



Knowledge and Skills – Progression Ladder

Subject: Music							
YEAR GROUP	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Perform / Compose	<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. Use their voices with some expression by singing songs and speaking chants and rhymes. 	<ul style="list-style-type: none"> Know a broader range of simple songs. Use their voices expressively and by singing songs and speaking chants and rhymes. 	<ul style="list-style-type: none"> Know a range of songs from different genres. Use their voices expressively and creatively by singing songs in rounds. 	<ul style="list-style-type: none"> Know a wider range of songs from different genres. Use their voices expressively and creatively by singing songs in rounds and harmony. 	<ul style="list-style-type: none"> Know a range of songs from around the world. Use their voices expressively and creatively by singing songs in rounds, harmony and vocal improvisation. 	<ul style="list-style-type: none"> Know a wide range of songs from around the world. Use their voices expressively and creatively by singing songs in rounds, harmony and vocal improvisation.
	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> Demonstrate the difference between high and low (pitch). 	<ul style="list-style-type: none"> Continue to recognise basic pitch from a variety of sources. 	<ul style="list-style-type: none"> Explore the ordering of pitch. 	<ul style="list-style-type: none"> Understand the ordering of pitch through various types of notation. 	<ul style="list-style-type: none"> Understand pitch variation. Control sound quality and voice. 	<ul style="list-style-type: none"> Continue to understand pitch variation. Control sound quality and voice.
	<ul style="list-style-type: none"> Explore and engage in music-making and dance, performing solo or in groups. 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"> Know about the job of a conductor. Effective strategies for group performances (looking at audience, 	<ul style="list-style-type: none"> Know what an audience is and how they behave and what they expect. Use basic hand signals to 	<ul style="list-style-type: none"> Use hand signals to conduct a small group for a variety of musical elements. Effective strategies for 	<ul style="list-style-type: none"> Use hand signals to conduct a small group for an increasing variety of musical elements. Effective strategies for group performances (looking at 	<ul style="list-style-type: none"> Use hand signals to conduct a small group for an increasing variety of musical elements. Have an understanding about the different audiences they might encounter. Play in time with others. 	<ul style="list-style-type: none"> Have an understanding of different audiences. Hold a vocal/instrumental part independently. Play in time with others following a conductor, when required.



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	<ul style="list-style-type: none"> Know how to improve their ideas. Know how to work in a team. 	<p>team work, clear voice, following stop/go/loud/quiet signals).</p> <ul style="list-style-type: none"> Use basic hand signals to conduct a small group. 	<p>conduct a small group.</p> <ul style="list-style-type: none"> Effective strategies for group performances (looking at audience, team work, clear voice, following signals). 	<p>group performances (looking at audience, team work, clear voice, following signals).</p> <ul style="list-style-type: none"> Hold a vocal/instrumental part within a group (ostinato, rounds). 	<p>audience, clear voice, team work, providing fewer signals).</p> <ul style="list-style-type: none"> Hold a vocal/instrumental part within a group (ostinato, rounds, parts). Articulate words clearly both vocally and instrumentally. 	<ul style="list-style-type: none"> Effective strategies for group performances (looking at audience, clear voice, team work, providing fewer cues). Hold a vocal/instrumental part within a group (ostinato, rounds, parts). Articulate words clearly both vocally and instrumentally. 	<ul style="list-style-type: none"> Effective strategies for group performances (looking at audience, team work, clear voice, providing fewer cues). Hold a vocal/instrumental part within a group (ostinato, rounds, parts with vocal control, balance). Articulate words clearly both vocally and instrumentally.
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<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. 	<ul style="list-style-type: none"> Play tuned and untuned instruments. Develop dexterity through the playing of instruments. Begin to explore sounds and instruments including using own 	<ul style="list-style-type: none"> Play a wider variety of tuned and untuned instruments (including recorders). Develop dexterity through the playing of instruments. Know how to select and 	<ul style="list-style-type: none"> Play a wider variety of tuned and untuned instruments (including recorders). Develop dexterity and control through the playing of instruments. Know how to select and 	<ul style="list-style-type: none"> Play a wider variety of tuned and untuned instruments (including recorders). Develop dexterity and control through the playing of instruments. Know how to select and combine a variety of sounds and instruments 	<ul style="list-style-type: none"> Play a wider variety of tuned and untuned instruments (including recorders). Develop dexterity and control through the playing of instruments. Know how to select and combine a variety of sounds and instruments 	<ul style="list-style-type: none"> Play a wider variety of tuned and untuned instruments (including recorders). Develop dexterity and control through the playing of instruments. Knows how to select instruments Use a range of sounds created by the body and voice e.g. whistle, body percussion 	<ul style="list-style-type: none"> Play a wider variety of tuned and untuned instruments (including keyboards). Develop dexterity and control through the playing of instruments. Knows how to select instruments Use a range of sounds created by the body and voice e.g. whistle, body percussion
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		body (percussion) and voice.	combine sounds and instruments including using own body (percussion) and voice using the inter-related dimensions of music.	combine sounds and instruments including using own body (percussion) and voice using the inter-related dimensions of music.	including using own body (percussion) and voice. <ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<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. 	<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.
<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 heartbeat of the music (pulse). 	<ul style="list-style-type: none"> Maintain a steady heartbeat of the music (pulse). 	<ul style="list-style-type: none"> Maintain a steady beat/pulse. Keep a rhythm going. 	<ul style="list-style-type: none"> Maintain a variety of steady beats/pulse. Keep a rhythm going. 	<ul style="list-style-type: none"> Maintain a variety of steady beats/pulse. Keep a rhythm going. 	<ul style="list-style-type: none"> Maintain a steady and undulating beat/pulse. Keep a rhythm going. 	
			<ul style="list-style-type: none"> Know about basic graphic scores. Use symbols to reflect basic graphic scores. 	<ul style="list-style-type: none"> Know about basic graphic scores. Use symbols to reflect basic graphic scores. 	<ul style="list-style-type: none"> Know about a variety of graphic score. Follow a graphic score. 	<ul style="list-style-type: none"> Knows how to use symbols to create a graphic score. Follow a graphic score. 	<ul style="list-style-type: none"> Knows how to use symbols to create a graphic score. Follow a graphic score. Notate own compositions.
		<ul style="list-style-type: none"> Use various stimuli, including familiar children's 	<ul style="list-style-type: none"> Know about familiar literary 	<ul style="list-style-type: none"> Use various stimuli, including 	<ul style="list-style-type: none"> Use various stimuli, including stories, pictures and 		



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		<p>stories (i.e. Julia Donaldson) to create compositions.</p> <ul style="list-style-type: none"> Know about familiar literary characters and stories. 	<p>characters and stories.</p> <ul style="list-style-type: none"> Use various stimuli, including familiar children's stories (i.e. Julia Donaldson) to create compositions. 	<p>stories and poetry, to create compositions.</p>	<p>poetry, to create compositions.</p>		
<p>Listen /Appraise / Review /Evaluate</p>	<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 how to describe a few basic elements they hear (<i>music words</i>). Know basic elements of music (pitch, pulse, dynamics). 	<ul style="list-style-type: none"> Know how to describe basic elements they hear (<i>music words</i>). Know basic elements of music (pitch, pulse, rhythm, dynamics, tempo, texture). 	<ul style="list-style-type: none"> Know how to describe a range of <i>elements</i> they hear. Know basic elements of music (pitch, pulse, rhythm, dynamics, tempo, texture, timbre, structure, notation). 	<ul style="list-style-type: none"> Know how to describe a range of <i>elements</i> they hear. Know <i>elements</i> of music (pitch, pulse, rhythm, dynamics, tempo, texture, timbre, structure, notation) at some depth. 	<ul style="list-style-type: none"> Know how to listen actively and analytically. Know <i>elements</i> 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 listen actively and analytically. Know <i>elements</i> of music (pitch, pulse, rhythm, dynamics, tempo, texture, timbre, structure, notation) with increasing depth and understanding.



Knowledge and Skills – Progression Ladder

	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • 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"> • Respond to music with words, actions and movement. • Know how to listen actively. • Articulate feelings about music. 	<ul style="list-style-type: none"> • Respond to music with words, actions and movement. • Listen with concentration to a range of high-quality live and recorded music, as well as to their peers. • Articulate an increasing range of feelings and opinions about music with an explanation. 	<ul style="list-style-type: none"> • Respond to music with words, actions and movement. • Listen with concentration and some understanding to a range of high-quality live and recorded music, as well as to their peers. • Know some technical language and emotion words/phrases to enable varied and appropriate reactions to music. • Identify beat in a growing range of music. 	<ul style="list-style-type: none"> • Respond to music with words, actions and movement. • Listen with concentration and increased understanding to a range of high-quality live and recorded music, as well as to their peers. • Know a range of technical language and emotion words/phrases to enable varied and appropriate reactions to music. • Identify beat in a growing range of music. E.g. metre • 	<ul style="list-style-type: none"> • Respond to music with words, media, actions, movement, abstract images and a wide range of phrases. • Listen with concentration and increased understanding to a range of high-quality live and recorded music, as well as to their peers. • Know a range of technical language and emotion words/phrases to enable varied and appropriate reactions to music. • Identify beat in a growing range of music. E.g. metre • Know the impact elements have on the audience. 	<ul style="list-style-type: none"> • Respond to music with words, media, actions, movement, abstract images and a wide range of phrases. • Listen with concentration and greater understanding to a range of high-quality live and recorded music. • Know a range of technical language and emotion words/phrases to enable varied and appropriate reactions to music. • Identify beat in a growing range of music. E.g. compound metre • Know the impact elements have on the audience.
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		<ul style="list-style-type: none">Record compositions and performances using a video app.	<ul style="list-style-type: none">Record compositions and performances using a video app.	<ul style="list-style-type: none">Record performances and compositions with increased confidence and awareness.	<ul style="list-style-type: none">Record performances and compositions with increased confidence and awareness.	<ul style="list-style-type: none">Record and edit performances and compositions using a range of platforms and manipulate to improve.	<ul style="list-style-type: none">Record and edit performances and compositions using a range of platforms and manipulate to improve. E.g. sequence
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		<ul style="list-style-type: none"> Experience music across a range of historical periods (place and time), genres, styles and traditions. 	<ul style="list-style-type: none"> Experience music across a range of historical periods (place and time), genres, styles and traditions. 	<ul style="list-style-type: none"> Appraise music across a range of historical periods (place and time), genres, styles and traditions. 	<ul style="list-style-type: none"> Appraise music across a wider range of historical periods (place, context and time), genres, styles and traditions. 	<ul style="list-style-type: none"> Appraise music across a range of historical periods, genres, styles and traditions including the works of the great composers and musicians. 	<ul style="list-style-type: none"> Appraise music across a range of historical periods, genres, styles and traditions including the works of the great composers and musicians.
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		<ul style="list-style-type: none"> Know how to change and improve their own performances and compositions (creations). 	<ul style="list-style-type: none"> Know how to change and improve their own performances and compositions (creations). 	<ul style="list-style-type: none"> Know how to change, revisit evaluate and improve their own performances and compositions. 	<ul style="list-style-type: none"> Know how to change, revisit evaluate 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, revisit evaluate and improve their own performances and compositions and offer suggestions for others critically. 	<ul style="list-style-type: none"> Know how to change, revisit evaluate and improve their own performances and compositions and offer suggestions for others critically. Show limitations for instruments used.
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