

## Knowledge Progression: Music

EYFS	Year One	Year Two	Lower Key Stage Two	Upper Key Stage Two
<b>Singing</b>				
- I can <b>sing</b> familiar <b>songs</b> .	- I can use my <b>voice</b> to <b>speak</b> , <b>sing</b> and <b>chant</b> .	- I can <b>sing</b> and follow a <b>melody</b> . - I can sing <b>increasing</b> and <b>decreasing</b> <b>tempo</b> .	- I can sing <b>a tune</b> with <b>expression</b> . - I can sing songs from <b>memory</b> with <b>accurate pitch</b> .	- I can <b>breathe</b> in the <b>correct place</b> when singing. - I can maintain my <b>part</b> whilst others are performing their part. - I can sing <b>in harmony</b> confidently and accurately.
<b>Playing instruments</b>				
- I can explore the different <b>sounds</b> of <b>instruments</b> . - I can tap out simple <b>repeated rhythms</b> .	- I can clap <b>short rhythmic patterns</b> . - I can make different sounds with my <b>voice</b> and with <b>instruments</b> . - I can repeat <b>short rhythmic</b> and <b>melodic patterns</b> . - I can make a <b>sequence of sounds</b> .	- I can play <b>simple rhythmic patterns</b> on an instrument. - I can play <b>simple patterns</b> and <b>accompaniments</b> keeping a <b>steady beat</b> . - I can clap <b>increasing and decreasing tempo</b> .	- I can play <b>clear notes</b> on instruments. - I can create <b>repeated patterns</b> with different instruments. - I can use <b>notation</b> to play <b>sequences of pitches</b> .	- I can maintain my <b>part</b> whilst other are performing their part. - I can choose the <b>most appropriate tempo</b> for a piece of music.
<b>Performing</b>				
- I can sing <b>songs</b> , make <b>music</b> and <b>dance</b> .	- I can use <b>instruments</b> to <b>perform</b> . - I can follow <b>instructions</b> about when to <b>play</b> and <b>sing</b> .	- I can perform <b>simple patterns</b> and <b>accompaniments</b> keeping a <b>steady beat</b> .	- I can perform a <b>simple part rhythmically</b> . - I can perform a <b>simple accompaniment</b> for <b>tunes</b> .	- I can perform <b>parts</b> from memory. - I can take <b>the lead</b> in a <b>performance</b> . - I can suggest <b>improvement</b> to my own work and that of others.
<b>Improvising/exploring</b>				
- I can explore with how <b>sounds</b> can be <b>created</b> and <b>changed</b> .	- I can make <b>a sequence of sounds</b> . - I can respond to <b>different moods</b> in music. - I can choose sounds to <b>represent</b> different things.	- I can create music in <b>response</b> to different starting points. - I can choose sounds which create <b>an effect</b> .	- I can combine <b>different sounds</b> to create a <b>specific mood</b> or feeling. - I can <b>improvise</b> using <b>repeated patterns</b> .	- I can improvise within a group using <b>melodic and rhythmic phrases</b> . - I can change <b>sounds</b> or organise them differently to change the <b>effect</b> .

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EYFS	Year One	Year Two	Lower Key Stage Two	Upper Key Stage Two
<b>Composing</b>				
<ul style="list-style-type: none"> <li>-Children explore and learn how <b>sounds</b> can be <b>changed</b>.</li> <li>- Children explore the different <b>sounds</b> of <b>instruments</b>.</li> <li>- Children sing <b>songs</b>, <b>make music</b> and <b>dance</b>.</li> <li>- Children experiment with ways of <b>changing</b> songs, dances and music.</li> </ul>	<ul style="list-style-type: none"> <li>- I can make <b>a sequence of sounds</b>.</li> <li>- I can choose <b>sounds</b> to <b>represent</b> different things.</li> </ul>	<ul style="list-style-type: none"> <li>- I can order <b>sounds</b> to create <b>a beginning, middle and an end</b>.</li> <li>- I can create music in <b>response</b> to <b>different starting points</b>.</li> <li>- I can choose sounds which <b>create an effect</b>.</li> <li>- I can use <b>symbols</b> to <b>represent sounds</b>.</li> <li>- I can make <b>connections</b> between <b>notations</b> and <b>musical sounds</b>.</li> <li>- I can <b>improve</b> my own work.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use <b>different elements</b> in my <b>composition</b>.</li> <li>- I can compose <b>melodies and songs</b>.</li> <li>- I can combine <b>different sounds</b> to create a <b>specific mood</b> or feeling.</li> <li>- I can use <b>notation</b> to <b>record and interpret</b> sequences of pitches.</li> <li>- I can use <b>notation</b> to record <b>compositions</b> in a small group or on my own.</li> <li>- I can <b>improve</b> my work; explaining how it has been improved.</li> </ul>	<ul style="list-style-type: none"> <li>- I can <b>change sounds</b> or organise them differently to <b>change the effect</b>.</li> <li>- I can <b>compose music</b> which meets <b>specific criteria</b>.</li> <li>- I can use <b>notation</b> to record groups of <b>pitches (chords)</b>.</li> <li>- I can use a <b>music diary</b> to record aspects of the <b>composition process</b>.</li> <li>- I can choose the <b>most appropriate tempo</b> for a piece of music.</li> <li>- I can use a variety of different <b>musical devices</b> in my <b>composition</b> (including <b>melody, rhythms and chords</b>).</li> <li>- I can suggest <b>improvement</b> to my own work and that of others.</li> </ul>
<b>Listening &amp; Appraising</b>				
<ul style="list-style-type: none"> <li>- I can <b>sing, make music</b> and <b>dance</b> in response to different <b>stimuli</b>.</li> </ul>	<ul style="list-style-type: none"> <li>- I can say whether I <b>like</b> or <b>dislike</b> a <b>piece of music</b>.</li> <li>- I can <b>respond</b> to different <b>moods</b> in music.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use <b>everyday language</b> to describe <b>music</b>.</li> <li>- I can <b>listen</b> out for particular things when listening to music.</li> <li>- I can make <b>connections</b> between <b>notations</b> and <b>musical sounds</b>.</li> <li>- I can express <b>my feelings</b> about <b>different moods</b> in music through <b>words</b> or <b>pictures</b>.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use <b>musical words</b> to describe a <b>piece of music</b> and <b>compositions</b>.</li> <li>- I can explain why <b>silence</b> is often needed in music and explain what <b>effect</b> it has.</li> <li>- I can identify the <b>character</b> of a piece of music.</li> <li>- I can identify and describe the different <b>purposes</b> of music.</li> <li>- I can use musical words to describe what I <b>like</b> and <b>do not like</b> about a piece of music.</li> <li>- I can recognise <b>the work</b> of up to three <b>famous composers</b> from two different <b>periods of music</b>.</li> </ul>	<ul style="list-style-type: none"> <li>- I can <b>describe, compare</b> and <b>evaluate</b> music using musical vocabulary.</li> <li>- I can <b>analyse features</b> within different pieces of music.</li> <li>- I can explain why I think music is <b>successful</b> or <b>unsuccessful</b>.</li> <li>- I can evaluate how the <b>venue, occasion</b> and <b>purpose</b> affects the way a piece of music is created.</li> <li>- I can <b>contrast</b> the work of at least two <b>famous composers</b> and explain my <b>preferences</b>.</li> <li>- I can compare and contrast <b>the impact</b> that different <b>composers</b> from different <b>times</b> have had on <b>people of that time</b>.</li> </ul>
	Cross-curricular links: PSHE, English (Speaking and Listening), Maths (Patterns and sequences)	Cross-curricular links: PSHE, English (Speaking & Listening), Maths (Patterns and sequences)	Cross-curricular links: PSHE, English (Speaking and Listening), Maths (Patterns and sequences)	Cross-curricular links: PSHE, English (Speaking and Listening), Maths (Patterns and sequences)

## Knowledge Progression: Music

Skills specific to the inter-related dimensions of music				
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<b>Texture</b>				
	- I can <b>perform</b> simple <b>melodies</b>	- I can <b>perform</b> simple <b>accompaniments</b> to a <b>melody</b> .	- I can create my own <b>ostinato</b> and <b>riffs</b> ( <b>rhythmic and melodic</b> ) and play them in time with others.	- I can <b>describe</b> and <b>perform</b> music which uses a variety of <b>textures</b> (e.g. <b>unison, chordal, counterpoint</b> )
<b>Duration</b>				
	- I can repeat a <b>simple rhythm</b> keeping a <b>steady pulse</b> .	- I can keep a <b>steady pulse</b> and play at <b>different speeds</b> . - I can <b>clap</b> a simple <b>rhythm</b> . - I can use a <b>rhythmic ostinato</b> to <b>accompany</b> a <b>song</b> . - I can differentiate between <b>pulse and rhythm</b> . - I can differentiate between <b>long and short sounds</b> and use them when <b>composing</b> .	- I can <b>create</b> and <b>perform rhythmic patterns</b> . - I can <b>improvise</b> a <b>rhythm</b> over a <b>steady pulse</b> . - I can <b>keep a steady pulse</b> and play at <b>different speeds</b> .	- I can describe <b>the character of music</b> in relation to its <b>meter</b> and <b>rhythmic patterns</b> . - I can select <b>meter</b> and <b>rhythmic patterns</b> appropriately in my <b>compositions</b> to give music a <b>specific character</b> .
<b>Notation</b>				
	- I can use pictures (fly, spider etc) to <b>represent</b> and <b>organise sounds</b> .	- I can use pictures (fly, spider etc) to <b>represent</b> and <b>organise sounds</b> . - I can write/draw <b>patterns</b> to represent <b>long and short sounds</b> . - I can use words/pictures to create <b>rhythm patterns</b> .	- I can perform sounds (including <b>pitch and rhythm</b> ) from a <b>simple graphic score</b> . - I can recognise <b>crotchets, crotchet rests, quavers, minims, semibreves</b> and use them to compose and perform <b>rhythms</b> .	- I can use a <b>graphic score</b> with a more complex <b>texture</b> . - I can use a variety of <b>note values</b> , including the <b>dotted crotchet/quaver rhythm</b> , to <b>compose, notate and perform</b> . - I can recognise and use simple <b>staff notation</b> .
<b>Pitch</b>				
	- I can control <b>changes in pitch</b> with my voice or instrument ( <b>higher/lower</b> ). - I can create and perform simple <b>melodies</b> using <b>two tones</b> on a <b>tuned instrument</b> . - I can create and perform simple <b>melodies</b> using <b>two tones</b> on a <b>tuned instrument</b> .	- I can control <b>changes in pitch</b> with my voice or instrument ( <b>higher/lower</b> ). - I can create and perform simple <b>melodies</b> using <b>two tones</b> on a <b>tuned instrument</b> . - I can differentiate between <b>high and low sounds</b> . - I can show <b>changes in pitch</b> using <b>tuned percussion</b> (e.g. <b>steps, slides, jumps</b> ).	- I can explore and create <b>melodies</b> that use <b>steps and leaps</b> and a wider range of <b>notes</b> . - I can show an understanding of <b>scales</b> in my <b>compositions and performances</b> (e.g. <b>pentatonic scales, blues</b> etc)	- I can use an <b>octave</b> to <b>compose</b> and <b>improvise melodies</b> . - I can use the concept of the <b>'home note'</b> when composing. - I can describe music in relation to it being in a <b>major or minor key</b> and how this affects <b>the mood of the music</b> . - I can use <b>chord sequences</b> .

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<b>Timbre</b>				
	- I can choose <b>sounds</b> to <b>represent ideas</b> (e.g. shakers for leaves falling off a tree).	- I can choose <b>sounds</b> to <b>represent ideas</b> (e.g. shakers for leaves falling off a tree). - I can <b>accompany songs</b> with thought to the <b>meaning/mood of the music</b> .	- I can select <b>a sound</b> or <b>instrument</b> to achieve an <b>effect</b> (e.g. quiet playing on chime bars to create something peaceful). - I can identify <b>instruments</b> and <b>world instruments</b> (e.g. <b>wind instruments</b> , <b>African drums</b> ).	- I can create music that uses appropriate <b>sounds</b> to achieve an <b>intention</b> (e.g. creating a sea soundscape). - I can identify and classify <b>instruments</b> and <b>families of instruments</b> (e.g. <b>wind instruments</b> , <b>string instruments</b> , <b>percussion instruments</b> ).
<b>Tempo</b>				
	- I can control <b>changes in tempo</b> with my voice or instrument (e.g. <b>faster/slower</b> ).	- I can control <b>changes in tempo</b> with my voice or instrument (e.g. <b>faster/slower</b> ).	- I can play the <b>same part</b> at a <b>fast or slower tempo</b> . - I can use <b>musical vocabulary</b> to describe <b>tempo</b> ( <b>Adagio = slow</b> , <b>Allegro = fast</b> )	- I can use a greater range of <b>musical vocabulary</b> to describe <b>tempo</b> ( <b>Largo</b> , <b>Vivace</b> , <b>Andante</b> etc) and say how the tempo affects the character of the music.
<b>Dynamics</b>				
	- I can control changes in <b>dynamics</b> with my voice or instrument (e.g. <b>louder/quieter</b> ).	- I can control changes in <b>dynamics</b> with my voice or instrument (e.g. <b>louder/quieter</b> ). - I can choose appropriate <b>dynamics</b> for songs and accompaniment.	- I can use a <b>range of dynamics</b> within my performance. - I can use <b>musical vocabulary</b> to describe <b>dynamics</b> ( <b>piano = soft</b> , <b>forte = loud</b> )	- I can use a greater range of <b>musical vocabulary</b> to describe the <b>changes in dynamics</b> within a piece of music (e.g. <b>crescendo</b> , <b>diminuendo</b> , <b>pianissimo</b> , <b>fortissimo</b> )
<b>Structure</b>				
	- I know that <b>a piece of music</b> is made up of <b>different sections</b> (e.g. <b>beginning</b> , <b>ending</b> , <b>verse</b> , <b>chorus</b> ).	- I know that <b>a piece of music</b> is made up of <b>different sections</b> (e.g. <b>beginning</b> , <b>ending</b> , <b>verse</b> , <b>chorus</b> ).	- I can identify <b>the structure</b> of a piece of music, either <b>AB</b> or <b>ABA</b> or <b>ABC</b>	- I can identify the <b>structure</b> of a longer piece of music and use <b>musical vocabulary</b> to describe the <b>form</b> of a piece of music (e.g. <b>canon</b> , <b>rondo</b> , <b>minuet</b> )
	<i>Cross-curricular links: PSHE, Art, English (Speaking and Listening), History, Science, Computing</i>	<i>Cross-curricular links: PSHE, Art, English (Speaking and Listening), History, Science, Computing</i>	<i>Cross-curricular links: PSHE, Art, English (Speaking and Listening), History, Science, Computing, MFL</i>	<i>Cross-curricular links: PSHE, Art, English (Speaking and Listening), History, Science, Computing, MFL</i>