

Music Knowledge Skills Progression Overview Reception to Y6

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Improvise and Compose	Improvise and experiment with voices and percussion to convey feelings. Compose words and actions for feelings. Compose sound stories using percussion instruments. Compose lyrics. Compose 3 beat body percussion.	Improvise question and answer conversations on untuned percussion. Compose group performance using kitchen-themed props. Compose actions to songs. Compose words patterns and melodies using mi-re-do (E-D-C) Compose sequences of sound effects in response to stimulus. Create & interpret simple graphic scores and use stick notation.	Improvise rhythms along to a backing track using the note C or G. Compose in call/response style. Choose untuned percussion to enhance story of a song. Compose 4 beat rhythmic accompaniments. Structure short musical ideas into a larger whole class composition. Continue to understand rhythm and duration notation – graphic scores & stick notation.	Improvise in call/response format. Compose a pentatonic ostinato. Compose simple rhythmic accompaniment on untuned percussion. Compose a 4-beat rhythm pattern to play during instrumental sections. Compose a simple drone accompaniment. Compose word-based music, focus on atmosphere and effect.	Improvise with voice using pentatonic scale notes. Doodle with voices over chords. Compose rhythmic and part on tuned/untuned percussion and instruments if relevant. Focus on timbre, dynamics, texture and structure (fit two patterns together. Compose in response to images and ideas.	Improvise over a drone. Compose body percussion patterns, melodic and rhythmic accompaniments. Compose and fit together drum patterns, base lines & riffs. Compose own arrangement of Rosewood Gratitude (instrumental unit). Record on rhythm grids.	Improvise over bassline. Compose rhythmic, chordal, melodic accompaniments. Syncopated rhythms, 3 time, melody using C major scale notes. Create variations using range of composing techniques (pitch, rhythm, structure, texture). Record with graphic score or staff notation enabling recall/reading of composition and performance. Know pitch is represented by position on stave and rhythm by type of notes e.g. quaver, crotchet.
Perform – Sing & Play	Sing songs with narrow pitch range with a sense of pitch, following the shape of the melody with their voices. Sing action song with changes of tempo. Sing in call/response structure, waltz. Play sound effects of sea on	Sing cumulative song from memory. Sing songs with narrow pitch range. Sing call/response song with a leader & in pairs. Attention to pitch. Follow shape of melody with	Sing with good diction and pitching and including dynamics. Perform rhythmically – rap chants & clapping games. Learn dynamics & musical terms crescendo,	Sing call-and-response & hold long notes. Sing with good diction & pitching, including dynamics, articulation: legato, staccato. Sing syncopated rhythms and verse	Sing in gospel style – focus on expression and dynamics. Sing with good diction and pitching & articulation – staccato and legato. Sing swung rhythms accurately. Learn 2	Sing with accurate pitching and rhythm. Sing expressively with attention to dynamics & articulation. Sing in 2 parts & in a round.	Sing syncopated melodies, rounds, Sing expressively in Y6 production as ensemble with good diction and pitching and including dynamics, articulation: legato,

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	tuned percussion. Play simple 2 note accompaniment on tuned & untuned percussion.	voices. Introduce bear through actions, tapping and clapping. Play percussion on the beat, simple ostinatos and question/answer. Record rhythm patterns using graphic scores & introduction to stick notation. Correct beater hold.	diminuendo, accelerando, ritenuto. Follow a conductor. Play rhythms from stick notation for crotchets, quavers, rests (walk, jogging). Hold beaters and instruments correctly, achieving a good tone from the instruments. Play the triangle, tambourine, and clave rhythms over a steady beat. Sing and play a C major scale. Play parts 1 and 2 of TIME (tuned percussion). Participate in an ensemble performance to other year groups.	chorus structure. Play melodic & rhythmic accompaniments. Play one note has part of a chord. Learn tuned percussion techniques: right/left sticking, playing two-note chords. Clap/play clave rhythm. Learn 2 parts of Mangrove Twilight & perform as ensemble to other Year groups.	parts of a song and be able to perform them separately. Play rhythm and bass ostinato accompaniments. Learn a range of tuned percussion techniques: stepping, glissando, shimmer, rolling, bouncing. Learn 2 or 3 parts of 'Ripples' and perform (incl. compositions) as ensemble to KS1.	Play bass notes, chords and drone accompaniments. Recognise and play 3 note patterns on staff notation from Rosewood Gratitude, perform them fluently by ear as part of a group performance to other year groups or to parents.	staccato. Sing in 2-part harmonies & with parts & solos. Play Twinkle Twinkle Little Star accurately on tuned percussion.
Listen & Appraise	Actively listen and appraise music. Identify and describe contrasts in tempo and dynamics. Begin to use musical terms (louder/quieter, faster/slower, higher/lower. Respond to music in a range of ways e.g. movement, talking, writing. Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). Listen	Actively listen and appraise music. Listen and move to songs. Clap rhythm of words. Identify and describe contrasts in tempo and dynamics. Identify high/low pitch with pitch pencils. Recognise pitched and unpitched note	Actively listen and appraise music. Recognise and play echoing phrases by ear. Identify and describe contrasts in tempo and dynamics. Identify high and low pitch using pitch pencils. Identify and clap the rhythm of words. Listen to and	Actively listen and appraise music. Respond to music through moment e.g. use pitch pencils to listen and identify where notes in the melody of the song go down and up. Identify and describe contrasts in tempo and dynamics, articulation: legato,	Actively listen and appraise music. Use musical vocabulary to identify and discuss musical characteristics of a fanfare, gospel music, similarities and differences between different acoustic guitar styles. Rhythm,	Actively listen and appraise music. Use musical vocabulary to identify and discuss rhythm, structure, major/minor keys, contrasts in dynamics, tempo and articulation, texture created by instrumental parts. Identify drum	Actively listen and appraise music. Use musical vocabulary to identify and discuss structure, texture (polyphonic & monophonic), timbre, tempo, melody, harmony, rhythm, articulation, major/minor keys,

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	to and identify pitch and beat with hand actions. Listen to a range of music and respond through movement and dance including: classical music – Overture to the Wasps by Ralph Vaughan-Williams, North American folk song - Shenandoah performed by Tom Roush and Miroirs III Une barque sur l’Ocean by Maurice Ravel.	patterns. Listen to and copy call/response patterns on voices/instruments.	demonstrate note durations with actions – walk, jogging for crotchets & quavers. Listen to and analyse four pieces of music inspired by travel/vehicles (e.g. short ride in a fast machine by John Adams).	smooth. Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features. Structure: understand the structure of rondo form (A-B-A-C-A) - ‘March’ from The Nutcracker by Pyotr Ilyich Tchaikovsky Listen and compare how different composers have approached creating word-based compositions e.g. No Place Like, Kerry Andrews.	structure, articulation of Christmas Carols.	patters, bass lines, riffs. Understand history of Argentine tango, purpose of sea shanties, music written for Balafon (traditional West African xylophone).	instruments. Be able to identify features of big band and swing music, know some key figures e.g. Ella Fitzgerald.
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