



## Progression of Knowledge and Skills in Music

In line with the curriculum for music and guidance from Ofsted, our music curriculum plan is an integrated, practical, exploratory and child-led approach to musical learning.

Ofsted have stated that “We will not always know the learning outcomes” so segregated learning objectives at the start of each music lesson are not appropriate. Instead the interrelated dimensions of music weave through the teaching units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

In the EYFS, the half termly (6-step) focus-based approach supports teachers in engaging all young children with music. It includes a variety of adult-led and child-initiated activities delivered through planning and play. All the musical learning is focussed around nursery rhymes and action songs.

In Y1-Y6 the knowledge and skills progress through the units of work, each of which comprises of the strands of musical learning which correspond with the national curriculum for music.

## Progression of Knowledge and Skills in Music

### EYFS Minimum Expected Standards

By the end of the Reception Year most pupils should be able to:

PERFORM (Singing/Playing) Active Learning	EXPLORE and COMPOSE Playing and Exploring	LISTEN, REFLECT and APPRAISE Creating and thinking critically
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>• Speak and chant short phases together</li> <li>• Find their singing voice and begin to develop an awareness of pitch over a small range of notes</li> <li>• Make changes in their voices to express different moods /feelings</li> <li>• Co-ordinate actions to go with a song</li> <li>• Sing short phrases or responses on their own</li> <li>• Sing a variety of songs both accompanied and unaccompanied.</li> </ul> <p><b>Using Classroom Instruments:</b></p> <ul style="list-style-type: none"> <li>• Play instruments by shaking, scraping, rattling, tapping etc</li> <li>• Start and stop together</li> <li>• Begin to develop a sense of beat, using instruments or body sounds</li> <li>• Respond to symbols or hand signs</li> <li>• Play loudly, quietly, fast, slow</li> <li>• Copy a simple rhythm pattern or number of beats played on an instrument.</li> <li>• Play along to music showing a developing awareness of the beat</li> <li>• Play with a sense of purpose and enjoyment.</li> </ul>	<p><b>Exploring:</b></p> <ul style="list-style-type: none"> <li>• Different sounds made by the voice, hands, found objects and conventional instruments (<b>timbre</b>)</li> <li>• High and low sounds (<b>pitch</b>)</li> <li>• Long and short sounds (<b>duration</b>)</li> <li>• Loud and quiet sounds (<b>dynamics</b>)</li> <li>• Fast and slow sounds (<b>tempo</b>)</li> <li>• Begin to be aware of the effect that different sounds have to convey mood or meaning</li> </ul> <p><b>Composing:</b></p> <ul style="list-style-type: none"> <li>• Begin to create and manipulate different effects on a sound source or instrument</li> <li>• Add chosen sound effects at an appropriate moment in a story or song</li> <li>• Sort and name different sounds</li> <li>• Create a sequence of different sounds in response to a given stimuli</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Key words</b></p> <p><b>Found objects</b> Pots and pans, material, paper or anything that can be manipulated to create sound</p> <p><b>Singing voice</b> The musical quality of the voice, unlike the speaking voice uses tonality or pitch and rhythm</p> <p><b>Steady beat</b> Regular pulse (in time)</p> </div>	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Listen to sounds and respond by talking about them or physically with movement and dance</li> <li>• Recognise the sounds of the percussion instruments used in the classroom and identify and name them</li> <li>• Respond appropriately to a range of classroom songs, e.g tidy up songs, circle time songs, line up songs.</li> </ul> <p><b>Appraising:</b></p> <ul style="list-style-type: none"> <li>• Begin to identify and describe key features or extreme contrasts within a piece of music</li> <li>• Begin to use musical terms (louder/quieter, faster/slower, higher/lower)</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Musical elements</b></p> <p><b>Duration</b> steady beat, short and long sounds</p> <p><b>Pitch</b> high and low</p> <p><b>Tempo</b> fast and slow</p> <p><b>Dynamics</b> loud and quiet</p> <p><b>Timbre</b> the tone quality of the sound – rough, smooth, scratch, etc</p> <p><b>Structure</b> phrases of a song, overall plan of a piece</p> </div>

### EYFS: Minimum Expected Standards term by term

**‘EXPLORE AND COMPOSE’ sections are assimilated into practical music-making, so these don’t feature in the divided ‘expectations’**

<b>Term 1</b>	<ul style="list-style-type: none"> <li>• speak and chant short phrases together</li> <li>• find their singing voice and begin to develop a sense of pitch over a small range of notes</li> <li>• sing a variety of songs both accompanied and unaccompanied</li> <li>• play instruments and sound-makers by shaking, scraping, rattling and tapping</li> <li>• start and stop together</li> </ul>
<b>Term 2</b>	<ul style="list-style-type: none"> <li>• sing short phrases or responses on their own</li> <li>• begin to develop a sense of beat, using instruments or body sounds</li> <li>• respond to symbols or hand signs</li> <li>• play loudly, quietly, fast, slow</li> <li>• copy a simple rhythm pattern or number of beats played on an instrument</li> <li>• add chosen sound effects at an appropriate moment in a story or song</li> <li>• sort and name different sounds</li> <li>• begin to identify and describe key features or extreme contrast within a piece of music</li> <li>• recognise the sounds of the percussion instruments used in the classroom and identify and name them</li> </ul>
<b>Term 3</b>	<ul style="list-style-type: none"> <li>• make changes in their voices to express different moods /feelings</li> <li>• play along to music showing a developing awareness of the beat</li> <li>• play with a sense of purpose and enjoyment</li> <li>• create a sequence of different sounds in response to a given stimuli</li> <li>• respond appropriately to a range of classroom songs, e.g. tidy-up songs, circle time songs, line-up songs</li> <li>• begin to use musical terms (louder/quieter, faster/slower, higher/lower)</li> </ul>

## Progression of Knowledge and Skills in Music

### YEAR 1 Minimum Expected Standards

By the end of Year 1 most pupils should be able to:

PERFORM (Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>• Speak and chant together</li> <li>• Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)</li> <li>• Sing songs in different styles conveying different moods (happy, sad, angry etc) and with sense of enjoyment</li> <li>• Co-ordinate actions to go with a song</li> <li>• Sing in time to a steady beat</li> <li>• Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing</li> </ul> <p><b>Using Classroom Instruments:</b></p> <ul style="list-style-type: none"> <li>• Play instruments by shaking, scraping, rattling, tapping etc</li> <li>• Play in time to a steady beat, using instruments or body sounds</li> <li>• Play loudly, quietly, fast, slow</li> <li>• Imitate a rhythm pattern on an instrument</li> <li>• Play a repeated rhythmic pattern (<b>rhythmic ostinato</b>) to accompany a song</li> <li>• Play a single pitched note to accompany a song (<b>drone</b>)</li> <li>• Play with help the rhythmic pattern of a spoken sentence, e.g. 'Hungry caterpillar'</li> <li>• Follow simple hand signals indicating: loud/quiet and start/stop</li> </ul>	<p><b>Exploring:</b></p> <ul style="list-style-type: none"> <li>• Different sounds made by the voice and hands (<b>timbre</b>)</li> <li>• High and low sounds (<b>pitch</b>)</li> <li>• Long and short sounds (<b>duration</b>)</li> <li>• Loud and quiet sounds (<b>dynamics</b>)</li> <li>• Fast and slow sounds (<b>tempo</b>)</li> <li>• Pitch shapes (moving up and down) and rhythmic patterns</li> </ul> <p><b>Composing:</b></p> <ul style="list-style-type: none"> <li>• Add sound effects to a story</li> <li>• Choose musical sound effects to follow a story line or match a picture</li> <li>• Use graphics/symbols to portray the sounds they have made</li> <li>• Sequence these symbols to make a simple structure (<b>score</b>)</li> <li>• Compose own sequence of sounds without help and perform.</li> </ul> <div> <p><b>Key words</b></p> <p><b>Ostinato</b> repeated rhythmic pattern or melodic shape</p> <p><b>Drone</b> pitched note played continuously throughout a piece of music</p> <p><b>Steady beat</b> regular pulse (in time)</p> <p><b>Score</b> a written form of musical composition</p> </div>	<p><b>Listening:</b></p> <p>Listen to a piece of music and move in time to its steady beat. Recognise and respond through movement /dance to the different musical characteristics and moods of music</p> <p>Recognise the sounds of the percussion instruments used in the classroom and identify and name them</p> <p><b>Appraising:</b></p> <p>Begin to use musical terms (louder/quieter, faster/slower, higher/lower)</p> <p>Begin to articulate how changes in speed, pitch and dynamics effect the mood</p> <div> <p><b>Musical elements</b></p> <p><b>Duration</b> steady beat, short and long sounds</p> <p><b>Pitch</b> high and low</p> <p><b>Tempo</b> fast and slow</p> <p><b>Dynamics</b> loud and quiet</p> <p><b>Timbre</b> the tone quality of the sound – rough, smooth, scratch, etc</p> <p><b>Structure</b> phrases of a song, overall plan of a piece</p> </div>

## Y1: Minimum Expected Standards term by term

'EXPLORE AND COMPOSE' sections are assimilated into practical music-making, so these don't feature in the divided 'expectations'

<b>Term 1</b>	<ul style="list-style-type: none"> <li>• speak and chant together</li> <li>• sing in time to a steady beat</li> <li>• co-ordinate actions to go with a song</li> <li>• play classroom instruments by tapping, shaking, scraping, rattling</li> <li>• play to a steady beat</li> <li>• follow simple signals: stop/start</li> </ul>
<b>Term 2</b>	<ul style="list-style-type: none"> <li>• sing songs in different styles conveying different moods (happy, sad, angry etc.) and with sense of enjoyment</li> <li>• perform an action or a sound (clapping, stamping, etc.) on the steady beat whilst singing</li> <li>• imitate a rhythm pattern on an instrument</li> <li>• play a single pitched note to accompany a song (<b>drone</b>)</li> <li>• play with help the rhythmic pattern of a spoken sentence, e.g. 'Hungry caterpillar'</li> <li>• use graphics/symbols to portray the sounds they have made</li> <li>• recognise and respond through movement /dance to the different musical characteristics and moods of music</li> </ul>
<b>Term 3</b>	<ul style="list-style-type: none"> <li>• sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)</li> <li>• play loudly, quietly, fast, slow</li> <li>• play a repeated rhythmic pattern [<b>ostinato</b>] to accompany a song</li> <li>• sequence symbols to make a simple structure [<b>score</b>]</li> <li>• compose own sequence of sounds without help and perform</li> <li>• recognise the sounds of the percussion instruments used in the classroom and identify and name them</li> <li>• begin to use musical terms [louder/quieter, slower/faster]</li> <li>• begin to articulate how changes in speed, pitch and dynamics affect the mood</li> </ul>

## Progression of Knowledge and Skills in Music

### YEAR 2 Minimum Expected Standards

By the end of Year 2 most pupils should be able to:

PERFORM (Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>Sing a variety of songs with more accuracy of pitch</li> <li>Sing words clearly and breathing at the end of phrases</li> <li>Convey the mood or meaning of the song</li> <li>Sing with a sense of control of dynamics(volume) and tempo (speed)</li> <li>Echo sing a short melodic phrase</li> <li>Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices</li> <li>Follow a leader (teacher)starting and stopping together</li> </ul> <p><b>Using Instruments:</b></p> <ul style="list-style-type: none"> <li>Play with control: a) maintaining steady beat b) getting faster or slower c) getting louder or quieter</li> <li>Perform a repeated two note melodic ostinato to accompany a song</li> <li>Perform a rhythm accompaniment to a song</li> <li>Perform a sequence of sounds using a graphic score</li> <li>Work and perform in smaller groups</li> <li>Follow a leader (teacher)starting and stopping together</li> <li>Demonstrate some confidence in performing as a group and as an individual</li> </ul>	<p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>Ways in which sounds are made (tapped, blown, scraped, shaken), and can be changed</li> <li>Long and short sounds (rhythm – duration)</li> <li>The rhythm patterns of words and sentences</li> <li>Changes in pitch (higher and lower)</li> <li>Sequences of sound (structure)</li> <li>Sounds in response to a stimulus (visual or aural)</li> <li>How sounds can be manipulated to convey different effects and moods</li> </ul> <p><b>Compose:</b></p> <ul style="list-style-type: none"> <li>Short melodic phrases</li> <li>Short repeated rhythmic patterns (ostinati)</li> <li>Rhythm patterns from words</li> <li>A piece of music that has a beginning, middle and end (structure)</li> <li>Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups</li> <li>Music that conveys different moods</li> </ul> <div> <p><b>Key words</b></p> <p><b>Phrase</b> short section of a melody</p> <p><b>Sequence</b> one after another</p> <p><b>Ostinato</b> short repeated rhythmic pattern or melodic shapes</p> <p><b>Drone</b> continuous or repeated pitch or pitches</p> <p><b>Graphic score</b> notation using pictures or symbols</p> <p><b>Steady beat</b> regular pulse</p> <p><b>Rhythm pattern</b> a group of long and short sounds</p> </div>	<p><b>Listening and appraising</b></p> <ul style="list-style-type: none"> <li>Listen with increased concentration</li> <li>Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds</li> <li>Recognise how sounds are made – tapping, rattling, scraping, blowing etc</li> <li>Identify different qualities of sound such as smooth, scratchy, clicking, ringing (timbre)</li> <li>Recognise and respond to different changes of speed (tempo)/volume (dynamics) and pitch</li> <li>Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc)</li> <li>Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly)</li> </ul> <div> <p><b>Musical elements</b></p> <p><b>Pitch</b> high, low, getting higher, getting lower</p> <p><b>Dynamics</b> loud, quiet, getting louder or quieter</p> <p><b>Tempo</b> fast, low, getting faster or slower</p> <p><b>Structure</b> phrases of a song, overall plan of a piece of music</p> <p><b>Timbre</b> the tone quality of the sound i.e. smooth, scratchy, heavy, light, cold, warm, dull, bright</p> <p><b>Duration</b> long and short sounds, beat rhythm</p> </div>



## Progression of Knowledge and Skills in Music

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## Y2: Minimum Expected Standards term by term

‘EXPLORE AND COMPOSE’ sections were assimilated into practical music-making, so these don’t feature in the divided ‘expectations’

<b>Term 1</b>	<ul style="list-style-type: none"> <li>• sing a variety of songs with more accuracy of pitch</li> <li>• echo short sung melodic phrases</li> <li>• identify if pitch is getting higher/lower/staying the same</li> <li>• play instruments with control e.g. maintaining a steady beat, getting faster/louder</li> <li>• perform a rhythm accompaniment to a song</li> <li>• compose short melodic phrases</li> <li>• compose repeated rhythmic patterns [ostinati]</li> <li>• recognise different qualities of sound [timbre]</li> </ul>
<b>Term 2</b>	<ul style="list-style-type: none"> <li>• sing words clearly and breathing at the end of phrases</li> <li>• convey the mood or meaning of the song</li> <li>• perform a sequence of sounds using a graphic score</li> <li>• work and perform in smaller groups</li> <li>• follow a leader (teacher) starting and stopping together</li> <li>• compose music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups</li> </ul>
<b>Term 3</b>	<ul style="list-style-type: none"> <li>• sing with a sense of control of <b>dynamics</b> [volume] and <b>tempo</b> [speed]</li> <li>• demonstrate some confidence in performing as a group and as an individual</li> <li>• compose a piece of music that has a beginning, middle and end [<b>structure</b>]</li> <li>• compose music that conveys different moods</li> <li>• respond through movement/dance to different musical characteristics and moods [angrily, sadly, cheerfully, daintily etc.]</li> <li>• recognise and respond to the mood of a piece of music: begin to use music terminology when describing how the mood is created [i.e. the mood is sad because the music is played very slowly and quietly]</li> </ul>



## Progression of Knowledge and Skills in Music

### YEAR 3 Minimum Expected Standards

By the end of year 3 most pupils should be able to:

PERFORM (Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE																						
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"><li>• Sing songs in a variety of styles with confidence, singing an increasing number from memory</li><li>• Show increasing accuracy of pitch and awareness of the shape of a melody.</li><li>• Imitate increasingly longer phrases with accuracy</li><li>• With an awareness of the phrases in a song</li><li>• Understand that posture, breathing and diction are important.</li><li>• Demonstrate an awareness of character or style in performance.</li><li>• Chant or sing a round in two parts</li><li>• Sing songs with a recognised structure (verse and chorus/ call and response)</li></ul> <p><b>Using instruments:</b></p> <ul style="list-style-type: none"><li>• Keep a steady beat on an instrument in a group or individually</li><li>• Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat</li><li>• Use tuned percussion with increasing confidence</li><li>• Copy a short melodic phrase by ear on a pitched instrument</li><li>• Play using symbols including graphic and / or simple traditional notation</li><li>• Follow simple hand directions from a leader</li><li>• Perform with an awareness of others</li><li>• Combine musical sounds with narrative and movement</li><li>• Perform a composed piece to a friendly audience, as a member of a group or class</li></ul>	<p><b>Explore:</b></p> <ul style="list-style-type: none"><li>• Longer – shorter / faster - slower/higher - lower / louder - quieter sounds on tuned and untuned percussion and voices.</li><li>• Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them)</li><li>• Symbols to represent sound (graphic scores / traditional notation)</li><li>• The sounds of different instruments - TIMBRE and how they can represent pictures/ stories/ moods</li><li>• The different sounds (timbres) that one instrument can make</li><li>• How the musical elements can be combined to compose descriptive music</li></ul> <p><b>Compose:</b></p> <ul style="list-style-type: none"><li>• Words and actions to go with songs</li><li>• A simple rhythmic accompaniment to go with a song, using ostinato patterns</li><li>• Music that has a recognisable structure; Beginning, Middle and End or verse/chorus</li><li>• Music that tells a story, paints a picture or creates a mood</li><li>• Music that uses repetition / echo</li></ul> <div><p><b>Key words</b></p><table><tr><td>Steady beat</td><td>Rhythm</td></tr><tr><td>Ostinato</td><td>Pitch</td></tr><tr><td>Phrase</td><td>Repetition</td></tr><tr><td>Musical symbols</td><td></td></tr></table></div>	Steady beat	Rhythm	Ostinato	Pitch	Phrase	Repetition	Musical symbols		<p><b>Listening, reflecting and appraising:</b></p> <ul style="list-style-type: none"><li>• Listen with concentration to longer pieces / extracts of music</li><li>• Listen to live/recorded extracts of different kinds of music and identify where appropriate<ul style="list-style-type: none"><li>- a steady beat / no steady beat</li><li>- a specific rhythm pattern or event</li><li>- the speed (TEMPO) of the music</li><li>- the volume (DYNAMICS)</li><li>- the melody</li></ul></li><li>using appropriate musical terms/language</li><li>• Identify common characteristics</li><li>• Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar drums etc)</li><li>• Identify repetition in music ie a song with a chorus</li><li>• Recognise aurally wooden, metal, skin percussion instruments and begin to know their names</li><li>• Listen to their own compositions and use musical language to describe what happens in them</li></ul> <div><p><b>Musical elements</b></p><table><tr><td><b>Pitch</b></td><td>notes moving by step/leap</td></tr><tr><td><b>Dynamics</b></td><td>louder, quieter</td></tr><tr><td><b>Tempo</b></td><td>steady, faster, slower</td></tr><tr><td><b>Structure</b></td><td>beginning, middle, end, repetition</td></tr><tr><td><b>Timbre</b></td><td>sound quality of individual instruments</td></tr><tr><td><b>Duration</b></td><td>beat (pulse), rhythm, longer, shorter, sustained</td></tr><tr><td><b>Texture</b></td><td>layering of sounds</td></tr></table></div>	<b>Pitch</b>	notes moving by step/leap	<b>Dynamics</b>	louder, quieter	<b>Tempo</b>	steady, faster, slower	<b>Structure</b>	beginning, middle, end, repetition	<b>Timbre</b>	sound quality of individual instruments	<b>Duration</b>	beat (pulse), rhythm, longer, shorter, sustained	<b>Texture</b>	layering of sounds
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<b>Texture</b>	layering of sounds																							

## Y3: Minimum Expected Standards term by term

**‘EXPLORE AND COMPOSE’ sections are assimilated into practical music-making, so these don’t feature in the divided ‘expectations’**

<b>Term 1</b>	<ul style="list-style-type: none"> <li>• sing songs in a variety of styles with confidence</li> <li>• show increasing awareness of pitch and awareness of the shape of a melody</li> <li>• keep a steady beat on an instrument individually/in a group</li> <li>• maintain a melodic or rhythmic ostinato to accompany a song</li> <li>• use tuned percussion with increasing confidence</li> <li>• compose words and actions to go with songs</li> <li>• recognise some familiar instruments in recorded music: piano, drums, guitar, violin etc</li> </ul>
<b>Term 2</b>	<ul style="list-style-type: none"> <li>• imitate increasingly longer sung phrases with accuracy</li> <li>• sing with an awareness of the phrases in a song</li> <li>• understand that posture, breathing and diction are important</li> <li>• copy a short melodic phrase by ear on a pitched instrument</li> <li>• play using symbols including graphic and/or simple traditional notation</li> <li>• compose music that has a recognisable structure; beginning, middle and end or verse/chorus</li> <li>• compose music that tells a story, paints a picture or creates a mood</li> <li>• compose music that uses repetition/echo</li> <li>• recognise aurally wooden, metal, skin percussion instruments and begin to know their names</li> </ul>
<b>Term 3</b>	<ul style="list-style-type: none"> <li>• chant or sing a round in two parts</li> <li>• sing songs with a recognised structure (verse and chorus/ call and response)</li> <li>• demonstrate an awareness of character or style in performance</li> <li>• follow simple hand directions from a leader</li> <li>• perform with an awareness of others</li> <li>• combine musical sounds with narrative and movement</li> <li>• perform a composed piece to a friendly audience, as a member of a group or class</li> <li>• listen to their own compositions and use musical language to describe what happens in them</li> </ul>

## Progression of Knowledge and Skills in Music

### YEAR 4 Minimum Expected Standards

By the end of Year 4 most pupils should be able to:

PERFORM (Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE																										
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"><li>Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody</li><li>Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context)</li><li>Sing two/three-part rounds with more confidence and increasing pitch accuracy</li><li>Sing confidently as part of a small group or solo being aware of posture and good diction.</li><li>Copy short phrases and be able to sing up and down in step independently.</li></ul> <p><b>Using instruments:</b></p> <ul style="list-style-type: none"><li>Maintain two or more different ostinato patterns in a small instrumental group against a steady beat</li><li>Play music that includes RESTS</li><li>Use tuned percussion instruments with increasing confidence to accompany songs and improvise</li><li>Play by ear – find known phrases or short melodies using tuned instruments</li><li>Play music in a metre of two or three time</li><li>Read and play from some conventional music symbols</li><li>Combine instrumental playing with narrative and movement</li><li>Follow a leader, stopping / starting, playing faster/ slower and louder / quieter.</li><li>Perform to an audience of adults, an assembly or other classes with increasing confidence.</li></ul>	<p><b>Explore:</b></p> <ul style="list-style-type: none"><li>Sounds to create particular effects (<b>timbre</b>)</li><li>Rhythm patterns in music from different times and places (<b>duration</b>)</li><li>The <b>pentatonic scale</b></li><li>Pitched notes that move by steps and/ or leaps to make short phrases/melodies</li><li>Music that describes feelings or moods using ‘tense’ or ‘calm’ sounds using <b>dynamics</b>, different <b>tempi</b>, different <b>timbres</b> etc</li><li>Combining and controlling sounds to achieve a desired effect</li><li>Music that incorporates effective silences (rests)</li><li>Different groupings of beats (metre of 2/3)</li></ul> <p><b>Compose:</b></p> <ul style="list-style-type: none"><li>A simple rhythmic accompaniment to a song using <b>ostinato</b> patterns and <b>drones</b></li><li>A simple melody from a selected group of notes (i.e. a pentatonic scale)</li><li>Music that has a recognisable structure</li><li>A piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect</li><li>Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience</li><li>Use a range of ICT to sequence, compose, record and share work</li></ul> <div><p><b>Key words</b></p><table><tr><td>Drone</td><td>Metre</td></tr><tr><td>Ostinato</td><td>Reststep</td></tr><tr><td>Phrase</td><td>Repetition</td></tr><tr><td>Leap phrase</td><td>Melody</td></tr><tr><td>Pentatonic</td><td>Tuned percussion</td></tr><tr><td>Untuned percussion</td><td></td></tr></table></div>	Drone	Metre	Ostinato	Reststep	Phrase	Repetition	Leap phrase	Melody	Pentatonic	Tuned percussion	Untuned percussion		<p><b>Listening, Reflecting and Appraising:</b></p> <ul style="list-style-type: none"><li>Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school.</li><li>Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the <b>tempo, dynamics, metre, texture, timbre</b>)</li><li>Recognise music from different times and countries identifying key elements that give it its unique sound.</li><li>Identify repeated rhythmic or melodic phrases in live or recorded music</li><li>Identify whether a song has a verse/chorus or call and response structure</li><li>Identify the use of metre in 2 or 3 in a piece of recorded or live music</li><li>Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings.</li></ul> <div><p><b>Musical elements</b></p><table><tr><td><b>Duration</b></td><td>Metre – the organization of beats</td></tr><tr><td><b>Pitch</b></td><td>pentatonic scales</td></tr><tr><td><b>Tempo</b></td><td>the speed of the music</td></tr><tr><td><b>Structure</b></td><td>repetition, verse chorus/call and response, plan</td></tr><tr><td><b>Timbre</b></td><td>different instruments/tone quality</td></tr><tr><td><b>Metre</b></td><td>the organisation of beats into groups</td></tr><tr><td><b>Texture</b></td><td>layers of sounds</td></tr></table></div>	<b>Duration</b>	Metre – the organization of beats	<b>Pitch</b>	pentatonic scales	<b>Tempo</b>	the speed of the music	<b>Structure</b>	repetition, verse chorus/call and response, plan	<b>Timbre</b>	different instruments/tone quality	<b>Metre</b>	the organisation of beats into groups	<b>Texture</b>	layers of sounds
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## Y4: Minimum Expected Standards term by term

**‘EXPLORE AND COMPOSE’ sections are assimilated into practical music-making, so these don’t feature in the divided ‘expectations’**

<b>Term 1</b>	<ul style="list-style-type: none"> <li>• sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody</li> <li>• sing confidently as part of a small group or solo being aware of posture and good diction</li> <li>• copy short phrases and be able to sing up and down in step independently</li> <li>• compose simple rhythmic accompaniment to a song using ostinato patterns and drones</li> <li>• compose a simple melody from a selected group of notes [i.e. a pentatonic scale]</li> <li>• compose music that has a recognisable structure</li> <li>• recognise aurally the range of percussion [tuned and untuned] used in school and some orchestral instruments taught in school</li> <li>• identify repeated rhythmic or melodic phrases in live or recorded music</li> </ul>
<b>Term 2</b>	<ul style="list-style-type: none"> <li>• sing songs showing musical expression [phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context]</li> <li>• use tuned percussion instruments with increasing confidence to accompany songs and improvise</li> <li>• play by ear – find known phrases or short melodies using tuned instruments</li> <li>• play music in a metre of two or three time</li> <li>• compose a piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect</li> <li>• identify whether a song has a verse/chorus or call and response structure</li> <li>• recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language [tempo, dynamics, metre, texture, timbre]</li> </ul>
<b>Term 3</b>	<ul style="list-style-type: none"> <li>• sing two/three-part rounds with more confidence and increasing pitch accuracy</li> <li>• sing confidently as part of a small group or solo being aware of posture and good diction</li> <li>• read and play from some conventional music symbols</li> <li>• follow a leader, stopping / starting, playing faster/ slower and louder / quieter</li> <li>• perform to an audience of adults, an assembly or other classes with increasing confidence</li> <li>• arrange a song using tuned/ untuned accompaniments developed from the song: perform to a friendly audience</li> <li>• use a range of ICT to sequence, compose, record and share work</li> <li>• identify the use of metre in 2 or 3 in a piece of recorded or live music</li> <li>• recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings</li> <li>• recognise music from different times and countries, identifying key elements that give it its unique sound</li> </ul>

## Progression of Knowledge and Skills in Music

### YEAR 5 Minimum Expected Standards

By the end of year 5 most pupils should be able to:

PERFORM (Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE																												
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"><li>• Sing confidently in a wide variety of styles with expression</li><li>• Communicate the meaning and mood of the song</li><li>• Sing a simple second part of a two-part song with confidence</li><li>• Maintain own part in a round</li><li>• Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion</li></ul> <p><b>Using instruments:</b></p> <ul style="list-style-type: none"><li>• Perform on a range of instruments in mixed groups to an audience, with confidence</li><li>• Read and play with confidence from conventional or graphic notation</li><li>• Continue to play by ear on pitched instruments, extending the length of phrases, melodies played.</li><li>• Perform with sensitivity to different dynamics, tempi</li><li>• Lead/conduct a group of instrumental performers</li><li>• Maintain a rhythmic or melodic accompaniment to a song</li><li>• Maintain own part on a pitched instrument in a small ensemble</li><li>• Perform own compositions to an audience</li><li>• Use an mp3 recoder/video recorder to keep a record of work in progress and record performances.</li></ul> <p><b>Know what makes a good performance</b></p>	<p><b>Explore:</b></p> <ul style="list-style-type: none"><li>• Chords / harmony – concord and discord</li><li>• Scales, such as PENTATONIC, RAG, BLUES</li><li>• Texture created by layering rhythmic and/or melodic ostinatos</li><li>• Developing ideas, using musical devices such as repetition, question and answer, ostinato.</li><li>• Characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African <b>etc</b></li><li>• Improvising in a variety of styles</li></ul> <p><b>Compose / Arrange:</b> (Always considering the musical elements)</p> <ul style="list-style-type: none"><li>• Create own simple songs reflecting the meaning of the words</li><li>• Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment</li><li>• Arrange a song for class performance with an appropriate pitched and unpitched accompaniment</li><li>• Refine own compositions after discussion</li><li>• Use a range of symbols (conventional or graphic) to record compositions.</li><li>• Use ICT (computers/ipads/tablets/MP3 recorders etc) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions</li></ul> <div><p><b>Key words</b></p><table><tr><td>Rhythm</td><td>Metre</td></tr><tr><td>Ostinato</td><td>Harmony</td></tr><tr><td>Phrase</td><td>Repetition</td></tr><tr><td>Melody</td><td>Scale</td></tr><tr><td>Accompaniment</td><td>Style</td></tr><tr><td>Expression</td><td>Record</td></tr><tr><td>ICT</td><td></td></tr></table></div>	Rhythm	Metre	Ostinato	Harmony	Phrase	Repetition	Melody	Scale	Accompaniment	Style	Expression	Record	ICT		<p><b>Listening, Reflecting and Appraising</b></p> <ul style="list-style-type: none"><li>• Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation</li><li>• Identify and discuss ‘what happens when’ within simple musical structures</li><li>• Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music</li><li>• Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences</li><li>• Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others’ compositions</li><li>• Use musical vocabulary and knowledge to help identify areas for development or refinement when composing</li></ul> <div><p><b>Musical elements</b></p><table><tr><td><b>Duration</b></td><td>beat, rhythm, metre</td></tr><tr><td><b>Pitch</b></td><td>melody, harmony</td></tr><tr><td><b>Texture</b></td><td></td></tr><tr><td><b>Structure</b></td><td>repetition, verse chorus/call and response, plan</td></tr><tr><td><b>Timbre</b></td><td></td></tr><tr><td><b>Dynamics</b></td><td></td></tr><tr><td><b>Tempo</b></td><td></td></tr></table></div>	<b>Duration</b>	beat, rhythm, metre	<b>Pitch</b>	melody, harmony	<b>Texture</b>		<b>Structure</b>	repetition, verse chorus/call and response, plan	<b>Timbre</b>		<b>Dynamics</b>		<b>Tempo</b>	
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## Y5 Minimum Expected Standards term by term

**‘EXPLORE AND COMPOSE’ sections are assimilated into practical music-making, so these don’t feature in the divided ‘expectations’**

<b>Term 1</b>	<ul style="list-style-type: none"> <li>• sing songs in a wide variety of styles, showing accuracy and expression</li> <li>• sing as part of three-part round: sing a second part with increasing confidence</li> <li>• play a range of percussion/orchestral instruments with increasing confidence and ability</li> <li>• play and improvise as part of a group and as solo performer</li> <li>• compose music for a special occasion [e.g. march or fanfare]</li> <li>• write lyrics to match a melody</li> <li>• recognise and talk about specific styles/traditions with growing awareness of musical similarities/ differences</li> </ul>
<b>Term 2</b>	<ul style="list-style-type: none"> <li>• sing a song with an understanding of its history and purpose (i.e. song about the environment, gospel song, protest song)</li> <li>• perform a song showing an awareness of phrasing and the shape of the melody</li> <li>• play by ear – copy back; finding phrases or melodies on instruments with increasing confidence</li> <li>• sustain a melodic ostinato or drone to accompany singing/other instruments</li> <li>• compose descriptive music in groups, using the musical elements and musical devices such as repetition, ostinati, drones, combining musical phrases and effects</li> <li>• recognise relationships between lyrics and melody</li> <li>• recognise chords / clusters</li> <li>• talk about music they hear using musical terms</li> </ul>
<b>Term 3</b>	<ul style="list-style-type: none"> <li>• sing independently in wide variety of styles with increasing confidence and accuracy</li> <li>• perform in a variety of styles/genres and own compositions, to an audience of adults and school assembly</li> <li>• perform a piece of music using notation [graphic or conventional]</li> <li>• perform expressively showing an understanding of the music and its context</li> <li>• compose a group / class arrangement of a song using voices and instruments</li> <li>• refine and record compositions either graphically or using ICT</li> <li>• perform in a variety of styles/genres and own compositions, to an audience of adults and school assembly</li> <li>• talk about the differences in musical styles/genres and reflect and articulate how and why these differences occur</li> </ul>

## Progression of Knowledge and Skills in Music

### YEAR 6 Minimum Expected Standards

By the end of Year 6 most pupils should be able to:

PERFORM (Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE																														
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"><li>• Sing confidently in a wide variety of styles with expression</li><li>• Communicate the meaning and mood of the song</li><li>• Sing a simple second part of a two-part song with confidence</li><li>• Maintain own part in a round</li><li>• Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion</li></ul> <p><b>Using instruments:</b></p> <ul style="list-style-type: none"><li>• Perform on a range of instruments in mixed groups to an audience, with confidence</li><li>• Read and play with confidence from conventional or graphic notation</li><li>• Continue to play by ear on pitched instruments, extending the length of phrases, melodies played.</li><li>• Perform with sensitivity to different dynamics, tempi</li><li>• Lead/conduct a group of instrumental performers</li><li>• Maintain a rhythmic or melodic accompaniment to a song</li><li>• Maintain own part on a pitched instrument in a small ensemble</li><li>• Perform own compositions to an audience</li><li>• Use an mp3 recoder/video recorder to keep a record of work in progress and record performances.</li></ul> <p><b>Know what makes a good performance</b></p>	<p><b>Explore:</b></p> <ul style="list-style-type: none"><li>• Chords / harmony – concord and discord</li><li>• Scales, such as PENTATONIC, RAG, BLUES</li><li>• Texture created by layering rhythmic and/or melodic ostinatos</li><li>• Developing ideas, using musical devices such as repetition, question and answer, ostinato.</li><li>• Characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African <b>etc</b></li><li>• Improvising in a variety of styles</li></ul> <p><b>Compose / Arrange:</b> (Always considering the musical elements)</p> <ul style="list-style-type: none"><li>• Create own simple songs reflecting the meaning of the words</li><li>• Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment</li><li>• Arrange a song for class performance with an appropriate pitched and unpitched accompaniment</li><li>• Refine own compositions after discussion</li><li>• Use a range of symbols (conventional or graphic) to record compositions.</li><li>• Use ICT (computers/ipads/tablets/MP3 recorders etc) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions</li></ul> <table><tr><td colspan="2"><b>Key words</b></td></tr><tr><td>Rhythm</td><td>Metre</td></tr><tr><td>Ostinato</td><td>Harmony</td></tr><tr><td>Phrase</td><td>Repetition</td></tr><tr><td>Melody</td><td>Scale</td></tr><tr><td>Accompaniment</td><td>Style</td></tr><tr><td>Expression</td><td>Record</td></tr><tr><td>ICT</td><td></td></tr></table>	<b>Key words</b>		Rhythm	Metre	Ostinato	Harmony	Phrase	Repetition	Melody	Scale	Accompaniment	Style	Expression	Record	ICT		<p><b>Listening, Reflecting and Appraising</b></p> <ul style="list-style-type: none"><li>• Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation</li><li>• Identify and discuss ‘what happens when’ within simple musical structures</li><li>• Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music</li><li>• Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences</li><li>• Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others’ compositions</li><li>• Use musical vocabulary and knowledge to help identify areas for development or refinement when composing</li></ul> <div><p><b>Musical elements</b></p><table><tr><td><b>Duration</b></td><td>beat, rhythm, metre</td></tr><tr><td><b>Pitch</b></td><td>melody, harmony</td></tr><tr><td><b>Texture</b></td><td></td></tr><tr><td><b>Structure</b></td><td></td></tr><tr><td><b>Timbre</b></td><td></td></tr><tr><td><b>Dynamics</b></td><td></td></tr><tr><td><b>Tempo</b></td><td></td></tr></table></div>	<b>Duration</b>	beat, rhythm, metre	<b>Pitch</b>	melody, harmony	<b>Texture</b>		<b>Structure</b>		<b>Timbre</b>		<b>Dynamics</b>		<b>Tempo</b>	
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## Y6: Minimum Expected Standards term by term

**‘EXPLORE AND COMPOSE’ sections are assimilated into practical music-making, so these don’t feature in the divided ‘expectations’**

<b>Term 1</b>	<ul style="list-style-type: none"> <li>• sing confidently in a wide variety of styles with expression</li> <li>• communicate the meaning/mood of a song</li> <li>• sing a simple second part of a two-part song: maintain own part in a round with confidence</li> <li>• perform on a range of instruments confidently to an audience</li> <li>• create simple songs reflecting the meaning of the words?</li> <li>• compose music that reflects its given intentions e.g. a rap, a march</li> <li>• identify ‘what happens when’ within simple structures</li> </ul>
<b>Term 2</b>	<ul style="list-style-type: none"> <li>• perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion</li> <li>• continue to play by ear on pitched instruments, extending the length of phrases, melodies played</li> <li>• perform with sensitivity to different dynamics, tempi</li> <li>• maintain a rhythmic or melodic accompaniment to a song</li> <li>• maintain own part on a pitched instrument in a small ensemble</li> <li>• arrange a song for class performance with an appropriate pitched and unpitched accompaniment</li> <li>• recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music</li> <li>• compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences</li> </ul>
<b>Term 3</b>	<ul style="list-style-type: none"> <li>• read and play with confidence from conventional or graphic notation</li> <li>• lead/conduct a group of instrumental performers</li> <li>• perform own compositions to an audience</li> <li>• use an mp3 recorder/video recorder to keep a record of work in progress and record performances.</li> <li>• use a range of symbols (conventional or graphic) to record compositions.</li> <li>• use ict (computers/ipads/tablets/mp3 recorders etc) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions</li> <li>• use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others’ compositions</li> <li>• use musical vocabulary and knowledge to help identify areas for development or refinement when composing</li> </ul>





## Progression of Knowledge and Skills in Music