Progression of Knowledge, Skills and Vocabulary in Music

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing songs with control and using the voice expressively	- Join in with songs and rhymes. - Learn some **repeating phrases**. - Sing a range of well-known nursery rhymes and songs; - Perform songs and rhymes.	- To find their singing voice and use their voices confidently. - Sing a **melody** accurately at their own **pitch**. - Sing with a sense of awareness of **pulse** and control of **rhythm**. - Recognise **phrase lengths** and know when to breathe. - Sing songs expressively. - Follow pitch movements with their hands and use **high, low and middle voices**. - Begin to sing with **control of pitch** (e.g. following the shape of the melody). - Sing with an awareness of other **performers**.		- Sing with confidence using a wider **vocal range.** - Sing in **tune**. - Sing with awareness of **pulse** and control of **rhythm**. - Sing expressively with awareness and control at the expressive elements. E.g. **timbre, tempo, dynamics**. - Sing songs and create different **vocal effects**. - Understand how mouth shapes can affect voice sounds. - Internalise sounds by singing parts of a song 'in their heads.'		- Sing songs with increasing control of breathing, posture and **sound projection**. - Sing songs in tune and with an awareness of other parts. - Identify **phrases** through breathing in appropriate places. - Sing with expression and rehearse with others. - Sing a **round in two parts** and identify the **melodic phrases** and how they fit together. - Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.	
Movement, pulse and rhythm	- Dance in response to pieces of music. - Use **rhythm** in movements. – try to move in time with music.	- Recall and remember short songs and **sequences** and **patterns of sounds.** - Respond physically when performing, **composing** and appraising music. - Identify different **sound sources**. - Identify well-defined **musical features**. - Identify the **pulse** in different pieces of music, go faster and slower. - Identify long and short sounds in music. - Perform a **rhythm** to a given **pulse.** - Begin to internalise and create **rhythmic patterns.** - Accompany a **chant** or song by clapping or playing the pulse.		- Identify **melodic phrases** and play them by ear. - Create sequences of movements in response to sounds. - Explore and chose different movements to describe animals. - Demonstrate the ability to recognise the use of **structure** and expressive elements through dance. - Identify phrases that could be used as an **introduction, interlude and ending**. - Recognise rhythmic patterns. - Perform a **repeated pattern** to a steady pulse. - Identify and recall **rhythmic and melodic patterns.** - Identify repeated patterns used in a variety of music. (Ostinato)		- Internalise short **melodies** and play these on **pitched percussion** (play by ear). - Create dances that reflect musical features. - Identify different **moods and textures.** - Identify how a mood is created by music and **lyrics**. - Listen to longer pieces of music and identify features. - Identify different speeds of pulse (**tempo**) by clapping and moving. - Improvise **rhythm patterns**. - Perform an independent part keeping to a **steady beat**. - Identify the **metre** of different songs through recognising the pattern of strong and weak beats. - **Subdivide** the pulse while keeping to a steady beat.	
Exploring sounds	- Use a range of instruments to make **loud** and **quiet** sounds.	- To explore different sound sources. - Make sounds and recognise how they can give a message. - Identify and name classroom instruments.		- Identify ways sounds are used to accompany a song. - Analyse and comment on how sounds are used to create different moods.		- Recognise and explore different combinations of **pitch sounds** to compose with and control.	

		- Create and chose sounds in response to a given stimulus.		- Explore and perform different types of **accompaniment**. - Recognise and explore different combinations of **pitch sounds.**			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using instruments	- Express feelings and ideas using different instruments.	- Play instruments in different ways and create sound effects. - Handle and play instruments with control. - Identify different groups of instruments.		- Identify **melodic phrases** and play them by ear. - Select instruments to describe visual images. - Choose instruments on the basis of internalised sounds.		- Identify and control different ways **percussion instruments** make sounds. - Play **accompaniments** with control and accuracy. - Create different effects using combinations of **pitched** sounds. - Use ICT to change and manipulate sounds.	
Composition	- Represent thoughts by playing instruments to create music.	- Contribute to the creation of a class **composition.** - Create an **accompaniment** to a known song.		- Create textures by combining sounds in different ways. - Create music that describes contrasting moods/emotions. - Improvise simple tunes based on the **pentatonic scale.** - Compose music in pairs and make improvements to their own work.		- Explore, select combine and exploit a range of different sounds to compose a **soundscape**. - Write lyrics to a known song. - Compose a short song to own lyrics based on everyday phrases. - Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.	
Notation		- Perform long and short sounds in response to symbols. - Create long and short sounds on instruments. - Play and sing phrase from **dot notation**. - Record their own ideas. - Make their own symbols as part of a **class score.**				- Perform using **notation** as a support. - Sing songs with staff notation as support.	