

Music Knowledge and Skills Progression

Subject Name – Music		Subject Content Foundation			
		In foundation, the EYFS expressive arts and design goals are covered through many different activities. It is important that children are given opportunities to both play, sing and create music as much as possible. This can be connected to other aspects of the curriculum. In order to cover all objectives, we advise doing one music unit a term that can be slotted in when possible, but provision for this to happen must be planned for.			
Year group	Topic	National Curriculum Objectives	Knowledge	Skills	Vocabulary
F	<p>Cycle 1:</p> <ol style="list-style-type: none"> 1. Dream on – BBC Bring in the noise. 2. My Stories – Charanga 3. Take You Home – BBC Bring in the noise. 4. Nativity. <p>Cycle 2:</p> <ol style="list-style-type: none"> 1. I am a Robot – BBC Bring in the noise. 2. Our World – Charanga 3. Hands in the Air/Summertime songs – BBC Bring in the noise. 4. Nativity 	Listening attentively, move to and talk about music, expressing their feelings and responses.	<ul style="list-style-type: none"> • They know which sounds match with each instrument. • They know how different sounds sound like. • They know how different music makes them feel and can use basic descriptive language to explain how it makes them feel. • They know how move to show how a piece of music makes them feel. • They know and are exposed to a range of different traditions and know British folk dances that they can perform. <p>https://www.bbc.co.uk/teach/bring-the-noise/national-pioneers-pages/zvg9kmn</p>	<ul style="list-style-type: none"> • They can identify and match an instrumental sound • They can match music to pictures/visual resources. Describes the sound of instruments eg: scratchy sound, soft sound. Creates visual representation of sounds, instruments, and pieces of music, • They can think abstractly about music and expresses this physically or verbally and associate genres of music with characters and stories. Accurately anticipates changes in music. • They can listen to a range of musical traditions including British folk music. 	<p>Musicianship Vocabulary:</p> <p>Fast Slow Loud Quiet Soft Beat Pitch</p> <p>Instruments: Drums, singer, maraca, guitar</p> <p>Genres: Folk music Pop music Rock music</p>

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F		<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<ul style="list-style-type: none"> • They know how to create their own songs with a sense of structure ABA is a good start. • They know how to perform a whole song making sure they have enough breath to sing. • They know lyrics to certain songs. • They know certain melodies of songs that they can add their own words to. • They know which songs they like and which ones they don't like. • They know how to match pitch with the teacher by humming and singing. https://www.bbc.co.uk/teach/bring-the-noise/music-eyfs-yolanda-brown-band-jam/zbgxwty/ • They know melodic shapes of songs. • They know call and response songs. 	<ul style="list-style-type: none"> • They can create their own songs, often with a real sense of structure. • They can often sing an entire song. • They can merge elements of familiar songs with improvised singing. • They can create sounds in vocal sound games. • They can change some or all the words of a song. • They can show strong preferences for songs he or she likes to sing and/or listen to. • They can begin to match pitch while humming and singing. • They can use sounds (not words) to match pitch. Eg: Ba, Ma, Ar etc • They can sing a melodic shape. • They can sing call and response songs. 	
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F		Explore and engage with music making performing solo or in a group. (Moving and Dancing)	<ul style="list-style-type: none"> • They know how to tap to the beat of a piece of music. https://www.bbc.co.uk/teach/bring-the-noise/music-eyfs-yolanda-brown-band-jam/zbqwxty/ • They know how to tap or clap the beat of a song they are singing. • They know how to interpret the sound of instruments with characters and settings in mind. • They know how musicians play instruments. • They know how to sing and move at the same time. • They know how to move in time with the pulse of the music. • They know the syllables in their name. • They know dance moves to familiar songs and know how to choreograph (improvise movements) to the beat. 	<ul style="list-style-type: none"> • They can clap or tap to the pulse of the music he or she is listening to. • They can clap or tap to the pulse of the song he or she is singing. • They can physically interpret the sound of instruments (mood/how it makes them feel) E.g.: marching etc. • They can physically imitate the actions of musicians. • They can move to the sound of instruments. • They can combine moving, singing and playing instruments. • They can move in time to the pulse of the music being listened to and physically responds to changes in the music. • They know the syllables in their names and can use this to clap a rhythm. • They can replicate familiar choreographed dances. Choreographs his or her own dances 	
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				to familiar music, individually, in pairs/small groups.	
F		Explore and engage with music making performing solo or in a group. (Creating music)	<ul style="list-style-type: none"> • They know what sound effects fit different stories. • They know how to work with others to create music (improvised not structured) • They know how to use CD players, MP3 players, handheld devices, keyboards. • They know how to play instruments loudly and quietly, fast and slow. • They know how to hold different musical instruments with control so they can produce sound. https://www.bbc.co.uk/teach/bring-the-noise/orchestral-families/zfbyy9q	<ul style="list-style-type: none"> • They can add sound effects to stories using instruments. Leads or is led by other children in their music making. • They can listen and respond to others in pair/group music making. • They can operate equipment such as CD players, MP3 players, handheld devices, keyboards. • They can play instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo). • They can show control to hold and play instruments to produce a musical sound. 	

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Subject name – Music				Subject content Key Stage 1	
Year	Topics	National Curriculum Objectives	Knowledge	Skills	Vocabulary
1	Cycle 1: 1. No Place Like Home – Ten Pieces 2. Christmas Production 3. Be in the Band – Bring the Noise 4. Hey You – Charanga 5. Lark Ascending – Ten pieces 6. In the Groove – Charanga Cycle 2: 1. Far – Bring the noise 2. Christmas Production 3. Holst's Planets – Ten Pieces	Controlling sounds through singing and playing: <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"> They know how to chant and sing using rhyme from memory. They know how to sing as a group and in the same pitch. They know when to stop and start. 	Pupils can sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. Stop, start, loud, quiet) and counting in.	Musicianship words: Pulse, rhythm, pitch, improvise, compose, melody, perform, bass, groove, audience, dynamics, Instruments: Guitar, saxophone, drums, decks, singers, keyboard, trumpets Genres: Rap, blues, baroque, Latin, Irish folk, funk,
			<ul style="list-style-type: none"> They know how to sing songs that use a small range of notes. They know how to sing songs that use a pentatonic scale. Eg. C,D,E,G,A,C (C major) 	Pupils can sing simple songs with a very small range, mi-so (e.g. Hello, How are You), and then slightly wider (e.g. Bounce High, Bounce Low). Include pentatonic songs (e.g. Dr Knickerbocker).	
			<ul style="list-style-type: none"> They know how to repeat section of songs in response to the teacher using the same pitch. 	Pupils can sing a wide range of call and response songs (e.g. Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy.	
		Creating and developing Musical ideas	<ul style="list-style-type: none"> They know how to use rhythm to create their own vocal chant. 	Pupils can improvise simple vocal chants.	

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<p>4. Rhythm in the Way We Walk – Charanga</p> <p>5. Your Imagination – Charanga</p> <p>6. Golden – Bring the Noise</p>	<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"> They know how to use sounds that they hear every day and around them to create short sequences. They know how to choose appropriate instruments for each of their chosen sounds. 	<p>Pupils can create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).</p>	
		<ul style="list-style-type: none"> They know how to place low and high pitches into patterns. They know how to create a simple rhymical pattern. They know the difference between each of these types of patterns. They know their different patterns by heart and can perform them. 	<p>Pupils can understand the difference between creating a rhythm pattern and a pitch pattern. Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p>	
		<ul style="list-style-type: none"> They know how to use devices to capture and create simple compositions. Leicester-Shire Music Education Hub - KS1 Music Tech (leicestershiremusiceducationhub.org) 	<p>Pupils can use music technology, if available, to capture, change and combine sounds</p>	
		<ul style="list-style-type: none"> They know how to express music through small pictures and mark makings. 	<p>Pupils can recognise how graphic notation can represent created sounds. Explore and invent own symbols, for example:</p>	

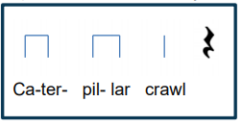
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		<p>Responding and reviewing appraising Skills</p> <ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> They know how to express the way the music makes them feel. They know what actions to use to express the feeling. 	<p>Pupils can talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc.</p>	
		<p>Listening and applying knowledge and understanding</p> <ul style="list-style-type: none"> To listen with concentration and recall sounds within increasing aural memory. 	<ul style="list-style-type: none"> They know how to recognise simple patterns through pitch and rhythm. They know instruments such as piano, drum, guitar 	<p>Pupils can identify and recognise repeated patterns and follow a wider range of musical instructions</p>	
		<p>Musicianship – Pulse</p>	<ul style="list-style-type: none"> They know how to walk, move to the beat. They know how to change the speed of their movements along with the tempo of the piece of music. 	<p>Pupils can walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p>	

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			<ul style="list-style-type: none"> • They know how to use body percussion to copy and repeat the pulse. • They know how to use body percussion to copy and repeat rhythmical phrases. • They know how to use tuned instruments to play pitch patterns maintaining a steady beat. 	Pupils can use body percussion, (e.g., clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.	
			<ul style="list-style-type: none"> • They know how to use the pulse to keep movements and dances in time with changing speeds. 	Pupils can respond to the pulse in recorded/live music through movement and dance, e.g., standing, jumping, walking on tip toes etc.	
		Musicianship – Rhythm	<ul style="list-style-type: none"> • They know how to copy rhythms performed by the teacher. • They know the difference between long and short claps. 	Pupils can perform short copycat rhythm patterns accurately, led by the teacher.	
			<ul style="list-style-type: none"> • They know how to clap along to a given pulse. • They know how to play short rhythms that fit within that pulse. 	Pupils can perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.	










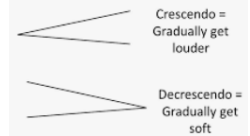
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			<ul style="list-style-type: none"> They know how to clap the syllables in a word. They know how to use chant rhythms of words and phrases. 	Pupils can perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns	
		Musicianship – Pitch	<ul style="list-style-type: none"> They know the difference between high and low. They know how to pick out high sounds and low sounds that they can hear around them. 	Pupils can listen to sounds in the local school environment, comparing high and low sounds.	
			<ul style="list-style-type: none"> They know how familiar songs. They know how to sing those songs in a low voice and a high voice. They know the vocabulary of low and high pitch to discuss those sounds. 	Pupils can sing familiar songs in both low and high voices and talk about the difference in sound.	

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			<ul style="list-style-type: none"> They know how to play percussion instruments to portray different moods. 	<p>Pupils can explore percussion sounds to enhance storytelling, e.g.</p> <ul style="list-style-type: none"> ascending xylophone notes to suggest Jack climbing the beanstalk, quiet sounds created on a rainstick/shakers to depict a shower, regular strong beats played on a drum to replicate menacing footsteps. 	
			<ul style="list-style-type: none"> They know how to follow symbols to know when to sing or play high or low. 	<p>Pupils can follow pictures and symbols to guide singing and playing, e.g., 4 dots = 4 taps on the drum.</p>	

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Year	Topics	National Curriculum Objectives	Knowledge	Skills	Vocabulary						
2	Cycle 1 1. No Place Like Home – Ten pieces 2. Christmas Production 3. Be in the Band – Bring the Noise 4. Hands, Feet, Heart – Charanga 5. Lark Ascending – Ten Pieces 6. Zoo Time – Charanga Cycle 2 1. Far – Bring the Noise 2. Christmas Production 3. Holst – The Planets – Ten pieces	Controlling sounds through singing and playing: <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">They know how to use the pitch range of do-so to sing songs.They know how to control their voice so that they can sing do-so range without	Pupils can sing songs regularly with a pitch range of do-so with increasing vocal control.	Musicianship words: Pulse, rhythm, pitch, improvise, compose, melody, perform, bass, groove, audience, dynamics, strong beat, weak beat, long, short, crotchet, quaver, crotchet rest, cuckoo interval, syllables, question. Answer, tempo Instruments: Guitar, saxophone, drums, decks, singers, keyboard, trumpets, electric guitar, reggae Genres : Rap, blues, baroque, Latin, Irish folk, funk, rock Notation: <table><tr><td></td><td>Crotchet/quarter note</td></tr><tr><td></td><td>Quaver/eighth note</td></tr><tr><td></td><td>Crotchet/quarter note rest</td></tr></table>		Crotchet/quarter note		Quaver/eighth note		Crotchet/quarter note rest
				Crotchet/quarter note							
				Quaver/eighth note							
	Crotchet/quarter note rest										
<ul style="list-style-type: none">They know how an increasing repertoire of songs using a small pitch range.They know how to accurately pitch these songs.	Pupils can sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately.										
			<ul style="list-style-type: none">They know the difference between loud and quiet.They know the difference between fast and slow.They know that loud and quiet, fast and slow are called dynamics when producing music.They know how to follow the class teacher and to use visual prompts to know when to use these dynamics. 	Pupils can explain the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g., crescendo, decrescendo, pause)							

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<p>4. Take You Home – Bring the Noise</p> <p>5. Friendship Song – Charanga</p> <p>6. Golden – Bring the Noise</p>	<p>Creating and developing Musical ideas</p> <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"> They know how to recreate different everyday sounds using untuned and tuned instruments, building upon the skills learned in year 1. They know how to create short pieces of music using tuned and untuned instruments using the sounds they have created as a stimulus. 	<p>Pupils can create music in response to a non-musical stimulus (e.g., a storm, a car race, or a rocket launch).</p>	
		<ul style="list-style-type: none"> They know how to play in time with the pulse with a partner. They know how to make a musical conversation, making sound questions and answers. <p>Check out this link for more details. Classical Kids Music Lessons: Questions, Answers, and an Unanswered Question (yourclassical.org)</p>	<p>Pupils can work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</p>	
		<ul style="list-style-type: none"> They know how to use graphic symbols as taught in year 1 to record compositions. They know how to use stick and dots to show lengths of notes played. 	<p>Pupils can use graphic symbols, dot notation, and stick notation, as appropriate, to keep a record of composed pieces</p>	

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			<ul style="list-style-type: none"> They know how to use music technology to 	Pupils can use music technology, if available, to capture, change and combine sounds.	
		Responding and reviewing appraising Skills <ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> They know how to use devices to capture and create simple compositions. Leicester-Shire Music Education Hub - KS1 Music Tech leicestershiremusiceducation.org	Pupils can respond to different moods in music and explain thinking about changes in sound.	
		Listening and applying knowledge and understanding <ul style="list-style-type: none"> To listen with concentration and recall sounds within increasing aural memory. 	<ul style="list-style-type: none"> They know how to recognise a repeated pattern in a piece of music. They know how to apply the skills and knowledge developed (such as dynamics, tempo etc) when playing and reading music. 	Pupils can identify and recognise repeated patterns and follow a wider range of musical instructions	
		Musicianship – Pulse	<ul style="list-style-type: none"> They know the difference between fast and slow and what the sounds like in varying pieces of music. 	Pupils understand that the speed of the beat can change, creating a faster or slower pace (tempo).	


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			<ul style="list-style-type: none"> • They know how to pick out the beat of a piece of music. • They know how to clap the beat of a piece of music they are listening to. • They know when the tempo changes in piece of music they are listening to. 	Pupils can mark the beat of a listening piece (e.g., Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo	
			<ul style="list-style-type: none"> • They know the difference between left and right. • They know how to use the beat to help them walk in time to the music. 	Pupils can walk in time to the beat of a piece of music or song (e.g., La Mourisque by Susato). Know the difference between left and right to support coordination and shared movement with others.	
			<ul style="list-style-type: none"> • They know which is the strong beat in a group of 2 or 3 beats. 	Pupils can begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.	
			<ul style="list-style-type: none"> • They know how when a piece of music is using groups of 2 and 3 beats. • They know what the strong beat and the weak beat is in a piece of music. 	Pupils can identify the beat groupings in familiar music that they sing regularly and listen to	







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		Musicianship – Rhythm	<ul style="list-style-type: none"> • They know how to repeat rhythms played by the teacher. • They know how to invent rhythms that can be copied by others. 	Pupils can copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.	
			<ul style="list-style-type: none"> • They know how to use word phrases to create simple rhythms. • They know how to break word phrases into syllables. • They know difference in length of each syllable. 	Pupils can create rhythms using word phrases as a starting point (e.g., Hel-lo Si-mon or Can you come and play?).	
			<ul style="list-style-type: none"> • They know the difference between a crotchet, quaver and crotchet rest and can recognise it on a piece of music. 	Pupils can read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchets rests.	
			<ul style="list-style-type: none"> • They know how to draw out their compositions using stick and dot notation. • They know how to perform these as a chant using words that fit within the rhythm. 	Pupils can create and perform their own chanted rhythm patterns with the same stick notation	






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		Musicianship – Pitch	<ul style="list-style-type: none"> They know how to match the pitch of songs using the cuckoo interval (so-mi) and use this to play singing games. They know how to recognise the cuckoo interval being played by a tuned instrument. 	Pupils can play a range of singing games based on the cuckoo interval (so-mi, e.g., Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.	
			<ul style="list-style-type: none"> They know how to use simple notation and marks showing high, low, soft, loud to sing a song independently. 	Pupils can sing short phrases independently within a singing game or short song.	
			<ul style="list-style-type: none"> They know how change pitch when singing and playing short melodic phrases. They know what actions represent high, low, soft, and loud. 	Pupils respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g., stand up/sit down, hands high/hands low).	
			<ul style="list-style-type: none"> They know how to use dot notation to work out whether to sing or play high or low. 	Pupils recognise dot notation and match it to 3-note tunes played on tuned percussion, for example: 	

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Subject name		Subject content Key stage 2							
Year	Topics	National Curriculum Objectives	Knowledge	Skills	Vocabulary				
3	Cycle 1 1. Let Your Spirit Fly – Charanga 2. Finlandia – Ten Pieces 3. Whole Class Music Making 4. In the Hall of the Mountain King – Ten Pieces 5. Mambo – Ten Pieces 6. Benjamin Britten - ‘Storm’ Interlude from ‘Peter Grimes – Ten Pieces	Controlling sounds through singing and playing: <ul style="list-style-type: none">play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionPlay tuned and untuned instruments musically.	<ul style="list-style-type: none">They know how to sing in unison, keeping to a given rhythm.They know how to sing songs in unison using the do- so range.They know how to sing in tune and use expression when singing.They know how to control the volume of their voice.	Pupils can sing a widening range of unison songs of varying styles and structures with a pitch range of do–so (e.g., Extreme Weather), tunelessly and with expression. Perform forte and piano, loud and soft.	Musicianship words: Pulse, rhythm, pitch, improvise, compose, melody, perform, bass, groove, audience, dynamics, strong beat, weak beat, long, short, crotchet, quaver, crotchet rest, cuckoo interval, syllables, question, answer, tempo, piano, forte, choir, trios, quartet, allegro, adagio Instruments: Guitar, saxophone, drums, decks, singers, keyboard, trumpets, electric guitar, violin, glockenspiel, recorder Genres: Rap, blues, baroque, Latin, Irish folk, funk, rock, Reggae, salsa, R&B, pop Notation: <table><tr><td></td><td>Crotchet/quarter note</td></tr><tr><td></td><td>Quaver/eighth note</td></tr></table>		Crotchet/quarter note		Quaver/eighth note
				Crotchet/quarter note					
				Quaver/eighth note					
			<ul style="list-style-type: none">They know how to apply movement using the rhythm of the song.	Pupils can perform actions confidently and in time to a range of action songs (e.g., Heads and Shoulders).					
			<ul style="list-style-type: none">They know how to walk, move, and clap to the beat of different songs.They know how to change the speed of movements in response to the beat of the music.	Pupils can walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.					
<ul style="list-style-type: none">They know how to sing in unison, responding to the volume and speed performed by the others in their group.	Pupils can perform as a choir in school assemblies.								
	Cycle 2 1. The Dragon Song – Charanga								

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<p>2. The Nutcracker – Ten Pieces</p> <p>3. John Adams Short Ride in a Fast Machine – Ten Pieces</p> <p>4. Blackbird – Charanga</p> <p>5. Three Little Birds – Charanga</p> <p>6. Firebird – Ten Pieces</p>	<ul style="list-style-type: none"> They know how to play a tuned instrument following staff notation. They know how to read C, D and E staff notation. They can perform tuned instruments in small groups or as a class. 	<p>Pupils can develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g., Middle C–E/do–mi) as a whole class or in small groups (e.g., trios and quartets).</p>	<div>  <p>Crotchet/quarter note rest</p> </div> <div>  <p>Paired Quaver</p> </div> <div>  <p>Treble Clef</p> </div> <div>  <p>Stave</p> </div>
	<ul style="list-style-type: none"> They know how to represent phrases that they have heard using dot notation. They know how to arrange dot notation to show phrases using C, D and E (Do – re- m) 	<p>Pupils can use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi (see illustration):</p> 	
	<ul style="list-style-type: none"> They know how to copy fast/quick/bright phrases using their voices, untuned instruments and tuned instruments. They know how to copy slow tempo phrases using their voices, untuned instruments and tuned instruments. They know how to copy question and answer phrases using voices, untuned and tuned instruments. 	<p>Pupils can individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast, and slow. Extend to question-and-answer phrases.</p>	

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		<p>Creating and developing Musical ideas</p> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music 	<ul style="list-style-type: none"> They know how to improvise short phrases using C, D and E in response to taught sections of music) 	<p>Pupils can become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</p>	
			<ul style="list-style-type: none"> They know how to construct short pieces of music using a stimulus thinking about its mood and meaning. They know how to use echo and question and answer phrases to construct short pieces of music. 	<p>Pupils can 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.</p>	
			<ul style="list-style-type: none"> They know different rhythmic notations like crotchet and quavers. They know how to use that rhythmical notation to create rising and falling phrases using the do-re-mi range (C, D and E). 	<p>Pupils can combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).</p>	

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			<ul style="list-style-type: none"> • They know how to accompany songs using untuned percussion. • They know how to use rhythms and note values to play rhythmic phrases based on songs performed. 	Pupils can compose song accompaniments on untuned percussion using known rhythms and note values.	
		Responding and reviewing appraising Skills	<ul style="list-style-type: none"> • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	Pupils can explore and comment on the ways sounds can be used expressively.	
			<ul style="list-style-type: none"> • They know how to identify moments in their own compositions that don't meet the criteria of their stimuli and objective. • They know how to improve these moments, so they fit the criteria and objective of the composition. 	Pupils can comment on the effectiveness of own work, identifying and making improvements.	

Music Knowledge and Skills Progression

		<p>Listening and applying knowledge and understanding</p> <ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory • Develop an understanding of the history of music 	<ul style="list-style-type: none"> • They know difference between crotchets, quavers and can identify them in a piece of music. • They know the difference between forte and piano and can recognise them in a piece of music. • They know the difference between a crescendo and decrescendo and can identify them in a piece of music. • They know how to describe the difference between the moods of different sounds. 	<p>Pupils can listen with attention and begin to recall sounds.</p>	
			<ul style="list-style-type: none"> • They know what sounds work well together and how they are used to create mood. 	<p>Pupils can begin to understand how different musical elements are combined and used to create an effect</p>	







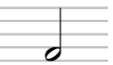
Music Knowledge and Skills Progression

			<ul style="list-style-type: none"> • They know the history and information of a range of composers. • They know the information behind an array of different musical traditions. • They know how to describe and compare how music from a range of composers and traditions makes them feel. 	Pupils can listen to and begin to respond to music drawn from different traditions and great composers and musicians.	
		Musicianship – Reading Notation	<ul style="list-style-type: none"> • They know how to recognise a treble clef and how to draw it. • They know how to represent higher and lower pitches using dot notation. 	Pupils can start to use stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.	
			<ul style="list-style-type: none"> • They know the difference between the value of a crotchet and paired quavers. 	Pupils can begin to understand the differences between crotchets and paired quavers.	
			<ul style="list-style-type: none"> • They know how to break words up into syllables. • They know how to create rhythmical patterns using the different lengths of syllables. • They can apply each of those rhythmical patterns to a musical note. 	Pupils can apply word chants to rhythms, understanding how to link each syllable to one musical note.	



Music Knowledge and Skills Progression

Year	Topic	National Curriculum	Knowledge	Skills	Vocabulary
4	Cycle 1	Controlling sounds through singing and playing: <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Play tuned and untuned instruments musically. 	<ul style="list-style-type: none"> They know how to sing in unison matching pitch with their peers. They know how to pitch songs using the range of an octave (do – do). They know how to follow direction when performing. They know how to change volume while performing. 	Pupils can sing a broad range of unison songs with the range of an octave (do–do) (e.g., One More Day—a traditional sea shanty) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).	Musicianship words: Pulse, rhythm, pitch, improvise, compose, melody, perform, bass, groove, audience, dynamics, strong beat, weak beat, long, short, crotchet, quaver, crotchet rest, cuckoo interval, syllables, question, answer, tempo, piano, forte, choir, trios, quartet, allegro, adagio, harmony, pentatonic scale, paired quaver, minim, legato, staccato, bars, treble clef, stave, octave Instruments: Guitar, saxophone, drums, decks, singers, keyboard, trumpets, electric guitar, violin, glockenspiel, recorder Genres: Rap, blues, baroque, Latin, Irish folk, funk, rock, Reggae, salsa, R&B, pop Notation:
	1. Mamma Mia – Charanga		<ul style="list-style-type: none"> They know how to perform in a round keeping their part in time. They know how to count in different time signatures (2, 3 and 4 beats per bar). They know how to change pitch between notes. They know how to hold a simple 2 part harmony. 	Pupils can sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g., Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g., Hear the Wind).	
	2. Finlandia – Ten Pieces		<ul style="list-style-type: none"> They know how to listen to others while performing. 	Pupils can perform a range of songs in school assemblies.	
	3. Whole Class Music Making		<ul style="list-style-type: none"> They know how to play a tuned instrument. 	Pupils develop facility in the basic skills of a selected musical instrument over a sustained learning period. This can be achieved through working closely with your local Music Education Hub who can provide whole-class instrumental teaching programmes.	
	4. In the Hall of the Mountain King – Ten Pieces				
	5. Mambo – Ten Pieces				
	6. Benjamin Britten - 'Storm' Interlude from 'Peter Grimes – Ten Pieces				
	Cycle 2				

Music Knowledge and Skills Progression

<p>1. Lean On Me – Charanga</p> <p>2. The Nutcracker – Ten Pieces</p> <p>3. John Adams Short Ride in a Fast Machine – Ten Pieces</p> <p>4. Bringing us Together – Charanga</p> <p>5. Stop – Charanga</p> <p>6. Firebird – Ten Pieces</p>		<ul style="list-style-type: none"> They know how to recognise middle C to G using staff notation. They know how to follow a simple piece of music during performance. 	Pupils can play and perform melodies following staff notation using a small range (e.g., Middle C–G/do–so) as a whole-class or in small groups.	 Crotchet/quarter note  Quaver/eighth note
		<ul style="list-style-type: none"> They know which parts of the music to follow when performing a piece of music that is divided into two parts. They know the difference between a pause and moving parts of the music. 	Pupils can perform in two or more parts (e.g., melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.	 Crotchet/quarter note rest  Paired Quaver
		<ul style="list-style-type: none"> They know how to write down a short melodic phrase using the pentatonic scale. C, D, E, G, A They know how to perform that pentatonic scale using a tuned instrument. 	Pupils can copy short melodic phrases including those using the pentatonic scale (e.g., C, D, E, G, A)	 Treble Clef  Stave
		<ul style="list-style-type: none"> They know how to improvise using C, D, E, G and A on tuned instruments that they have learned. They know how to play melodies smoothly (legato) They know how to play melodies detached (staccato). 	Pupils can improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).	 Minim
	<p>Creating and developing Musical ideas</p> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related 			

Music Knowledge and Skills Progression

		dimensions of music	<ul style="list-style-type: none"> They know how to use criteria to select best elements from improvisations that can be used to create the basis of a composition. 	Pupils can begin to make compositional decisions about the overall structure of improvisations. Continue this process in the composition tasks below.	 Semibreve
			<ul style="list-style-type: none"> They know the difference in length between a crotchet, quaver, and minim. They know which rhythmic notation to use to represent the beat length in the bar. 	Pupils can combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.	
			<ul style="list-style-type: none"> They know the value of each note on a notation card and can arrange the cards into phrases of 2 beat, 3 beat and 4 beat bars. 	Pupils can arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. 	
			<ul style="list-style-type: none"> They know how to use crescendo and decrescendo to create different moods. They know how to arrange notes to create phrases that produce different moods. 	Pupils can explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.	
			<ul style="list-style-type: none"> They know what a major chord sounds like. They know what a minor chord sounds like. 	Pupils can recognise the difference between major and minor chords.	

Music Knowledge and Skills Progression

			<ul style="list-style-type: none"> • They know how to play a tuned instrument taught in class. • They know what instrument to choose to create certain moods and feelings depending on the composition. 	Pupils can play tuned instruments in whole class/group/individual teaching to expand the scope and range of the sound palette available for composition work.	
			<ul style="list-style-type: none"> • They know how to use different notation forms to write down ideas during composition sessions. 	Pupils can capture and record creative ideas using any of: <ul style="list-style-type: none"> • graphic symbols • rhythm notation and time signatures • staff notation • technology. 	
		Responding and reviewing appraising Skills <ul style="list-style-type: none"> • 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"> • They know how sounds can be combined and can use relevant vocabulary to explain how they are used expressively. 	Pupils can recognise and explore the ways sounds can be combined and used expressively and comment on this effect.	
			<ul style="list-style-type: none"> • They know how to comment on their own work using the vocabulary from the year 4 vocabulary list. • They know how to make improvements to their compositions based upon peer and own feedback. 	Pupils can comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.	









Music Knowledge and Skills Progression

		Listening and applying knowledge and understanding <ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory Develop an understanding of the history of music 	<ul style="list-style-type: none"> They know how to recognise patterns in their own compositions and compositions of others. 	Pupils can listen to and recall patterns of sounds with increasing accuracy.	
			<ul style="list-style-type: none"> They know the difference between different genres and know their origins. They know how to describe and compare how music from a range of composers and traditions makes them feel. 	Pupils can listen to and begin to respond to music drawn from different traditions and great composers and musicians.	
			<ul style="list-style-type: none"> They know how different musical elements are combined and know why this makes them feel a certain way. 	Pupils can understand how different musical elements are combined and used expressively.	
		Musicianship – Reading Notation	<ul style="list-style-type: none"> They know the difference in beats between a minim, crotchet, paired quavers, and rests. 	Pupils can begin to understand the differences between minims, crotchets, paired quavers, and rests.	
			<ul style="list-style-type: none"> They know how to read notation up to middle G from bottom C. 	Pupils can read and perform pitch notation within a defined range (e.g. C–G/do–so).	
			<ul style="list-style-type: none"> They know how to stick to a simple rhythm. Maintaining their own part while listening to other performers around them. 	Pupils can follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.	

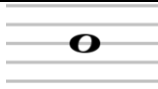
Music Knowledge and Skills Progression

Year	Topic	National Curriculum	Knowledge	Skills	Vocabulary
5	Cycle 1: 1. Livin on a Prayer – Charanga 2. Rhapsody in Blue – Ten Pieces 3. Doctor Who – Ten Pieces 4. Ukulele – Charanga 5. Dancing in the Street – Charanga 6. Earth – Ten Pieces Cycle 2: 1. Mars from the Planets – Ten Pieces 2. Fresh Prince of Bel Air – Charanga	Controlling sounds through singing and playing: <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Play tuned and untuned instruments musically. 	<ul style="list-style-type: none"> They know a range of ensemble songs. They know how to sing songs using the correct pitch. They know how genre can influence the style in which you sing a song. They know how to breath in the correct places to show phrasing within the song. 	Pupils can 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.	Musicianship words: Pulse, rhythm, pitch, improvise, compose, melody, perform, bass, groove, audience, dynamics, strong beat, weak beat, long, short, crotchet, quaver, crotchet rest, cuckoo interval, syllables, question, answer, tempo, piano, forte, choir, trios, quartet, allegro, adagio, harmony, pentatonic scale, paired quaver, minim, legato, staccato, bars, treble clef, stave, octave, triad, chord, fortissimo, pianissimo, mezzo forte, mezzo piano, major scale, minor scale Instruments: Guitar, saxophone, drums, decks, singers, keyboard, trumpets, electric guitar, violin, glockenspiel, recorder, African drums, ukulele Genres: Rap, blues, baroque, Latin, Irish folk, funk,
			<ul style="list-style-type: none"> They know songs split into three parts rounds and know how to use the beat to work out when to come in. They know the difference between a verse and a chorus. 	Pupils can sing three-part rounds, partner songs, and songs with a verse and a chorus.	
			<ul style="list-style-type: none"> They know how to listen to others while performing. They know how to keep time by watching the teacher 	Pupils can perform a range of songs in school assemblies and in school performance opportunities.	
			<ul style="list-style-type: none"> They know how to read staff notation written between middle C range building on independence across the year. They know how to play glockenspiels as taught in year 3 and 4 confidently. 	Pupils can play melodies on tuned percussion, melodic instruments, or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.	

Music Knowledge and Skills Progression

	3. Dmitri Shostakovich Symphony No 10 – Ten Pieces 4. Make You Feel My Love – Charanga 5. African Drumming 6. Summer Production		<ul style="list-style-type: none"> They know what notes fit together to make a triad (three note chord). They know how to play a triad on a glockenspiel. They know how to play triads to accompany familiar songs. 	Pupils understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g., Yellow Submarine by The Beatles).	rock, Reggae, salsa, R&B, pop Notation: <div>  Crotchet/quarter note </div> <div>  Quaver/eighth note </div> <div>  Crotchet/quarter note rest </div> <div>  Paired Quaver </div> <div>  Treble Clef </div> <div>  Stave </div> <div>  Minim </div> <div>  Semi quaver </div>
			<ul style="list-style-type: none"> They know how to recognise notes within the middle C range. They know how to recognise note lengths by counting while listening to familiar melodies. They know how to use both elements to copy phrases from familiar melodies. 	Pupils can develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.	
		Creating and developing Musical ideas <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music 	<ul style="list-style-type: none"> They know how to improvise over a drone using glockenspiels or other melodic instruments. They know how to use learnt phrases using the middle C range, to improvise over a drone. 	Pupils can improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.	

Music Knowledge and Skills Progression

			<ul style="list-style-type: none"> • They know how to use dynamics to create certain effects and moods. • They know the difference between, fortissimo, pianissimo, mezzo forte and mezzo piano. • They know how to construct compositions using satisfying melodic shapes. 	<p>Pupils can improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in the composition tasks below.</p>	 Semibreve
			<ul style="list-style-type: none"> • They know how to compose using phrases improvised in previous sessions. Fitting together pairs of phrases in C major or A major. • They know the difference between C major and A major scale. • They know how to accompany melodies using rhythmic phrases or triads (chords). 	<p>Pupils can compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</p>	
			<ul style="list-style-type: none"> • They know what ternary means (Compositions using three phrases in an ABA form). 	<p>Pupils can work in pairs to compose a short ternary piece.</p>	

Music Knowledge and Skills Progression

			<ul style="list-style-type: none"> • They know what chords create certain moods. • They know how to compose using the correct chords to create certain moods. 	<p>Pupils can use chords to compose music to evoke a specific atmosphere, mood, or environment.</p> <p>For example, La Mer by Debussy and The River Flows in You by Yiruma both evoke images of water. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.</p>	
			<ul style="list-style-type: none"> • They know how to use different notation forms to write down ideas during composition sessions. • They know how to write down compositional ideas using charanga and other technology. 	<p>Pupils can capture and record creative ideas using any of:</p> <ul style="list-style-type: none"> • graphic symbols • rhythm notation and time signatures • staff notation • technology. 	
		<p>Responding and reviewing appraising Skills</p> <ul style="list-style-type: none"> • 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"> • They know how to describe different types of musical styles using learnt vocabulary. 	<p>Pupils can describe, compare, and evaluate different types of music beginning to use musical words.</p>	
			<ul style="list-style-type: none"> • They know how to evaluate theirs and others work using criteria set out by the composer. 	<p>Pupils can comment on the success of own and others work, suggesting improvements based on intended outcomes.</p>	

Music Knowledge and Skills Progression










		Listening and applying knowledge and understanding	<ul style="list-style-type: none"> They know the difference between different pitches and can identify where phrases are repeated. 	Pupils can listen to and recall a range of sounds and patterns of sounds confidently.	
			<ul style="list-style-type: none"> They know how music reflects certain meanings, for example – use of dynamics, tempo and 	Pupils can begin to identify the relationship between sounds and how music can reflect different meanings	
			<ul style="list-style-type: none"> They know the difference between different genres and know their origins. They know how to describe and compare how music from a range of composers and traditions makes them feel. They know how to discuss how music has changed throughout time, using vocabulary from the year 5 list and can start to place music into different time periods. 	Pupils can listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.	
		Musicianship – Reading Notation	<ul style="list-style-type: none"> They know the difference in beats between semibreves, minims, crotchets, paired quavers, and semiquavers. 	Pupils can understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers	
			<ul style="list-style-type: none"> They know how to count in 2/4-, 3/4- and 4/4-time signatures. They know the difference between each time signature and can explain why they are different. 	Pupils can understand the differences between 2/4-, 3/4- and 4/4-time signatures.	

Music Knowledge and Skills Progression




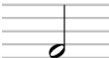

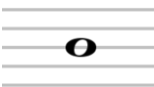
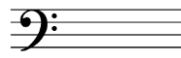
			<ul style="list-style-type: none"> They know how to read pitch notation within C-C octave. They know how to play tuned instruments using pitched notation within C-C octave. 	Pupils can read and perform pitch notation within an octave (e.g., C–C'/do–do).	
			<ul style="list-style-type: none"> They know how to represent rhythmic phrases using conventional notation to represent note durations. 	Pupils can read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.	

Year	Topic	National Curriculum Objectives	Knowledge	Skills	Vocabulary
6	Cycle 1: 1. Happy – Charanga 2. Rhapsody in Blue – Ten Pieces 3. Doctor Who – Ten Pieces	Controlling sounds through singing and playing: <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing 	<ul style="list-style-type: none"> They know what a syncopated rhythm is. They know a broad range of songs, including songs with syncopated rhythms. They know how to sing as an ensemble with an awareness of rhythm, phrasing (breathing in the correct places), accurate pitch and style. 	Pupils can sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style.	Musicianship words: Pulse, rhythm, pitch, improvise, compose, melody, perform, bass, groove, audience, dynamics, strong beat, weak beat, long, short, crotchet, quaver, crotchet rest, cuckoo interval, syllables, question, answer,

Music Knowledge and Skills Progression

4. Ukulele – Charanga 5. Music and Me – Charanga 6. Earth – Ten Pieces Cycle 2: 1. Mars from the Planets – Ten Pieces 2. A New Year Carol – Charanga 3. Dmitri Shostakovich Symphony No 10 – Ten Pieces 4. You’ve Got a Friend in Me – Charanga 5. African Drumming	<ul style="list-style-type: none">accuracy, fluency, control and expressionPlay tuned and untuned instruments musically.	<ul style="list-style-type: none">They know songs split into three parts rounds and know how to use the beat to work out when to come in.They know the difference between a verse and a chorus.They know how to listen to each other to create a balanced sound when singing.	Pupils can continue to sing three- and four-part rounds (e.g., Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e., no longer in discrete parts – to develop greater listening skills, balance between parts and vocal independence	tempo, piano, forte, choir, trios, quartet, allegro, adagio, harmony, pentatonic scale, paired quaver, minim, legato, staccato, bars, treble clef, stave, octave, triad, chord, fortissimo, pianissimo, mezzo forte, mezzo piano, major scale, minor scale, bass clef, chords, ternary form Instruments: Guitar, saxophone, drums, decks, singers, keyboard, trumpets, electric guitar, violin, glockenspiel, recorder, African drums, ukulele Genres: Rap, blues, baroque, Latin, Irish folk, funk, rock, Reggae, salsa, R&B, pop Notation: <table><tr><td></td><td>Crotchet/quarter note</td></tr><tr><td></td><td>Quaver/eighth note</td></tr><tr><td></td><td>Crotchet/quarter note rest</td></tr></table>		Crotchet/quarter note		Quaver/eighth note		Crotchet/quarter note rest
			Crotchet/quarter note							
			Quaver/eighth note							
			Crotchet/quarter note rest							
<ul style="list-style-type: none">They know how to listen to others while performing.They know how to keep time by watching the teacher	Pupils can perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.									
<ul style="list-style-type: none">They know how to follow staff notation on one stave using the middle C range.They know that ff stands for fortissimo, pp stands for pianissimo, mf stands for mezzo forte and mp stands for mezzo piano.	Pupils can play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (ff), very quiet (pp), moderately loud (mf) and moderately quiet (mp).									
		<ul style="list-style-type: none">They know the difference between treble clef and bass clef.They know the primary chords. Primary Chords - Music Theory Academy	Pupils can accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard							

Music Knowledge and Skills Progression

6. Summer Production		<ul style="list-style-type: none">• They know how to play either a melody or accompaniment line during performance.• They know how to listen to others within performance.	Pupils can engage with others through ensemble playing (e.g., school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.	 Paired Quaver	
	Creating and developing Musical ideas <ul style="list-style-type: none">• improvise and compose music for a range of purposes using the inter-related dimensions of music	<ul style="list-style-type: none">• They know how to create melodies that are separated into multiple sections using repetition and contrasting sections.• They know how to use repetition and contrasting sections to tell a story.	Pupils can create music with multiple sections that include repetition and contrast.	 Treble Clef	
					 Stave
					 Minim
			<ul style="list-style-type: none">• They know how to improvise with the primary chords.	Pupils can use chord changes as part of an improvised sequence.	 Semi quaver
		<ul style="list-style-type: none">• They know how to develop improvised 8 beat sections into extended melodies using repetition to create different melodic shapes.	Pupils can extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape	 Semibreve	
	<ul style="list-style-type: none">• They know what a pentatonic scale is.• They know how to use a pentatonic scale when composing.	Pupils can plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g., C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.			

Music Knowledge and Skills Progression

			<ul style="list-style-type: none"> They know how to play in G major and E minor on tuned instruments. They know how to compose using either of these scales. 	Pupils can compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen	Bass Clef
			<ul style="list-style-type: none"> They know how to use primary chords to improve their melodies as an accompaniment. 	Pupils can improve these melodies by enhancing with rhythmic or chordal accompaniment.	
			<ul style="list-style-type: none"> They know what a ternary piece of music is Ternary Form Music Appreciation (lumenlearning.com) They know how to compose using the ABA form. 	Pupils can compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.	
		Responding and reviewing appraising Skills <ul style="list-style-type: none"> 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"> They know the year 6 vocabulary and can use it to evaluate others work. 	Pupils can describe, compare, and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*	
			<ul style="list-style-type: none"> They know how to compose using criteria that can be used to evaluate. They know how to evaluate other pupil's work using the objectives set by that group. Focusing on areas of improvement based upon those criteria. 	Pupils can evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.	

Music Knowledge and Skills Progression

		Listening and applying knowledge and understanding	<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> They know how to use the inter-related dimensions of music to recognise certain sounds and patterns and explain what they are hearing with confidence. 	Pupils can listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence	
			<ul style="list-style-type: none"> Develop an understanding of the history of music 	<ul style="list-style-type: none"> They know how major and minor keys can be used to convey different meanings. They know how different tempo and pitch can convey different meanings. 	Pupils can identify and explore the relationship between sounds and how music can reflect different meanings.	
				<ul style="list-style-type: none"> They know about a range of different composers from different periods and cultures. They know how different venues can effect that performance of a piece of music. (acoustics, scale of the venue) They know how occasion and purpose can effect how and why a piece of music is created. 	Pupils can develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.	
		Musicianship – Reading Notation		<ul style="list-style-type: none"> They know the difference between semibreves, minims, crotchets, quavers and semiquavers and their equivalent rests. 	Pupils can further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests	
				<ul style="list-style-type: none"> They know pitch notation with an octave of C-C and can recognise the notes on the stave and can call them by their correct name. 	Pupils can further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).	

Music Knowledge and Skills Progression

			<ul style="list-style-type: none"> They know how to read music using the skills developed on both rhythmical and pitch notation developed across KS2. 	Pupils can read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.	
			<ul style="list-style-type: none"> Pupils know how to confidently identifying note names and durations. 	Pupils can read and play from notation a four-bar phrase, confidently identifying note names and durations.	