chants and rhymes together, in tune and from memory, following visual cues. Sing songs with a very small pitch range and pentatonic songs. Sing a wide range of call-and-response songs to control vocal pitch and pitch match.	Sing songs regularly with increasing vocal control: clear words and breathing at the end of phrases. Sing songs with a small but slightly wider pitch range, pitching accurately. Echo sing short, melodic phrases. Know the meaning of dynamics and tempo, and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols. Know what verses, chorus and lyrics are.	Sing a widening range of unison songs of varying styles, traditions and structures tunefully and with expression. Perform forte and piano, loud and soft. Perform actions confidently and in time to a range of action songs. Chant or sing a round in two parts. Perform as a choir in school assemblies or other events.	Continue to sing a broad range of unison songs with clear diction, pitching the voice accurately and following directions for changes in: tempo, crescendo and diminuendo Sing two and three-part rounds. Begin to sing songs in different time signatures (2/4 , 3/4, and 4/4 time) with small and large leaps, as well as a simple second part to introduce vocal harmony. Perform a range of songs in school assemblies.	Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style. Sing three-part rounds and partner songs (songs where two different melodies are sung creating harmony). Perform a range of songs in school assemblies and school performance opportunities.	Confidently sing a broad range of songs, including those that involve syncopated rhythms, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style. Continue to sing three- and four-part rounds or partner songs. Perform a range of songs as a choir in school assemblies, school performance opportunities, and to a wider audience.

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Listening						
National Curriculum Aims:	KS1 Pupils listen with concentration and understanding to a range of high-quality live and recorded music					
	KS2 - Listen with attention to detail and recall sounds with increasing aural memory. - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions, and from great composers and musicians. - Develop an understanding of the history of music.					
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	- Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. - Listen to recorded performances. - Experience live music making in and out of school.					
3 & 4 year olds: Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Reception: Listen to and explore emotions through music/sound and movement - how do different songs, sounds make you feel/move your body i.e., happy, sad, angry. Encourage children to talk and express their thoughts and ideas about their learning. Children listen to music from the 1920's to learn how it influenced Kandinsky's Artwork.	- Know how to talk about feelings created by a song/music - Know how to say if music tempo is fast or slow. - Know how to say if music dynamics are loud or quiet. - Know how to recognise some instruments in a piece of music. - Start to know there are different styles of music and that music can be different around the world	- Start to know how to talk about the style of music and where it fits into the world. - Know how to recognise and name some band, orchestral and percussion instruments in music. - Know how to describe a song or piece of music using Y1 & Y2 vocabulary. (SEE VOCABULARY PROGRESSION GRID).	- Know how to talk about what the lyrics mean and how the song creates a feeling. - Know how to talk about the song/music using <Y3 vocabulary (SEE VOCABULARY PROGRESSION GRID). - Know how to recognise and name some band, orchestral and percussion instruments in music.	- Know how to reflect on why a song or piece of music has been written. - Know how to recognise the style of music they are listening to and link it to something else they have heard. - Learn how sounds are produced and how instruments are classified (eg wind, string, brass) - Know how to reflect on a performance they have performed. - Identify static and moving parts in the music. - Know how to use <Y4 vocabulary (SEE VOCABULARY PROGRESSION GRID).	- Know how to express feelings created by a piece of music or song and justify own personal opinion with reference to learnt musical concepts. - Know how to listen to a recorded performance and discuss its strengths and weaknesses. - Know how to listen/watch a recording of their own performance and suggest ways to improve it (then practise to improve) - Know how to discuss the structure of music. - Know how to use <Y5 vocabulary (SEE VOCABULARY PROGRESSION GRID).	- Know how to express feelings created by a piece of music or song and justify own personal opinion with reference to learnt musical concepts < Y6 (SEE VOCABULARY PROGRESSION GRID). - Know how to recognise the style of music and suggest when and where in the world the music or song might fit, with justifications. - Know how to critique compositions.

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Composing						
National Curriculum Aims:	KS1:					
	KS2:					
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
3 & 4 year olds: Create own songs or improvise a song around one they know. Reception: Children work in a group to create music and movement/ dance e.g., Chinese New Year	Improvise simple vocal chants using question-and-answer phrases. Create musical sound effects and short sequences of sounds in response to a stimuli. Combine sounds to make a story using classroom instruments. Invent, retain, and recall rhythm and pitch patterns. Recognise how graphic notation can represent created sounds.	Create music in response to a non-musical stimulus. Work with a partner to improvise simple question-and-answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Use graphic symbols, dot notation and/or stick notation, as appropriate, to record and perform composed pieces. Start to compose and notate using letter names. Improvise, explore and compose with changes in: timbre, duration, pitch and tempo; and to convey moods.	Improvise			
			Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments), inventing short 'on-the-spot' responses using a limited note-range. Structure musical ideas (e.g. using echo or question-and-answer phrases) to create music that has a beginning, middle, and end . Pupils should compose in response to different stimuli e.g. stories, verse, images (paintings and photographs), and musical sources.	Improvise on a limited range of pitches on the instrument they are now learning, and/or other instruments, making use of musical features including smooth (legato) and detached (staccato) . Begin to make compositional decisions about the overall structure of improvisations.	Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. Improvise over a simple groove , responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics: p, f, pp, ff, mp, mf, crescendo, diminuendo	Extend improvisation skills through working in small groups to: - Create music with multiple sections that include repetition and contrast. - Use chord changes as part of an improvised sequence. - Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. Experiment with various styles, traditions (eg calypso) and musical dimensions.
			Compose			
			Use graphic symbols and traditional notation to represent compositions. Compose simple song accompaniments on	Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the	Compose melodies over chords such as C major or A minor, or a key suitable for the instrument chosen.	Plan and compose longer (8- 16 beat) melodies using a pentatonic scale (e.g. C, D, E, G, A)

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			untuned percussion using known rhythms and note values as well as ostinato patterns.	instruments being learnt. Sing and play these phrases as self-standing compositions. Arrange individual notation cards of known note values (i.e. minim, semibreve, crotchet, crotchet rest, and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. Explore developing knowledge of musical components by composing music to create a specific mood e.g. creating music to accompany a short film clip. Introduce major and minor chords. Include instruments played in whole-class/ group/ individual teaching to expand the scope and range of the sound palette available for composition work. Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.	Compose lyrics to match a melody. Working in pairs, compose a short ternary (ABA) piece. Use chords to compose music to evoke a specific atmosphere, mood, or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. Perform own compositions to an audience.	Play melodies on available tuned percussion and/or orchestral instruments. Notate melodies. Compose melodies made from pairs of phrases in either G major or E minor, or a key suitable for the instrument chosen. Either of these melodies can be enhanced with rhythmic or chordal accompaniment. Compose a ternary piece. Arrange a song as a class with voices and instruments (this could include composed lyrics) and record composition using graphic symbols and/or staff notation. Use available music software/apps to create, record, edit and improve compositions and arrangements.
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KS1 Musicianship / KS2 Performing						
National Curriculum Aims:	KS1: Pupils play tuned and untuned instruments musically					
	KS2: - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Use and understand staff and other musical notations.					
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
3 & 4 year olds: Play instruments with increasing control to express their feelings and ideas. Use drawing to represent ideas like movement or loud noises. Reception: Tap out simple rhythms	Musicianship: Pulse/beat		Performing: Instrumental			
	Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Using body percussion and classroom percussion play repeated patterns (both rhythm and pitch based). Respond to the pulse in recorded/live music through movement and dance.	Understand that the speed of the beat can change, creating a faster or slower pace. Mark the beat (pulse) of a listening piece and songs they regularly sing, by tapping or clapping, and recognising tempo, as well as changes in tempo . Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others.	Start to play tuned percussion or a melodic instrument with increasing confidence. Play and perform short melodies following staff notation using a small range. Individually copy stepwise melodic phrases with accuracy at different speeds. Extend to question-and-answer phrases. Keep a steady beat on an instrument (tuned or untuned) Perform pieces (including compositions) to an audience, whilst being aware of others in the group.	Develop basic instrumental skills for a selected musical instrument over a sustained learning period. Play and perform melodies following staff notation using a small range. Perform in two or more parts from simple notation using instruments played in whole-class teaching. Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). Demonstrate legato and staccato playing.	Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C to C range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance. Understand how chords are formed and play them on tuned percussion, melodic instruments, or keyboards. Perform simple, chordal accompaniments to familiar songs. Perform on a range of instruments in mixed ensembles, possibly	Play a melody following staff notation written on one stave and using notes within an octave range. Accompany this same melody, and others, using chords or a bass line. This could be done using keyboards, tuned percussion, or tablets (eg ukulele chords) Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line. Perform with sensitivity to different tempi and dynamics.

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Musicianship: Rhythm					
Perform short copycat rhythm patterns	Play copycat rhythms , copying a leader, and invent rhythms for others to copy on untuned percussion.			including a school orchestra, to different audiences.	Perform on a range of instruments in mixed ensembles, possibly including a school orchestra, to different audiences.
Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.	Create rhythms using word phrases as a starting point.			Use technology to record performances.	Use technology to record performances then improve them.
Perform word-pattern chants and create, retain, and perform their own rhythm patterns.	Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets , quavers , and crotchets rests .				
	Create and perform their own chanted rhythm patterns with the same stick notation.				
Musicianship: Pitch		Performing: Reading Notation			
Listen to sounds in the local school environment, comparing high and low sounds.	Sing short phrases independently within a singing game or short song.	Introduce the stave , lines and spaces , clef and time signature .	Continue to understand the differences between minims , crotchets , semibreves , paired quavers , and rests with increasing confidence.	Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers .	Further understand the differences between semibreves, minims, crotchets, quavers, and semiquavers, and their equivalent rests .
Sing familiar songs in low and high voices and talk about the difference in sound.	Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).	Use dot notation to show higher or lower pitch and letter names.	Read and perform pitch notation	Further understand the differences between 2/4 , 3/4 , and 4/4 time signatures .	Further develop the skills to read and perform pitch notation within an octave.
Explore percussion sounds to explore storytelling.		Introduce and understand the differences between crotchets , minims , semibreves and paired quavers .	Follow and perform simple rhythmic scores to a steady beat: maintain individual parts		Read and play confidently from rhythm

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	Follow pictures and symbols to guide singing and playing.	Recognise dot notation and match it to three-note tunes played on tuned percussion. Start to play tuned percussion using letter names.		accurately within the rhythmic texture, achieving a sense of ensemble.	Read and perform staff notation within an octave (e.g. C to C'). Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.	notation cards and rhythmic scores. Read and play from notation a four-bar phrase, confidently identifying note names and durations.
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