

**Music – Progression of Key Skills and Knowledge**

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>EYFS</u>	<ul style="list-style-type: none"> <li>• To sing familiar songs</li> <li>• To put actions to familiar songs</li> <li>• To create sounds with different instruments</li> <li>• To listen to music from around the world.</li> </ul>		
<u>Year 1</u>	<ul style="list-style-type: none"> <li>• To use voices to speak chants and sing simple songs.</li> <li>• To create loud and quiet sounds.</li> <li>• To keep a steady beat when playing and singing.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify different sounds from around the world.</li> <li>• To discuss whether they like or dislike a piece.</li> <li>• To create sounds using tuned and un-tuned instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• To play repeated patterns.</li> <li>• To discuss the mood of a piece.</li> <li>• To respond to a picture or story musically.</li> </ul>
<u>Year 2</u>	<ul style="list-style-type: none"> <li>• To identify the pulse of a song.</li> <li>• To recall short rhythmic patterns.</li> <li>• To recognise tempo and tempo changes.</li> <li>• To sing songs at the correct pitch.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify how music has changed over the years.</li> <li>• To use musical vocabulary to discuss music.</li> <li>• To discuss how music makes us feel.</li> </ul>	<ul style="list-style-type: none"> <li>• To compose using stick notation.</li> <li>• To compose own musical motifs.</li> <li>• To represent sounds pictorially.</li> </ul>
<u>Year 3</u>	<ul style="list-style-type: none"> <li>• To learn to play a tuned instrument</li> <li>• To identify notes on a staff.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• To learn to play a tuned instrument</li> <li>• To recognise notes on a staff.</li> <li>• To read music accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn to play a tuned instrument</li> <li>• To recognise notes on a staff.</li> <li>• To play simple melodies and rhythms accurately.</li> </ul>
<u>Year 4</u>	<ul style="list-style-type: none"> <li>• To create rhythmic sequences.</li> <li>• To notate simple rhythms.</li> <li>• To apply dynamics to music.</li> <li>• To sing melodies accurately with some expression.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the cultural meaning of music.</li> <li>• To compare genres of music.</li> <li>• To describe the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn how to play a tuned instrument.</li> <li>• To recognise notes on staff.</li> <li>• To play melodies and rhythms accurately.</li> <li>• To sing songs accurately with dynamics and expression.</li> </ul>

<b><u>Year 5</u></b>	<ul style="list-style-type: none"> <li>• To follow staff notation.</li> <li>• To identify and create textures.</li> <li>• To observe phrasing and expression when singing.</li> <li>• To sing in 2-part harmony.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the cultural meaning of music.</li> <li>• To discuss where genres originated from.</li> <li>• To describe and compare the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>• To compose music using written methods.</li> <li>• To identify ternary form pieces.</li> <li>• To sing songs demonstrating some inter-related dimensions of music.</li> </ul>
<b><u>Year 6</u></b>	<ul style="list-style-type: none"> <li>• To identify syncopated rhythms.</li> <li>• To compose syncopated rhythms.</li> <li>• To apply harmony when signing.</li> </ul>	<ul style="list-style-type: none"> <li>• To compose using technology.</li> <li>• To evaluate how lyrics impact the meaning of a song.</li> <li>• To understand the historical context of a piece.</li> </ul>	<ul style="list-style-type: none"> <li>• To explore different musical theatre styles.</li> <li>• To perform a musical.</li> <li>• To sing in the correct style of a piece.</li> <li>• To sing songs demonstrating most inter-related dimensions of music.</li> </ul>