

# Furneux Pelham School – Knowledge and Skills Progression for **MUSIC**



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Controlling sounds through singing and playing [Play and Perform]</b>							
Using voices	Use voices in different ways such as speaking, singing and chanting	Use voices in different ways such as speaking, singing and chanting	Use voices expressively and creatively. Sing with the sense of shape of the melody	Sing in unison, becoming aware of pitch.	Sing in unison maintaining the correct pitch and using increasing expression.	Sing in unison with clear diction, controlled pitch and sense of phrase.	Sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase
Play tuned and untuned percussion	Join in with singing  Clap short rhythmic patterns	Create and choose sounds Perform simple rhythmical patterns, beginning to show an awareness of pulse.	Create and choose sounds for a specific effect. Perform rhythmical patterns and accompaniments keeping a steady pulse	Perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	Play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	Play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.	Play and perform with accuracy, fluency, control and expression
Rehearse and perform	Experiment creating sounds with different instruments	Think about others when performing.	Think about others when performing	Think about others while performing	Think about others while performing	Maintain own part and be aware how different parts fit together.	Think about the audience when performing and how to create a specific effect
<b>Creating and Developing creative ideas [Create and Compose]</b>							
Create and improvise musical patterns and melodies	Make a range of sounds with voice and instruments	Know about and experiment with sounds	Repeat short rhythmic and melodic patterns	Create simple rhythmical patterns that use a small range of notes	Create rhythmical and simple melodic patterns using an increased number of notes.	Create increasingly complicated rhythmic and melodic phrases within given structures.	Create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas
Explore, choose and organise sounds and musical	Begin to sequence sounds to create a rhythm or beat	Recognise and explore how sounds can be organised. Identify	Begin to explore, choose and order sounds using the inter-related	Begin to join simple layers of sound, e.g. a background	Join layers of sound, thinking about musical dynamics of each		

ideas developing musical structures	Begin to repeat simple musical patterns	and organise sounds using simple criteria e.g. loud, soft, high low.	dimensions of music.	rhythm and a solo melody.	layer and understanding the effect		within a range of given musical structures
<b>Responding and appraising</b>							
Explore, express and explain ideas and feelings about music  Analyse and compare sounds	Identify and distinguish sounds from the environment  Say whether they like or dislike a piece of music	Talk about how music makes you feel or want to move. E.g. it makes me want to jump / sleep/ shout etc.	Respond to different moods in music and explain thinking about changes in sound.	Explore and comment on the ways sounds can be used expressively.	Recognise and explore the ways sounds can be combined and used expressively and comment on this effect.	Describe, compare and evaluate different types of music beginning to use musical vocabulary.	Describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music.
Reflect and improve		Think about and make simple suggestions about what could make their own work better. E.g: play faster or louder.	Identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.	Comment on the effectiveness of own work, identifying and making improvements.	Comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.	Comment on the success of own and others work, suggesting improvements based on intended outcomes.	Evaluate the success of one's own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.
<b>Listening and applying knowledge and understanding</b>							
Listen with concentration and increasing recall		Begin to identify simple repeated patterns and follow basic musical instructions.	Identify and recognise repeated patterns and follow a wider range of musical instructions	Listen with attention and begin to recall sounds.	Listen to and recall patterns of sounds with increasing accuracy.	Listen to and confidently recall a range of sounds and patterns of sounds.	Listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
Know how the inter related dimensions of music including silence can be	Begin to describe sounds eg loud, quiet, high, low, fast, slow	Begin to understand that musical elements can be used to	Understand how musical elements create different	Begin to understand how different musical elements are	Understand how different musical elements are	Begin to identify the relationship between sounds and how music	Identify and explore the relationship between sounds

organised and used within musical structures to communicate different moods and effects		create different moods and effects.	moods and effects.	combined and used to create an effect.	combined and used expressively.	can reflect different meanings.	and how music can reflect different meanings.
Understand that sounds and music can be made in different ways and described using invented signs and symbols as well as established notations	Represent sounds pictorially	Begin to represent sounds with simple shapes and marks	Confidently represent sounds with a range of simple symbols, shapes or marks	Begin to recognise simple notations to represent music, including pitch and volume.	Understand and begin to use established and invented musical notations to represent music.	Recognise and use a range of musical notations including staff notation.	Use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.
Know how music is used for particular purposes and understand how time and place can influence the way music is created.	Listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or nursery rhyme.	Listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.	listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.	Listen to and begin to respond to music drawn from different traditions and great composers and musicians.	Listen to a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians	Listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.	Develop an understanding of the history of music from different cultures, traditions, composers and musicians evaluating how venue, occasion and purpose affects the way that music is created and performed.