

KOP science and non core subject progression documents

Subject: Music

Year group	Progression of skills	Progression in knowledge	Key vocabulary and essential experiences
Pre school	<ul style="list-style-type: none"> -Sings and chants with and to others -Sings to and with toys and props -Able to move in response to rhythms heard played on instruments eg a drum -Able to play instrument and movement games -Encounter a range of instruments that will support children to develop their physical control of instruments, eg tapping a drum with hands or tapping rhythm sticks together -Children are able to play instruments in different ways, eg passing a tambourine quietly around a circle -Creates own patterns in music making -Experiments with ways of playing instruments, eg volume (dynamics), speed (tempo), character of sounds such as tapping a tambourine/shaking a tambourine (timbre) -Shows control in holding and playing instruments, eg use a guiro by holding the guiro in one hand and scraping it using the other hand with a beater -Able to describe the music, eg happy music -Explore ways of encouraging active listening; moving with music or painting/drawing with music -Vocalises in a free-flowing way within their play, eg whilst painting or playing 	<ul style="list-style-type: none"> -Can identify specific sounds in the environment eg sounds of cars, running water -Children have access to different musical environments. eg one day drums out on a table and another day baskets with different types of bells -Sings in their role play, eg singing phrases such as "Dinner's ready" or "Let's go" -Children have the opportunity to listen to a range of songs that involve different styles of singing eg opera -Repeat phrases of songs 	<p>Essential experiences:</p> <ul style="list-style-type: none"> Listening to different genres of music Opportunity to join in with nursery rhymes Christmas concert performance

	with clay		
Nursery	<ul style="list-style-type: none"> -Able to create visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music -Children can describe the sound, verbally or physically -Children can create their own songs, often with a real sense of structure, eg a beginning and an end -Merges elements of familiar songs with improvised singing -Creates sounds in vocal sound games -Changes some or all of the words of a song -Able to sing the melodic shape (moving melody, eg up and down, down & up) of familiar songs -Internalises music, e.g sings songs inside his or her head. -Able to play pitch match -Offer children a first line of a song and ask them to continue the song -Claps or taps to the pulse of the music/song he or she is listening to -Physically interprets the sound of instruments, eg tiptoes to the sound of a xylophone -Physically imitates the actions of musicians, eg pretends to play the trumpet -Leads or is led by other children in their music making, eg being a conductor -Operates equipment such as handheld devices, keyboards -Can identify and match an 	<ul style="list-style-type: none"> -Able to match music to pictures -Can describe the sound of instruments eg scratchy sound, soft sound -Children have the opportunity to listen to different sounds, talking about favourite sounds, songs and music -Children can answer questions about the music, eg what do you like about the music? What can you hear? -Can often sing an entire song; songs could be nursery rhymes, pop songs etc -Has strong preferences for songs he or she likes to sing and/or listen to -Children have the opportunity to listen to a wide range of music so that music is not limited to music for "types" of people -Encourage children to sing words that rhyme with others -Sing entire songs -Listens and responds to others in pair/group music making 	<p>Essential experiences:</p> <ul style="list-style-type: none"> Listening to different genres of music Opportunity to join in with nursery rhymes Christmas concert performance

	<p>instrumental sound, eg hear a shaker and indicate that they understand it is a shaker</p> <p>-Plays instruments with control to play loud/quiet, (dynamics), fast/slow (tempo)</p> <p>-Shows control with how to hold and play instruments to produce a musical sound, eg holding a triangle in the air by the string with one hand and playing it with a beater with the other</p> <p>-Can join in with the clapping or tapping to the song they are singing or music they are listening to</p>		
Reception	<p>-Thinks abstractly about music and expresses this physically or verbally eg "This music sounds like floating on a boat." "This music sounds like dinosaurs."</p> <p>-Associates genres of music with characters and stories</p> <p>-Accurately anticipates changes in music, eg when music is going to get faster, louder, slower</p> <p>-Pitch matches, eg reproduces with his or her voice the pitch of a tone sung by another</p> <p>-Internalises music, eg sings songs inside his or her head</p> <p>-Offer opportunities for children to sing solo</p> <p>-Provide opportunities for children to share their songs with other children</p> <p>-Children can record their own songs</p> <p>-Combine moving, singing and playing instruments, eg marching, tapping a drum whilst singing</p> <p>-Replicates familiar choreographed dances eg imitates dance and movements associated with pop songs</p>	<p>-Able to sing the melodic shape (moving melody, eg up and down, down & up) of familiar songs</p> <p>-Sing a range of well-known nursery rhymes and songs (Ring O'Roses, The ABC song, I'm a Little Teapot, The Grand Old Duke of York, Pat-a-cake)</p> <p>-Children can describe the sounds or move to the sound of each instrument as they listen</p> <p>-Children can explain their opinions on the music</p>	<p>Essential experiences:</p> <p>Listening to different genres of music</p> <p>Christmas concert performance</p>

	<ul style="list-style-type: none"> -Able to create music based on a theme eg creates the sounds of the seaside -Finds and records sounds using recording devices -Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, eg playing quietly with quiet parts within music, stopping with the music when it stops -Keeping a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making -Taps rhythms to accompany words, eg tapping the syllables of names/objects/ animals/lyrics of a song -Creates rhythms using instruments and body percussion -Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music -Move to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum -Able to join in and play rhythm games, eg tapping out the syllables of children’s names, song lyrics -Children can create visual patterns with the shapes which they could then either play themselves, other children could play or an adult could play -Choreographs own dances to familiar music, individually, in pairs/small groups 		
<p>By the end of EYFS children should:</p>	<p>Sing a range of well-known nursery rhymes and songs</p> <p>Imitate movement in response to music</p> <p>Tap out simple repeated rhythms</p>		

	<p>Explore and learn how sounds can be changed</p> <p>Make up simple songs and rhythms</p> <p>Begin to build a repertoire of songs</p> <p>Explore the different sounds of instruments</p> <p>Perform music with others</p>		
Year 1	<ul style="list-style-type: none"> -To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars -To learn about voices, singing notes of different pitches (high and low) -To learn that they can make different types of sounds with their voices -To learn to start and stop singing when following a leader -Treat instruments carefully with respect -Play an instrument in tune (glockenspiel - 3 notes correctly played in a row) -Perform a song -Add ideas to their performance -Say how they felt about a performance -To be able to make up a tune on the spot -Share music with other children through a performance 	<ul style="list-style-type: none"> -To know 5 songs off by heart (Hey You!, Rhythm in the Way We Walk, Banana Rap, In the Groove, Round and Round) -To know what the songs are about -To know and recognise the sounds and names of some of the instruments they use -To know that music has a steady pulse, like a heartbeat -To know that we can create rhymes from words -Learn the names of the instruments that they are playing 	<p>Essential experiences:</p> <p>Perform a song/ instrumental piece to an audience</p> <p>Christmas concert performance</p> <p>Key vocabulary:</p> <p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, perform, singers, keyboard, percussion, trumpets, saxophones, blues, folk, funk, pulse, rhythm, pitch, audience and imagination.</p>
Year 2	<ul style="list-style-type: none"> -To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars -To learn how songs can tell a story or describe an idea 	<ul style="list-style-type: none"> -To know five songs off by heart (Hands, feet, heart, Ho ho ho, I wanna play in a band, Zootime, Friendship song) -To know some songs have a chorus or a response/answer part 	<p>Essential experiences:</p> <p>Perform a song/ instrumental piece to an</p>

	<ul style="list-style-type: none"> -Learn about voices singing notes of different pitches (high and low) -Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm) -Learn how to find a comfortable singing position -Learn to start and stop singing when following a leader -Treat instruments carefully and with respect -Learn how to play the glockenspiel in tune - (playing 5 notes correctly in order) -Play a section of a song in time with the steady beat (playing 5 notes correctly in order) - Listen to and follow musical instructions from a leader - Learn how the notes of the composition can be written down and changed if necessary -Choose a song they have learnt from charanga and perform it -Add their own ideas to the performance -Say how they felt about a performance 	<ul style="list-style-type: none"> -To know that songs have a musical style -To know that music has a steady pulse, like a heartbeat -To know that we can create rhythms from words, our names, favourite food, colours and animals -To know that rhythms are different from a steady pulse. - To know we add high and low sounds, pitch, when we sing and play our instruments -To know that unison means that everyone is singing at the same time -To know that songs can include other ways of using their voice eg rapping (spoken word) -To know why we need to warm up our voices -Learn the names of the notes in their instrumental part -To know the names of instruments played in class -To know that improvisation is making up your own tunes on the spot -To know composing is like writing a story with music -To know what a performance is 	<p>audience</p> <p>Go to the theatre.</p> <p>Have the opportunity to perform at the Rose - Infant singing festival</p> <p>Christmas concert performance</p> <p>Key vocabulary:</p> <p>Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, melody, dynamics, tempo, performance, audience, rap, Reggae and glockenspiel.</p>
<p>By the end of KS1 children should:</p>	<p>Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments</p> <p>Listen to a range of different musical genres</p> <p>Experiment with, create, select and combine sounds</p> <p>Take part in performances to an audience</p>		

<p>Year 3</p>	<ul style="list-style-type: none"> -Learning proper use and care of instruments -Learning how to play safely -Playing together in ensemble arrangements (parts and harmony, sequences) -Responding to cues and conducting -Reading and writing a short piece of music (7 notes) and talk about how it was created -Creating (At least 7 notes long) and evaluating music -To confidently identify and move to the pulse -To think about what the words of a song mean -To take it in turn to discuss how the song makes them feel -Listen carefully and respectfully to other people's thoughts about the music -To sing in unison and in simple two-parts -To demonstrate a good singing posture -To follow a leader when singing -To sing with awareness of being 'in tune' -To have an awareness of the pulse internally when singing -Play a simple song taught on the recorder from memory or using notation (At least 7 notes long) -To rehearse and perform their part -To listen to and follow musical instructions from a leader 	<ul style="list-style-type: none"> -Beginning to understand elements of music such as structure, accompaniment, timbre, note duration, volume and dynamics -To know that music can sound different from different cultures and how to appreciate this -Historical links to music eg. key composers - Bob Marley -To know five songs from memory and who sang them or wrote them (Let Your Spirit Fly, Three Little Birds, The Dragon Song, Bringing us together, Christmas song of choice) -To know the style of the five songs (Let Your Spirit Fly, Three Little Birds, The Dragon Song, Bringing us together, Christmas song of choice) -To know the main sections of the song (introduction, verse, chorus etc.) - Name some of the instruments they heard in the song -Know how to find and demonstrate the pulse -Know the difference between pulse and rhythm -Know that every piece of music has a pulse/steady beat -Know that songs can make you feel different things e.g. happy -To know why you must warm up your voice -To know and be able to talk about improvisation -To know that if you improvise using the notes you are given, you cannot make a mistake -To know and be able to talk about a composition 	<p>Essential experiences:</p> <ul style="list-style-type: none"> Perform a song/ instrumental piece to an audience In Y3/4 go to the theatre Christmas concert performance Music showcase performance Opportunity to join choir, orchestra and have 1:1 piano and flute lessons Wider opportunities music lessons for all children <p>Key vocabulary:</p> <ul style="list-style-type: none"> Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, melody, texture, structure, electric guitar, organ, backing vocals, riff, melody, Reggae,
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	<ul style="list-style-type: none"> -Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo -To choose what to perform -Record of a performance and say how they were feeling, what they were pleased with what they would change and why -To choose one song and be able to talk about 	<ul style="list-style-type: none"> -To recall 3 facts about a composer: Bob Marley 	<p>imagination, disco, choir and conductor</p>
Year 4	<ul style="list-style-type: none"> -Learning proper use and care of instruments -How to play safely -Playing together in ensemble arrangements (parts and harmony, sequences) -Responding to cues and conducting -Reading and writing a piece music (10 notes long) -Creating music and evaluating this -To confidently identify and move to the pulse -To talk about the music and how it makes them feel -Listen carefully and respectfully to other people's thoughts about the music -To sing in unison and in simple two-parts -To demonstrate a good singing posture -To follow a leader when singing -To sing with awareness of being 'in tune' 	<ul style="list-style-type: none"> -Beginning to understand elements of music such as structure, accompaniment, timbre, note duration, volume and dynamics -Exposure to and cultural significance of various African beats -To know five songs from memory and who sang them or wrote them (Mamma Mia, Stop!, Lean on me, Blackbird, Christmas song of choice) -To know the style of the five songs (Mamma Mia, Stop!, Lean on me, Blackbird, Christmas song of choice) -To choose one song and be able to talk about it -Identify the main sections of the song (introduction, verse, chorus etc) -Name some of the instruments they heard in the song. -Know and be able to talk about how pulse, rhythm and pitch work together -Know the difference between pulse and rhythm -To know that songs can make you feel different things e.g. happy 	<p>Essential experiences:</p> <p>Perform a song/ instrumental piece to an audience</p> <p>In Y3/4 go to the theatre</p> <p>Christmas concert performance</p> <p>Music showcase performance</p> <p>Wider opportunities music lessons for all children</p> <p>Opportunity to join choir, orchestra and have 1:1 piano and flute lessons</p> <p>Key</p>

	<ul style="list-style-type: none"> -To rejoin the song if lost -To listen to the group when singing -Sing or play a simple melody of a song (using the recorder) from memory or using notation -To rehearse and perform their part -To experience leading the playing by making sure everyone plays in time -Plan and create a section of music that can be performed and talk about how it was created -Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo -Record the composition in any way appropriate that recognises the connection between sound and symbol -To choose what to perform -Present a musical performance -To talk about the best place to be when performing and how to stand or sit -Record of a performance and say how they were feeling, what they were pleased with what they would change and why -To create musical ideas for the group to copy or respond to 	<ul style="list-style-type: none"> -To know why you must warm up your voice -To know and be able to talk about the instruments being used -To know that if you improvise using the notes you are given, you cannot make a mistake <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> - A composition and the different ways of recording compositions (letter names, symbols, audio etc.) <p>-To know and be able to talk about: Performing is sharing music with other people, an audience.</p> <p>-To recall 4 facts about a composer: Bill Withers</p>	<p>vocabulary:</p> <p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, melody, solo, unison, rhythm patterns, musical style, rapping, lyrics, choreography, notation, backing vocal, piano, organ, acoustic guitar, percussion, choir and conductor</p>
<p>By the end of Lower KS2 children should:</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing fluency and expression</p> <p>Improvise and compose music</p> <p>Listen and recall sounds</p> <p>Understand musical notations</p>		

	<p>Understand a wide range of music from different traditions and from composers and musicians</p> <p>Take part in performances to an audience</p>		
Year 5	<ul style="list-style-type: none"> -To identify and move to the pulse with ease -To think about the message of songs -To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences -Listen carefully and respectfully to other people's thoughts about the music -Talk about the music and how it makes you feel -To sing in unison and to sing backing vocals -To explore singing solo -To demonstrate a good singing posture -To follow a leader when singing -To sing with awareness of being 'in tune' -Play the recorder with the correct technique -Select and learn an instrumental part that matches their musical challenge -To rehearse and perform their part -Create simple melodies using up to twelve different notes and simple rhythms -Listen to and reflect upon the developing composition -Record the composition in any way appropriate that recognises the connection between sound and symbol 	<ul style="list-style-type: none"> -To know five songs from memory, who sang or wrote them, when they were written (Livin' on a Prayer, Make you feel my love, The Fresh Prince of Bel Air, Dancing in the Street, Christmas song of choice) -To know the style of the five songs and to name other songs in those styles -To know what the songs are about and where they are used (texture, dynamics, tempo, rhythm and pitch) - Identify the main sections of the songs (intro, verse, chorus etc.) -Name some of the instruments they heard in the songs - The historical context of the songs. What else was going on at this time? -Know and be able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song -To know and explain the importance of warming up your voice -To know and be able to talk about the different ways of writing music down – e.g. staff notation, symbols -To know and be able to talk about improvisation -To know and be able to talk about a composition -To recall 6 facts about a composer: Bob Dylan 	<p>Essential experiences:</p> <p>Perform a song/ instrumental piece to an audience</p> <p>Christmas concert performance</p> <p>Music showcase performance</p> <p>Opportunity to join choir, orchestra and have 1:1 piano and flute lessons</p> <p>Key vocabulary:</p> <p>Rock, amplifier, chorus, improvise, compose, appraising, structure, pulse, rhythm, solo, ballad, verse, interlude, strings, piano, guitar, bass, drums, melody, rap, funk, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, soul, harmony</p>

	<p>(e.g. graphic/pictorial notation)</p> <ul style="list-style-type: none"> -To choose what to perform -To reflect on strengths and weaknesses of the performance - Play at least 12 notes correctly to a tune on a musical instrument with the correct technique -To listen to and follow musical instructions from a leader 		and melody.
Year 6	<ul style="list-style-type: none"> -To identify and move to the pulse with ease -To think about the message of songs -To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences -Listen carefully and respectfully to other people's thoughts about the music -Talk about the music and how it makes you feel -To sing in unison and to sing backing vocals -To demonstrate a good singing posture -To follow a leader when singing -To experience rapping and solo singing -To listen to each other and be aware of how you fit into the group -To sing with awareness of being 'in tune' -Create simple melodies using a range of different notes (a percussion instrument) - need to be able to create/ 	<ul style="list-style-type: none"> -To know five songs from memory, who sang or wrote them, when they were written and why (Happy, A New Year Carol, You've got a friend, WW2 songs) -To know the style of the songs and to name other songs (Happy, A New Year Carol, You've got a friend, WW2 songs) -To talk about the songs including any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) -Identify the structure of the songs (intro, verse, chorus etc.) -Name some of the instruments used in the songs -To know the historical context of the songs. What else was going on at this time, musically and historically? -To know and be able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music -To know and confidently sing five songs and their parts from memory -To know what the song is about and 	<p>Essential experiences:</p> <p>Perform a song/ instrumental piece to an audience</p> <p>Go to a West end show</p> <p>Go to watch local secondary school performances</p> <p>Christmas concert performance</p> <p>Music showcase performance</p> <p>Opportunity to join choir, orchestra and have 1:1 piano and flute lessons</p> <p>Key</p>

	<p>play a melody at least 15 notes long</p> <p>-Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song</p> <p>-Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p> <p>-To choose what to perform</p> <p>-To discuss and talk musically about strengths and weaknesses of the performance</p>	<p>the meaning of the lyrics</p> <p>-To know and explain the importance of warming up your voice</p> <p>-To know and be able to talk about the different ways of writing music down eg staff notation and symbols</p> <p>-To know and be able to talk about improvisation: To know a well-known improvising musician - Bacharach Anorak</p> <p>-To know and be able to talk about a composition</p> <p>-To recall 8 facts about a composer: Benjamin Britten</p>	<p>vocabulary:</p> <p>Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, solo, improvisation, melody,, solo, ostinato, unison, Gospel, unison and harmony.</p>
<p>By the end of Upper KS2 children should:</p>	<p>Develop an understanding of the history of music</p> <p>Choose, play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing fluency and expression</p> <p>Improvise and compose music</p> <p>Listen and recall sounds</p> <p>Understand and talk about musical notations - use musical terminology</p> <p>Understand a wide range of music from different traditions and from composers and musicians</p> <p>Take part in performances to an audience</p>		