



Music – Key Knowledge Progression

	EYFS Development Matters Statements & Early Learning Goals
EYFS	<p>Nursery: I can sing a large repertoire of songs.</p> <p>I can listen with increased attention to sounds, responding to what I heard, expressing my thoughts and feelings.</p> <p>I can remember and sing entire songs.</p> <p>I can sing the pitch of a tone sung by another person ('pitch match').</p> <p>I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>I can create my own songs, or improvise a song around one I know.</p> <p>I can play instruments with increasing control to express their feelings and ideas.</p>
	<p>Key Vocabulary: Sing, copy, instrument, listen, sound, play</p>
	<p>Reception I can learn rhymes, poems and songs.</p> <p>I can listen attentively, move and talk about music, expressing my feelings and responses.</p> <p>I can watch and talk about dance and performance art, expressing my feelings and responses.</p> <p>I can sing in a group or on my own, increasingly matching the pitch and following the melody.</p> <p>I can explore and engage in music making and dance, performing solo or in groups.</p> <p>I can sing a range of well-known nursery rhymes and songs.</p> <p>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.	<p>I can listen with growing concentration to a range of live and recorded music, responding in different ways e.g. drawing, moving.</p> <p>I can say how a piece of music makes me feel.</p>	<p>I have created music in response to an idea or theme, exploring the inter-related dimensions.</p> <p>I can suggest ideas to replace words in familiar songs.</p>	<p>I can keep the beat using my body, with some support.</p> <p>I can copy a simple rhythm using my body.</p> <p>I have explored a range of tuned and untuned instruments.</p> <p>I have used pictures and symbols to support my singing and playing.</p>
	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.	<p>I can listen with growing concentration to a range of live and recorded music, recognising changes in dynamics and tempo.</p> <p>I can say how a piece of music makes me feel and give a reason why.</p>	<p>I have created music in response to an idea or theme, exploring the inter-related dimensions.</p> <p>I can create a simple rhythm using words and phrases as a starting point.</p>	<p>I can move and perform to a steady beat/pulse.</p> <p>I can copy a simple rhythm using my body or an instrument.</p> <p>I have played a range of tuned and untuned instruments.</p> <p>I have used pictures and symbols (including sticks and dots) to support my singing and playing.</p>
	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	<p>I can sing with some expression and a growing sense of pitch.</p> <p>I have sung canons, rounds and other partner songs with some support.</p>	<p>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.</p> <p>I have listened to different instrumental families.</p> <p>I am beginning to use the vocabulary of dynamics and tempo when I am talking about music.</p>	<p>I can improvise and compose simple rhythmic patterns on untuned percussion using known notes: crotchets, paired quavers and rests/ walk, jogging and ssh.</p> <p>I have recorded my compositions in a variety of ways (e.g. graphic notation, rhythm notation, music technology).</p>	<p>I can keep a steady beat on an instrument.</p> <p>I can clap or tap an ostinato (repeating rhythm).</p> <p>I am beginning to understand the difference between pulse and rhythm.</p> <p>I can read and clap/tap a 4- beat rhythm pattern consisting of crotchets, paired quavers and crotchets rests (walk, jogging and ssh).</p> <p>I can play simple melodic phrases using a small number of notes.</p>
	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	<p>I can sing with expression, good diction and mostly accurate tuning.</p> <p>I can sing canons, rounds and other partner songs with growing independence.</p>	<p>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.</p> <p>I have listened to different instrumental families and I am beginning to recognise them by sound.</p> <p>I am beginning to use the vocabulary of the inter-related dimensions when I am talking about music.</p>	<p>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.</p> <p>I have recorded my compositions in a variety of ways (e.g. graphic notation, rhythm notation, music technology).</p>	<p>I can choose and maintain an appropriate pulse.</p> <p>I can maintain an ostinato part (repeating rhythm) on percussion instruments, keeping to the pulse.</p> <p>I can identify the pulse and the rhythm.</p> <p>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.</p> <p>I have played a simple melody on a tuned instrument</p>
	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	<p>I can sing a broad range of songs with clear diction, accurate tuning and control of breathing and phrasing.</p> <p>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.</p>	<p>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.</p> <p>I can recognise (visually and aurally) and name a growing number of individual instruments within instrumental families.</p>	<p>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.</p> <p>I have recorded my compositions in a variety of ways (e.g. graphic symbols, rhythm notation, staff notation and music technology.)</p>	<p>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.</p> <p>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.</p> <p>I have experienced reading music on staff notation.</p> <p>I have played and performed in solo/ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.</p>
	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	<p>I can sing with clear diction, accurate tuning, control of breathing and phrasing and an awareness of style.</p> <p>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.</p>	<p>I can listen with growing concentration to a range of live and recorded music and compare pieces of music using appropriate musical vocabulary.</p> <p>I can recognise (visually and aurally) and name a growing number of individual instruments within instrumental families.</p>	<p>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.</p> <p>I have recorded my compositions in a variety of ways with increasing detail (e.g. graphic symbols, rhythm notation, staff notation and music technology.)</p> <p>I can reflect on and refine my work.</p>	<p>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.</p> <p>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.</p> <p>I am becoming more familiar with the stave and can read short phrases with support.</p> <p>I have played and performed in solo/ ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.</p>
	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