



Knowledge and Skills – Progression Ladder

Subject: Music Years: 1-6							
YEAR GROUP	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Perform	<ul style="list-style-type: none"> Know a range of nursery rhymes. Sing a large repertoire of songs and nursery rhymes. Listen carefully to rhymes and songs, paying attention to how they sound. Learn poems, rhymes and songs. Know different call and response songs. 	<ul style="list-style-type: none"> Know a range of simple songs. 	<ul style="list-style-type: none"> Know a broader range of simple songs. 	<ul style="list-style-type: none"> Know a range of songs from different genres. 	<ul style="list-style-type: none"> Know a wider range of songs from different genres. 	<ul style="list-style-type: none"> Know a range of songs from around the world. 	<ul style="list-style-type: none"> Know a wide range of songs from around the world.
	<ul style="list-style-type: none"> Describe music using simple terms e.g. fast/slow/exciting/sad/loud/quiet. 	<ul style="list-style-type: none"> Know basic elements of music (pitch, pulse, dynamics). 	<ul style="list-style-type: none"> Know basic elements of music (pitch, pulse, rhythm, dynamics, tempo, texture, timbre, structure, notation). 	<ul style="list-style-type: none"> Know basic elements of music (pitch, pulse, rhythm, dynamics, tempo, texture, timbre, structure, notation). 	<ul style="list-style-type: none"> Know elements of music (pitch, pulse, rhythm, dynamics, tempo, texture, timbre, structure, notation) at some depth. 	<ul style="list-style-type: none"> Know elements of music (pitch, pulse, rhythm, dynamics, tempo, texture, timbre, structure, notation) with increasing depth and understanding. 	<ul style="list-style-type: none"> Know elements of music (pitch, pulse, rhythm, dynamics, tempo, texture, timbre, structure, notation) with increasing depth and understanding.
	<ul style="list-style-type: none"> Know how to make different movements e.g. clapping, stamping etc. To combine different movements with ease and fluency. 	<ul style="list-style-type: none"> Demonstrate the difference between high and low. 	<ul style="list-style-type: none"> Understand basic pitch. 	<ul style="list-style-type: none"> Explore the ordering of pitch. 	<ul style="list-style-type: none"> Understand the ordering of pitch. 	<ul style="list-style-type: none"> Understand pitch variation. Control sound quality and voice. 	<ul style="list-style-type: none"> Understand pitch variation. Control sound quality and voice.



Knowledge and Skills – Progression Ladder

	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music-making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> Know about a conductor. Effective strategies for group performances. 	<ul style="list-style-type: none"> Know about an audience. Know about a conductor. Effective strategies for group performances. 	<ul style="list-style-type: none"> Know about an audience. Be guided by a conductor. 	<ul style="list-style-type: none"> Explore the role of an audience. Be guided by a conductor. 	<ul style="list-style-type: none"> Have an understanding of different audiences. Respond to a conductor. Hold a vocal/instrumental part within a group. Play in time with others. 	<ul style="list-style-type: none"> Have an understanding of different audiences. Respond accurately to a conductor. Hold a vocal/instrumental part independently. Play in time with others.
		<ul style="list-style-type: none"> Use their voices with some expression by singing songs and speaking chants and rhymes. 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs in rounds. 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs in rounds and harmony. 		
		<ul style="list-style-type: none"> Starting and stopping with some accuracy following stop/go signals. 	<ul style="list-style-type: none"> Starting and stopping with some accuracy following given signals. 	<ul style="list-style-type: none"> Starting and stopping with increasing accuracy following given signals. 	<ul style="list-style-type: none"> Starting and stopping with accuracy and expression following given signals. 		
		<ul style="list-style-type: none"> Play tuned and untuned instruments. Develop dexterity through the playing of instruments. 	<ul style="list-style-type: none"> Play tuned and untuned instruments musically. Develop dexterity through the playing of instruments. 	<ul style="list-style-type: none"> Develop dexterity and control through the playing of instruments. 	<ul style="list-style-type: none"> Develop dexterity and control through the playing of instruments. 	<ul style="list-style-type: none"> Handle instruments with dexterity. 	<ul style="list-style-type: none"> Handle instruments with dexterity.



Knowledge and Skills – Progression Ladder

	<ul style="list-style-type: none"> Knows what a beat is. Begin to identify the beat through movement. 	<ul style="list-style-type: none"> Maintain a steady beat. 	<ul style="list-style-type: none"> Maintain a steady beat. 	<ul style="list-style-type: none"> Maintain a steady beat. 	<ul style="list-style-type: none"> Maintain a variety of steady beats. 	<ul style="list-style-type: none"> Maintain a variety of steady beats. Keep a rhythm going. 	<ul style="list-style-type: none"> Maintain a steady and undulating beat. Keep a rhythm going.
	<ul style="list-style-type: none"> Know how to improve their ideas. Know how to work in a team. 	<ul style="list-style-type: none"> Use signals to conduct small and large groups. Perform individually and in groups. 	<ul style="list-style-type: none"> Use signals to conduct small and large groups. Perform individually and in groups. 	<ul style="list-style-type: none"> Use a variety of signals to conduct small and large groups. Perform individually and in a range of groups. 	<ul style="list-style-type: none"> Use a variety of signals to conduct small and large groups. Perform individually and in a range of groups. 	<ul style="list-style-type: none"> Act as a leader showing sensitivity. Perform individually and in groups, including with less familiar peers e.g. across year groups/in an orchestra. 	<ul style="list-style-type: none"> Act as a leader showing sensitivity. Perform individually and in groups, including with less familiar peers e.g. across year groups/in an orchestra.
Listen	<ul style="list-style-type: none"> Identify a range of stimuli to express ideas and feelings (i.e. scarves from a costume box; responding on instruments of their choice) Know how to listen. Know ways in which to respond. Know some technical language and a range of words to describe emotional responses to music and performance. 	<ul style="list-style-type: none"> Know how to describe a few basic elements they hear. 	<ul style="list-style-type: none"> Know how to describe basic elements they hear. 	<ul style="list-style-type: none"> Know how to describe a range of elements they hear. 	<ul style="list-style-type: none"> Know how to describe a range of elements they hear. 	<ul style="list-style-type: none"> Know how to listen actively and analytically. Know how to describe the elements of music that they hear and the impact it has on the audience. 	<ul style="list-style-type: none"> Know how to listen actively and analytically. Know how to describe the elements of music that they hear and the impact it has on the audience.



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		<ul style="list-style-type: none">• Know how an audience behaves.	<ul style="list-style-type: none">• Know how an audience behaves.	<ul style="list-style-type: none">• Knows how an audience behaves.	<ul style="list-style-type: none">• Knows how an audience behaves.	<ul style="list-style-type: none">• Knows how an audience behaves.	<ul style="list-style-type: none">• Know how an audience behaves.
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Knowledge and Skills – Progression Ladder

	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. 	<ul style="list-style-type: none"> Respond to music with words, actions and movement. Know how to listen actively. Articulate feelings about music 	<ul style="list-style-type: none"> Know some technical language and emotion words/phrases to enable varied and appropriate reactions to music. Listen with concentration and some understanding to a range of high-quality live and recorded music, as well as to their peers. Articulate opinions and reactions to music listened to. 	<ul style="list-style-type: none"> Know some technical language and emotion words/phrases to enable varied and appropriate reactions to music. Listen with concentration and some understanding to a range of high-quality live and recorded music, as well as to their peers. Articulate opinions and reactions to music listened to. Identify beat in a growing range of music. Listen to rest of a group when performing. 	<ul style="list-style-type: none"> Know a range of technical language and emotion words/phrases to enable varied and appropriate reactions to music. Listen with concentration and increased understanding to a range of high-quality live and recorded music, as well as to their peers. Articulate opinions and reactions to music listened to with some variety and vocabulary. Identify beat in a growing range of music. Listen to rest of a group when performing. 	<ul style="list-style-type: none"> Knows how to use media to respond to music. Listen with concentration and increased understanding to a range of high-quality live and recorded music, as well as to their peers. Articulate opinions and reactions to music listened to with some variety and vocabulary. Respond to music with movement and abstract images and a wide range of phrases. Listen to rest of a group when performing. 	<ul style="list-style-type: none"> Knows how to use media to respond to music. Listen with concentration and greater understanding to a range of high-quality live and recorded music. Articulate opinions and reactions to music listened to with increasing variety and vocabulary. Respond to music with movement and abstract images and a wide range of phrases. Listen to rest of a group when performing.
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Knowledge and Skills – Progression Ladder

		<ul style="list-style-type: none"> Identify beat in a range of music. 	<ul style="list-style-type: none"> Identify beat in a range of music. 	<ul style="list-style-type: none"> Effectively counts a beat. 	<ul style="list-style-type: none"> Effectively counts a beat. 	<ul style="list-style-type: none"> Effectively counts a beat. 	<ul style="list-style-type: none"> Effectively counts a beat.
Review and Evaluate		<ul style="list-style-type: none"> Know how to record performances and compositions. Record compositions and performances. 	<ul style="list-style-type: none"> Know how to record performances and compositions. Record compositions and performances. 	<ul style="list-style-type: none"> Know how to record performances and compositions with increased confidence and awareness. Record compositions and performances. 	<ul style="list-style-type: none"> Know how to record performances and compositions with increased confidence and awareness. Record compositions and performances. 	<ul style="list-style-type: none"> Know how to record performances and compositions using a range of platforms and manipulate to improve. Record compositions and performances 	<ul style="list-style-type: none"> Know how to record performances and compositions using a range of platforms and manipulate to improve. Record compositions and performances.



Knowledge and Skills – Progression Ladder

		<ul style="list-style-type: none"> Listen to music across a range of historical periods, genres, styles and traditions. Responds to music with movement. 	<ul style="list-style-type: none"> Appraise music across a range of historical periods, genres, styles and traditions. Responds to music with movement and words. 	<ul style="list-style-type: none"> Appraise music across a range of historical periods, genres, styles and traditions. Responds to music with movement and words. 	<ul style="list-style-type: none"> Appraise music across a wider range of historical periods, genres, styles and traditions. Responds to music with movement and a wider vocabulary of musical words. 	<ul style="list-style-type: none"> Knows how to use the musical elements to describe and evaluate music heard. Appraise music across a range of historical periods, genres, styles and traditions including the works of the great composers and musicians. Responds to music with movement and a wider vocabulary of musical words. Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. 	<ul style="list-style-type: none"> Knows how to use the musical elements to describe and evaluate music heard. Appraise music across a range of historical periods, genres, styles and traditions including the works of the great composers and musicians. Responds to music with movement and a wider vocabulary of musical words. Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.
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Knowledge and Skills – Progression Ladder

			<ul style="list-style-type: none"> Know how to change and improve their own performances and compositions. Revisit and evaluate their own performances and compositions. 	<ul style="list-style-type: none"> Know how to change and improve their own performances and compositions. Revisit and evaluate their own performances and compositions. 	<ul style="list-style-type: none"> Know how to change and improve their own performances and compositions. Revisit and evaluate their own solo and ensemble performances and compositions. 	<ul style="list-style-type: none"> Know how to change and improve their own performances and compositions and offer suggestions for others. Revisit and critically evaluate their own performances and compositions and their peers. 	<ul style="list-style-type: none"> Know how to change and improve their own performances and compositions and offer suggestions for others. Revisit and critically evaluate their own performances and compositions and their peers.
Compose		Begin to explore sounds and instruments including using own body and voice.	<ul style="list-style-type: none"> Know how to select and combine sounds and instruments including using own body and voice. 	<ul style="list-style-type: none"> Know how to select and combine sounds and instruments including using own body and voice. 	<ul style="list-style-type: none"> Know how to select and combine a variety of sounds and instruments including using own body and voice. 	<ul style="list-style-type: none"> Knows how to select instruments and structure a piece. Use a range of sounds created by the body and voice e.g. whistle. 	<ul style="list-style-type: none"> Knows how to select instruments and structure a piece. Use a range of sounds created by the body and voice e.g. whistle.
	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. 	Experiment with, create, select and combine sounds.	<ul style="list-style-type: none"> Know about basic graphic scores. Use symbols to reflect basic graphic scores. Experiment with, create, select and combine sounds using the inter- 	<ul style="list-style-type: none"> Know about basic graphic scores. Use symbols to reflect basic graphic scores. Experiment with, create, select and combine a variety of sounds using 	<ul style="list-style-type: none"> Know about a variety of graphic score. Follow a graphic score. Experiment with, create, select and combine sounds using the inter- 	<ul style="list-style-type: none"> Knows how to use symbols to create a graphic score. Follow a graphic score. Knows that different techniques create varying effects. 	<ul style="list-style-type: none"> Knows how to use symbols to create a graphic score. Follow a graphic score. Notate own compositions. Knows that different



Knowledge and Skills – Progression Ladder

			related dimensions of music.	the inter-related dimensions of music. <ul style="list-style-type: none"> • Develop a basic understanding that different techniques create varying effects. • Have a basic understanding of musical structure. 	related dimensions of music. <ul style="list-style-type: none"> • Develop a basic understanding that different techniques create varying effects. • Have an understanding of musical structure. 	<ul style="list-style-type: none"> • Create and compose music on their own and with others, using instruments and technology. • When composing, start to organise and manipulate ideas within a basic musical structure. • Have an increased understanding of musical structure. 	techniques create varying effects. <ul style="list-style-type: none"> • Create and compose music on their own and with others, using instruments and technology. • When composing, organise and manipulate ideas within musical structures. • Improvise and compose music for a range of different purposes using the interrelated dimensions of music. • Knows how to structure music.
		<ul style="list-style-type: none"> • Use various stimuli, including familiar children's stories (i.e. Julia Donaldson) to create compositions. • Know about familiar literary characters and stories. 	<ul style="list-style-type: none"> • Know about familiar literary characters and stories. • Use various stimuli, including familiar children's stories (i.e. Julia Donaldson) to create compositions. 	<ul style="list-style-type: none"> • Use various stimuli, including stories and poetry, to create compositions. 	<ul style="list-style-type: none"> • Use various stimuli, including stories, pictures and poetry, to create compositions. 		



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