Progression of skills and knowledge in music

Foundation Stage

P1 Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
P2 Use a range of small tools.
P3 Invent, adapt and recount narratives and stories with peers and their teacher.
P4 Sing a range of well-known nursery rhymes and songs.
P5 Perform songs, rhymes, poems and stories with others, and – when appropriate - try to move in time with music.

Year 1/2

A1 Listen to music with sustained concentration.
A2 Find the pulse whilst listening to music and using movement.
A3 Internalise the pulse when listening to a piece of music.
A4 Learn and perform songs.
A5 Learn to follow the conductor or band leader.
A6 Practise, rehearse and present performances to audiences.
A7 Use graphic notation to play simple compositions.
A8 Recognise different classroom instruments (triangle, tambourine, maracas, cymbal).
A9 Understand that pitch describes how high or low sounds are.
A10 Understand that tempo describes how fast or slow the music is.
A11 Understand that dynamics describe how loud or quiet the music is.
A12 Understand that timbre describes the character or quality of a sound.
A13 Understand that texture describes the layers within the music.
A14 Understand that structure describes how different sections of music are ordered.
A15 Understand that the rhythm is a mixture of long and short sounds that happen over the pulse.
A16 Listen to and copy a simple rhythm or melody.
A17 Improvise a simple rhythm using different instruments.
A18 Use untuned classroom percussion to play accompaniments.
A19 Play instruments using the correct techniques with respect.
A20 Discuss feelings and emotions linked to different pieces of music.
A21 Listen to Carnival of the Animals – Saint Saens.
A22 Listen to Flight of the Bumble Bee – Rimsky Korsakov.
A23 Listen to Music for the Royal Fireworks – Handel.
A24 Listen to Fireworks – Stravinsky.
A25 Listen to Sorcerer's Apprentice – Dukas.
A26 Know the vocabulary: pulse, fast, slow, loud, quiet, high, low.

Year 3/4

B1 Find the pulse of different pieces of music with ease.
B2 Understand that improvisation is when a composer makes up a piece within boundaries.
B3 Understand that composition is when a composer writes down and records a musical idea.
B4 Sing a song in two parts.
B5 Sing rounds with multiple parts.
B6 Sing as part of an ensemble with confidence and precision.
B7 Recognise a range of musical instruments (strings, woodwind, brass, percussion).
B8 Recognise a range of musical instruments and the sounds they make (flute, oboe, clarinet, bassoon, violin, harp, piano, trumpet, trombone, drumkit).
B9 Use musical language to appraise a piece or style of music.

B10 Recognise a range of musical styles and traditions and know their basic style indicators.
B11 Use grid notation to play using a steady pulse.
B12 Develop an understanding of formal, written notation which includes crotchets and rests.
B13 Develop an understanding of formal, written notation which includes minims and quavers.
B14 Listen to Planets' Suite – Holst.
B15 Listen to Peter and the Wolf – Prokofiev.
B16 Listen to Tudor music.
B17 Know the vocabulary: orchestra, major, minor.

Year 5/6

C1 Understand how pulse, rhythm and pitch work together.
C2 Appropriately discuss the dimensions of music and recognise them in music heard.
C3 Improvise accompanying rhythms with confidence.
C4 Create a simple composition and record using appropriate notation.
C5 Develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.
C6 Develop understanding of the history and context of music.
C7 Appreciate a wide range of live and recorded music from different traditions and different composers.
C8 Listen to Pictures at an Exhibition – Mussorgsky.
C9 Listen to Symphony 40 – Mozart.
C10 Listen to Symphonies 5 and 6 – Beethoven.
C11 Listen to Enigma Variations – Elgar.
C12 Listen to Minimalist music.
C13 Know the vocabulary: script, production, cast.