



Progression of Music Skills Document

Knowledge, Skills and Understanding: MUSIC

SKILL: PERFORMING

KS1	LKS2	UKS2
<p>Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Children can:</p> <ol style="list-style-type: none">1. sing with good diction;2. begin to be able to sing in tune songs with a limited range;3. sing in time to a steady beat. <p>Pupils play tuned and un-tuned instruments musically.</p> <p>Children can:</p> <ol style="list-style-type: none">1. name a variety of instruments;2. perform with a good sense of beat and rhythm;3. perform together in an ensemble;4. change the tempo or dynamics while playing an instrument.	<p>Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Children can:</p> <ol style="list-style-type: none">1. sing with good diction;2. sing in tune songs with a limited range;3. sing a song with two or more parts;4. perform with expression;5. use correct technique to play instruments.	<p>Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Children can:</p> <ol style="list-style-type: none">1. sing with good diction;2. sing in tune;3. sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch;4. perform with accuracy and expression, showing an understanding of the context of the music;5. use correct technique to play instruments with improved confidence and accuracy.

Knowledge, Skills and Understanding: MUSIC

SKILL: LISTENING		
KS1	LKS2	UKS2
<p>Pupils listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1. begin to recognise different genres of music; 2. begin to recognise instruments being played in a piece of music; 3. express their opinion about pieces of music. 	<p>Pupils listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1. find the beat in a piece of music; 2. explain the tempo, dynamics and duration of a piece of music; 3. begin to recognise some orchestral instruments in a piece of music. 	<p>Pupils listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1. find the beat in a piece of music; 2. explain the tempo, dynamics, metre, timbre and duration of a piece of music; 3. Recognise orchestral instruments and describe their effect in a piece of music.
	<p>Pupils appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1. recognise a range of music genres; 2. recognise instruments being played in a piece of music; 3. express their opinion about pieces of music using appropriate musical vocabulary; 4. discuss similarities and differences in pieces of music. 	<p>Pupils appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1. recognise a range of music genres (including from around the world) and describe their characteristics; 2. name a variety of composers and artists associated with different genres of music; 3. recognise instruments being played in a piece of music; 4. express their opinion about pieces of music using appropriate musical vocabulary; 5. discuss similarities and differences in pieces of music and explain how composers and performers achieve this.

Knowledge, Skills and Understanding: MUSIC

SKILL: COMPOSING		
KS1	LKS2	UKS2
<p>Pupils experiment with, create, select and combine sounds using the inter-related dimensions of music. (ie. pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation)</p> <p>Children can:</p> <ol style="list-style-type: none"> 1. compose a simple tune using three or four notes; 2. create sound effects for a picture or story, thinking about how music can create a mood; 3. write down their compositions using symbols, pictures or patterns. 	<p>Pupils improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1. compose a tune using eight notes; 2. compose music that has a recognisable 3. structure (beginning, middle and end). 	<p>Pupils improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1. create more complex tunes, thinking about their audience. 2. add lyrics to a composition; 3. Compose music that has a recognisable structure (beginning, middle and end) that shows variation in timbre and dynamics.
SKILL: NOTATION		
KS1	LKS2	UKS2
	<p>Pupils use and understand staff and other musical notations.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1. recognise crotchets, quavers, semibreves and crotchet rests; 2. begin to be able to recognise some notes on a treble clef staff. 	<p>Pupils use and understand staff and other musical notations.</p> <p>Children can:</p> <ol style="list-style-type: none"> 1. recognise crotchets, quavers, semibreves, crotchet and quaver rests; 2. recognise notes on a treble clef staff; 3. understand that notes are positioned differently on a bass clef; 4. read, and play from, music notation; 5. record their own compositions using music notation.

Knowledge, Skills and Understanding: MUSIC

SKILL: KNOWLEDGE

KS1	LKS2	UKS2
	<p>Pupils develop an understanding of the history of music.</p> <p>Children can:</p> <ol style="list-style-type: none">1. name some composers and genres of music from different eras.	<p>Pupils develop an understanding of the history of music.</p> <p>Children can:</p> <ol style="list-style-type: none">1. name some composers and genres of music from different eras;2. name different musical periods.

Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the music national curriculum.

For more detail about linked subject progression within the EYFS Framework, please refer to [these documents](#).

Expressive Arts and Design (Exploring and Using Media and Materials)

Children sing songs, make music, dance and experiment with ways of changing them.

Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Key Stage 1 National Curriculum Expectations

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes;
- play tuned and untuned instruments musically;
- listen with concentration and understanding to a range of high-quality live and recorded music;
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Stage 2 National Curriculum Expectations

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;
- improvise and compose music for a range of purposes using the inter-related dimensions of music;
- listen with attention to detail and recall sounds with increasing aural memory;
- use and understand staff and other musical notations;
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;
- develop an understanding of the history of music.