



Music – Key Knowledge Progression

EYFS Development Matters Statements & Early Learning Goals	
EYFS	<p>Nursery: I can sing a large repertoire of songs. I can listen with increased attention to sounds, responding to what I heard, expressing my thoughts and feelings. I can remember and sing entire songs. I can sing the pitch of a tone sung by another person ('pitch match'). I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. I can create my own songs, or improvise a song around one I know. I can play instruments with increasing control to express their feelings and ideas.</p> <p>Key Vocabulary: Sing, copy, instrument, listen, sound, play</p>
Reception	<p>I can learn rhymes, poems and songs. I can listen attentively, move and talk about music, expressing my feelings and responses. I can watch and talk about dance and performance art, expressing my feelings and responses. I can sing in a group or on my own, increasingly matching the pitch and following the melody. I can explore and engage in music making and dance, performing solo or in groups. I can sing a range of well-known nursery rhymes and songs. I can perform songs with others and try to move in time with the music.</p> <p>Key Vocabulary: Listen, sing, together, voice, copy</p>

	Singing	Listening	Composing	Musicianship & Performing
Year 1	I can sing 2 melodies (so-mi) with mostly accurate pitch matching.	I can listen with growing concentration to a range of live and recorded music, responding in different ways e.g. drawing, moving. I can say how a piece of music makes me feel.	I have created music in response to an idea or theme, exploring the inter-related dimensions. I can suggest ideas to replace words in familiar songs.	I can keep the beat using my body, with some support. I can copy a simple rhythm using my body. I have explored a range of tuned and untuned instruments. I have used pictures and symbols to support my singing and playing.
	Key Vocabulary: Sing	Key Vocabulary: listen	Key Vocabulary: create	Key Vocabulary: Beat, pulse, graphic symbols rhythm, tuned, untuned, instrument
Year 2	I can sing 2 or 3 note melodies (la-so-mi) with mostly accurate pitch matching.	I can listen with growing concentration to a range of live and recorded music, recognising changes in dynamics and tempo. I can say how a piece of music makes me feel and give a reason why.	I have created music in response to an idea or theme, exploring the inter-related dimensions. I can create a simple rhythm using words and phrases as a starting point.	I can move and perform to a steady beat/pulse. I can copy a simple rhythm using my body or an instrument. I have played a range of tuned and untuned instruments. I have used pictures and symbols (including sticks and dots) to support my singing and playing.
	Key Vocabulary: Sing, pitch	Key Vocabulary: Listen, dynamics, tempo, record	Key Vocabulary: Rhythm, create	Key Vocabulary: Rhythm, beat, pulse, instrument, tuned, untuned, stick notation, dot notation, sing, play

	Singing	Listening	Composing	Musicianship & Performing
Year 3	I can sing with some expression and a growing sense of pitch. I have sung canons, rounds and other partner songs with some support.	I can listen with growing concentration to a range of live and recorded music and describe how the inter-related dimensions are used to create different moods and effects. I have listened to different instrumental families. I am beginning to use the vocabulary of dynamics and tempo when I am talking about music.	I can improvise and compose simple rhythmic patterns on untuned percussion using known notes: crotchets, paired quavers and rests/ walk, jogging and ssh. I have recorded my compositions in a variety of ways (e.g. graphic notation, rhythm notation, music technology).	I can keep a steady beat on an instrument. I can clap or tap an ostinato (repeating rhythm). I am beginning to understand the difference between pulse and rhythm. I can read and clap/tap a 4- beat rhythm pattern consisting of crotchets, paired quavers and crotchets rests (walk, jogging and ssh). I can play simple melodic phrases using a small number of notes.
	Key Vocabulary: expression, pitch, round, cannon	Key Vocabulary: Mood, effect, dynamics, tempo, live, recorded	Key Vocabulary: Improvise, compose, crotchet, quaver, rest, recorded	Key Vocabulary: Ostinato, crotchet, quavers, rests, notes, walk, jogging, ssh
Year 4	I can sing with expression, good diction and mostly accurate tuning. I can sing canons, rounds and other partner songs with growing independence.	I can listen with growing concentration to a range of live and recorded music and describe how the inter-related dimensions are used to create different moods and effects. I have listened to different instrumental families and I am beginning to recognise them by sound. I am beginning to use the vocabulary of the inter-related dimensions when I am talking about music.	I can improvise and compose within given parameters e.g. create a simple melody using a small range of notes, or create a rhythm using crotchets, paired quavers, minims and rests/ walk, jogging, stride and ssh. I have recorded my compositions in a variety of ways (e.g. graphic notation, rhythm notation, music technology).	I can choose and maintain an appropriate pulse. I can maintain an ostinato part (repeating rhythm) on percussion instruments, keeping to the pulse. I can identify the pulse and the rhythm. I can read and clap/tap a 4- beat rhythm pattern consisting of known notes: crotchets, paired quavers, minims and crotchets rests /walk, jogging, stride and ssh. I have played a simple melody on a tuned instrument
	Key Vocabulary: Expression, cannon, round	Key Vocabulary: Recorded, live, dimensions, brass, woodwind, strings	Key Vocabulary: Improvise, compose, notes, crotchets, quavers, minims, rests, recorded	Key Vocabulary: Ostinato, crotchet, quaver, minims

	Singing	Listening	Composing	Musicianship & Performing
Year 5	I can sing a broad range of songs with clear diction, accurate tuning and control of breathing and phrasing. I can sing songs and speak chants and rhymes in unison and 2/3 parts e.g. rounds and partner songs, beginning to show an awareness of how the parts fit together.	I can listen with growing concentration to a range of live and recorded music and describe how the inter-related dimensions are used to create different moods and effects using appropriate musical vocabulary. I can recognise (visually and aurally) and name a growing number of individual instruments within instrumental families.	I can improvise and compose within given parameters e.g. Improvise freely over a simple groove, or create a simple melody using a given range of notes. I have recorded my compositions in a variety of ways (e.g. graphic symbols, rhythm notation, staff notation and music technology.)	I can play a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, beginning to show an awareness of how the parts fit together. I can read and clap/tap a 2, 3 or 4-beat rhythm pattern consisting of known notes: crotchets, paired quavers, minims, semiquavers, semibreves and crotchet rests/walk, jogging, stride, running faster, ski and ssh. I have experienced reading music on staff notation. I have played and performed in solo/ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.
	Key Vocabulary: Duet, solo	Key Vocabulary: Live, recorded	Key Vocabulary: Improvise, compose	Key Vocabulary: Ensemble, semi-quaver, semi-brave, expression, running faster, ski, performed, solo
Year 6	I can sing with clear diction, accurate tuning, control of breathing and phrasing and an awareness of style. I can sing songs and speak chants and rhymes in unison and 2/3 parts e.g. rounds and partner songs, showing an awareness of how the parts fit together.	I can listen with growing concentration to a range of live and recorded music and compare pieces of music using appropriate musical vocabulary. I can recognise (visually and aurally) and name a growing number of individual instruments within instrumental families.	I can improvise and compose within given parameters e.g. Improvise freely over a simple groove, or create a simple melody using a given range of notes, and consider how to structure my compositions. I have recorded my compositions in a variety of ways with increasing detail (e.g. graphic symbols, rhythm notation, staff notation and music technology.) I can reflect on and refine my work.	I can play a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse. I can read and clap/tap more complex rhythm patterns consisting of known notes: crotchets, paired quavers, minims, semiquavers, semibreves and crotchet rests/ walk, jogging, stride, running faster, ski and ssh. I am becoming more familiar with the stave and can read short phrases with support. I have played and performed in solo/ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.
	Key Vocabulary: Duet, solo	Key Vocabulary: Live, recorded	Key Vocabulary: Improvise, compose	Key Vocabulary: Ensemble, semi-quaver, semi-brave, expression, running faster, ski, performed, solo