Listen and appraise sk	ills progression						
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen with increased attention to sounds.  Respond to what they have heard, expressing their thoughts and feelings.  Remember and sing entire songs  Sing the pitch of a tone sung by another person ('pitch match').  Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Listen attentively, move to and talk about music, expressing their feelings and responses.	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	To learn how songs can tell a story or describe an idea.	To confidently identify and move to the pulse.  To think about what the words of a song mean.  To take it in turn to discuss how the song makes them feel.  Listen carefully and respectfully to other people's thoughts about the music.	To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics).  Talk about the music and how it makes them feel.  Listen carefully and respectfully to other people's thoughts about the music.  When you talk try to use musical words.	To identify and move to the pulse with ease.  To think about the message of songs.  To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.  Listen carefully and respectfully to other people's thoughts about the music.  When you talk try to use musical words.  To talk about the musical dimensions working together in the Unit songs.  Talk about the music and how it makes you feel.	Use musical words when talking about the songs.  Talk about the music and how it makes you feel, using musical language to describe the music.
Listen and appraise kn	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nursery	To know ten nursery rhymes off by heart.	To know a song off by heart.	To know five songs off by heart.	To know five songs from memory and who sang them or wrote them.	To choose one song and be able to talk about:	To know five songs from memory, who sang or wrote them, when they were	To know five songs from memory, who sang or wrote them,

	T			T	T	
To know the stories	To know what songs	To know some songs		Some of the style	written and, if	when they were
of some of the	listened to are	have a chorus or a	To know the style of	indicators of that	possible, why?	written and why?
nursery rhymes.	about.	response/answer	the five songs.	song (musical		
		part.		characteristics that	To know the style of	
	To know and		To choose one song	give the song its	five songs and to	To choose three or
	recognise the sound	To know that songs	and be able to talk	style).	name other songs	four other songs and
	and names of some	have a musical style.	about:		from the Units in	be able to talk
	of the instruments				those styles.	about:
	they use.		o Its lyrics: what the			
			song is about		To choose two or	o The style
					three other songs	indicators of the
			<ul><li>Any musical</li></ul>		and be able to talk	songs (musical
			dimensions featured		about:	characteristics that
			in the song, and			give the songs their
			where they are used		o Some of the style	style)
			(texture, dynamics,		indicators of the	
			tempo, rhythm and		songs (musical	<ul> <li>Any musical</li> </ul>
			pitch)		characteristics that	dimensions featured
					give the songs their	in the songs and
			<ul> <li>Identify the main</li> </ul>		style)	where they are used
			sections of the song			(texture, dynamics,
			(introduction, verse,		o The lyrics: what	tempo, rhythm,
			chorus etc.)		the songs are about	pitch and timbre)
			o Name some of the		o Any musical	O Identify the
			instruments they		dimensions featured	structure of the
			heard in the song		in the songs and	songs (intro, verse,
					where they are used	chorus etc.)
					(texture, dynamics,	·
					tempo, rhythm and	o Name some of the
					pitch)	instruments used in
						the songs
					o Identify the main	
					sections of the	o The historical
					songs (intro, verse,	context of the
					chorus etc.)	songs. What else
					,	was going on at this
					o Name some of the	time, musically and
					instruments they	historically?
					heard in the songs	
	1				ricuru ili tile soligs	

			o The historical context of the songs. What else was going on at this time?	O Know and talk about that fact that we each have a musical identity

Singing skills progressi	on						
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Remember and sing entire songs  Sing the pitch of a tone sung by another person ('pitch match').  Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Explore, use and refine a variety of artistic effects to express their ideas and feelings  Create collaboratively sharing ideas, resources and skills.  Sing in a group or on their own, increasingly matching the pitch and following the melody  ELG  Sing a range of well-known nursery rhymes and songs.  Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Learn about voices, singing notes of different pitches (high and low).  Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.  Learn to start and stop singing when following a leader	Learn about voices singing notes of different pitches (high and low).  Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).  Learn to find a comfortable singing position.  Learn to start and stop singing when following a leader	To sing in unison and in simple two-parts.  To demonstrate a good singing posture.  To follow a leader when singing.  To enjoy exploring singing solo.  To sing with awareness of being 'in tune'.  To have an awareness of the pulse internally when singing.	To re-join the song if lost.  To listen to the group when singing.	To sing in unison and to sing backing vocals.  To enjoy exploring singing solo. To listen to the group when singing.  To experience rapping and solo singing.  To listen to each other and be aware of how you fit into the group.	Consolidate previous year groups
Singing knowledge pro		V4	V2	V2	1 V 1	V	l was c
To sing the chorus or key refrain from a song and know this by heart.	Reception To sing or rap nursery rhymes and simple songs from memory.	Year 1 To confidently sing or rap five songs from memory and sing them in unison.	Year 2 To confidently know and sing five songs from memory.	Year 3  To know and be able to talk about:  o Singing in a group can be called a choir	Year 4 To know and be able to talk about: Texture: How a solo singer makes a	Year 5 To know and confidently sing five songs and their parts from memory, and to sing them	Year 6 To know about the style of the songs so you can represent the feeling and

To know that	songs	To know that unison	o Leader or	thinner texture than	with a strong	context to your
have sections.		is everyone singing	conductor: A person	a large group	internal pulse.	audience
		at the same time.	who the choir or			
			group follow		To choose a song	
		Songs include other	<ul> <li>Songs can make</li> </ul>		and be able to talk	
		ways of using the	you feel different		about:	
		voice e.g. rapping	things e.g. happy,			
		(spoken word).	energetic or sad		Its main features	
			<ul> <li>Singing as part of</li> </ul>			
		To know why we	an ensemble or		Singing in unison,	
		need to warm up	large group is fun,		the solo, lead vocal,	
		our voices.	but that you must		backing vocals or	
			listen to each other		rapping	
					To know what the	
					song is about and	
					the meaning of the	
					lyrics	
					To know and explain	
					the importance of	
					warming up your	
					voice	

	T	1		T	I	I	
Playing skills progressi	on						
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop their own	Explore, use and	Treat instruments	Treat instruments	To treat instruments	To treat instruments	Play a musical	Play a musical
ideas and then	refine a variety of	carefully and with	carefully and with	carefully and with	carefully and with	instrument with the	instrument with the
decide which	artistic effects to	respect.	respect.	respect.	respect.	correct technique	correct technique
materials to use to	express their ideas					within the context	within the context
express them.	and feelings	Play a tuned	Learn to play a	Play any one, or all	Play any one, or all	of the Unit song.	of the Unit song.
		instrumental part	tuned instrumental	of four,	four, differentiated		
Create their own	Return to and build	with the song they	part that matches	differentiated parts	parts on a tuned	Select and learn an	Select and learn an
songs, or improvise	on their previous	perform.	their musical	on a tuned	instrument – a one-	instrumental part	instrumental part
a song around one	learning, refining ideas and	Loorn to play on	challenge, using one of the differentiated	instrument – a one-	note, simple or	that matches their	that matches their
they know	developing their	Learn to play an instrumental part	parts (a one-note,	note, simple or medium part or the	medium part or the melody of the song	musical challenge, using one of the	musical challenge, using one of the
	ability to represent	that matches their	simple or medium	melody of the song)	from memory or	differentiated parts	differentiated parts
	them	musical challenge,	part).	from memory or	using notation.	– a one-note, simple	– a one-note, simple
	them	using one of the	party.	using notation.	using notation.	or medium part or	or medium part or
	Create	differentiated parts	Play the part in time	using notation.	To rehearse and	the melody of the	the melody of the
	collaboratively	(a one-note part, a	with the steady	To rehearse and	perform their part	song from memory	song from memory
	sharing ideas,	simple part, medium	pulse.	perform their part	within the context	or using notation.	or using notation.
	resources and skills.	part).	parison.	within the context	of the Unit song.		
			Listen to and follow	of the Unit song.	0	To rehearse and	To rehearse and
	Explore and engage	Listen to and follow	musical instructions		To listen to and	perform their part	perform their part
	in music making and	musical instructions	from a leader	To listen to and	follow musical	within the context	within the context
	dance, performing	from a leader.		follow musical	instructions from a	of the Unit song.	of the Unit song.
	solo or in groups.			instructions from a	leader.		
				leader.		To listen to and	To listen to and
	ELG				To experience	follow musical	follow musical
	Perform songs,				leading the playing	instructions from a	instructions from a
	rhymes, poems and				by making sure	leader.	leader.
	stories with others,				everyone plays in		
	and (when						

		T	T	1	T	1	1
	appropriate) try to				the playing section	To lead a rehearsal	To lead a rehearsal
	move in time with				of the song	session.	session.
	music.						
Playing knowledge pro							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To make sounds	To know that	Learn the names of	Learn the names of	To know and be able	Know and be able to	To know and be able	Know and be able to
from a range of	performance is	the notes in their	the notes in their	to talk about the	talk about:	to talk about:	talk about:
objects, including	sharing music.	instrumental part	instrumental part	instruments used in	<ul><li>The instruments</li></ul>	<ul> <li>Different ways of</li> </ul>	<ul> <li>Different ways of</li> </ul>
some instruments.	To know that we can	from memory or	from memory or	class (a glockenspiel,	used in class (a	writing music down	writing music down
	make sounds using	when written down.	when written down.	a recorder)	glockenspiel,	<ul><li>– e.g. staff notation,</li></ul>	<ul><li>– e.g. staff notation,</li></ul>
	instruments.				recorder or	symbols	symbols
		Learn the names of	Know the names of		xylophone).	o The notes C, D, E,	o The notes C, D, E,
		the instruments	untuned percussion		O Other instruments	F, G, A, B + C on the	F, G, A, B + C on the
		they are playing.	instruments played		they might play or	treble stave	treble stave
			in class.		be played in a band	o The instruments	o The instruments
					or orchestra or by	they might play or	they might play or
					their friends.	be played in a band	be played in a band
						or orchestra or by	or orchestra or by
						their friends	their friends

Improvisation skills pro	ogression						
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop their own ideas and then decide which materials to use to express them.  Create their own songs, or improvise a song around one they know	Explore, use and refine a variety of artistic effects to express their ideas and feelings  Return to and build on their previous learning, refining ideas and developing their ability to represent them  Create collaboratively sharing ideas, resources and skills.  Explore and engage in music making and dance, performing solo or in groups.  ELG  Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Use the improvisation tracks provided. Improvise using the three challenges:  1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).  2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.  3. Improvise! – Take it in turns to improvise using one or two notes.	Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes	Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided: O Sing, Play and Copy Back O Listen and copy back using instruments, using two different notes. O Play and Improvise — Using your instruments, listen and play your own answer using one or two notes. O Improvise! — Take it in turns to improvise using one or two notes.	Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided: O Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. O Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. O Improvise! – Take it in turns to improvise using one or two notes.	Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided: o Play and Copy Back: Copy back using instruments. Use the two notes o Play and Improvise: Question and Answer using instruments. Use two notes in your answer. Always start on a G o Improvisation! You will be using up to three notes: — Improvise using two notes.	Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise: o Play and Copy Back:
Improvisation knowled					1	1	T -
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To engage with sound making for fun using voice and/or instruments.	To know that we can move with the pulse of the music.	Improvisation is about making up your own tunes on the spot.	Improvisation is making up your own tunes on the spot.	To know and be able to talk about improvisation:	To know and be able to talk about improvisation:	To know and be able to talk about improvisation:	To know and be able to talk about improvisation:

 						<del>,</del>
To know that the		When someone	o Improvisation is	o Improvisation is	o Improvisation is	o Improvisation is
words of songs can	When someone	improvises, they	making up your own	making up your own	making up your own	making up your own
tell stories and paint	improvises, they	make up their own	tunes on the spot	tunes on the spot	tunes on the spot	tunes on the spot
pictures.	make up their own	tune that has never	o When someone	o When someone	<ul><li>When someone</li></ul>	o When someone
	tune that has never	been heard before.	improvises, they	improvises, they	improvises, they	improvises, they
	been heard before.	It is not written	make up their own	make up their own	make up their own	make up their own
	It is not written	down and belongs	tune that has never	tune that has never	tune that has never	tune that has never
	down and belongs	to them.	been heard before.	been heard before.	been heard before.	been heard before.
	to them.		It is not written	It is not written	It is not written	It is not written
		Everyone can	down and belongs	down and belongs	down and belongs	down and belongs
	Everyone can	improvise, and you	to them	to them.	to them.	to them.
	improvise!	can use one or two	<ul><li>To know that</li></ul>	o To know that	O To know that	<ul><li>To know that</li></ul>
		notes.	using one or two	using one or two	using one or two	using one, two or
			notes confidently is	notes confidently is	notes confidently is	three notes
			better than using	better than using	better than using	confidently is better
			five	five	five	than using five
			O To know that if	o To know that if	o To know that if	o To know that if
			you improvise using	you improvise using	you improvise using	you improvise using
			the notes you are	the notes you are	the notes you are	the notes you are
			given, you cannot	given, you cannot	given, you cannot	given, you cannot
			make a mistake	make a mistake	make a mistake	make a mistake
				o To know that you	o To know that you	o To know that you
				can use some of the	can use some of the	can use some of the
				riffs you have heard	riffs you have heard	riffs and licks you
				in the Challenges in	in the Challenges in	have learnt in the
				your improvisations	your improvisations	Challenges in your
				, , , , , , , , , , , , , , , , , , , ,	o To know three	improvisations
					well-known	o To know three
					improvising	well-known
					musicians	improvising
					masicians	musicians
						IIIusicialis

Nursery  Develop their own	Reception	Year 1					
•		. 55	Year 2	Year 3	Year 4	Year 5	Year 6
'	Explore, use and	Help to create a	Help create three	Help create at least	Help create at least	Create simple	Create simple
ideas and than	refine a variety of	simple melody using	simple melodies	one simple melody	one simple melody	melodies using up to	melodies using up to
ideas and then	artistic effects to	one, two or three	with the Units using	using one, three or	using one, three or	five different notes	five different notes
decide which	express their ideas	notes.	one, three or five	five different notes.	all five different	and simple rhythms	and simple rhythms
materials to use to	and feelings		different notes.		notes.	that work musically	that work musically
express them.		Learn how the notes		Plan and create a		with the style of the	with the style of the
	Return to and build	of the composition	Learn how the	section of music that	Plan and create a	Unit song.	Unit song.
	on their previous	can be written down	notes of the	can be performed	section of music that		
	learning, refining	and changed if	composition can be	within the context	can be performed	Explain the keynote	Explain the keynote
	ideas and	necessary.	written down and	of the unit song.	within the context	or home note and	or home note and
	developing their		changed if		of the unit song.	the structure of the	the structure of the
	ability to represent		necessary.	Talk about how it		melody.	melody.
	them			was created.	Talk about how it	Listen to and reflect	
					was created.	upon the developing	Listen to and reflect
	Create			Listen to and reflect		composition and	upon the developing
	collaboratively			upon the developing	Listen to and reflect	make musical	composition and
	sharing ideas,			composition and	upon the developing	decisions about how	make musical
	resources and skills.			make musical	composition and	the melody	decisions about how
				decisions about	make musical	connects with the	the melody connects
	Explore and engage			pulse, rhythm, pitch,	decisions about	song.	with the song.
	in music making and			dynamics and	pulse, rhythm, pitch,	5 1.1	5 1.1
	dance, performing			tempo.	dynamics and	Record the	Record the
	solo or in groups.			December 1	tempo.	composition in any	composition in any
	ELG			Record the	Record the	way appropriate	way appropriate
				composition in any		that recognises the	that recognises the
	Perform songs,			way appropriate	composition in any	connection between	connection between
	rhymes, poems and stories with others.			that recognises the connection between	way appropriate that recognises the	sound and symbol (e.g.	sound and symbol (e.g.
	and (when			sound and symbol	connection between	graphic/pictorial	graphic/pictorial
	and (when appropriate) try to			(e.g.	sound and symbol	notation).	notation).
	move in time with			graphic/pictorial	(e.g.	notationj.	notationj.
	music.			notation).	graphic/pictorial		
	iliusit.			notationj.	notation).		
Composition knowledg	ge progression				notationj.		
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To engage with	To know that we can	Composing is like	Composing is like	To know and be able	To know and be able	To know and be able	To know and be able
sound making for	move with the pulse	writing a story with	writing a story with	to talk about:	to talk about:	to talk about:	to talk about:
3344 11141111111111111111111111111111	of the music.	music.	music.	to talk about	to talk about	to talk about	to talk about

fun using voice	To know that the			o A composition:	OA composition:	o A composition:	o A composition:
and/or instruments.	words of songs can	Everyone can	Everyone can	music that is created	music that is created	music that is created	music that is created
	tell stories and paint	compose.	compose.	by you and kept in	by you and kept in	by you and kept in	by you and kept in
	pictures.			some way. It's like	some way. It's like	some way. It's like	some way. It's like
				writing a story. It	writing a story. It	writing a story. It	writing a story. It
				can be played or	can be played or	can be played or	can be played or
				performed again to	performed again to	performed again to	performed again to
				your friends.	your friends.	your friends.	your friends.
				o Different ways of	o Different ways of	<ul> <li>A composition has</li> </ul>	O A composition has
				recording	recording	pulse, rhythm and	pulse, rhythm and
				compositions (letter	compositions (letter	pitch that work	pitch that work
				names, symbols,	names, symbols,	together and are	together and are
				audio etc.)	audio etc.)	shaped by tempo,	shaped by tempo,
						dynamics, texture	dynamics, texture
						and structure	and structure
						o Notation:	o Notation:
						recognise the	recognise the
						connection between	connection between
						sound and symbol	sound and symbol
						·	,

Performance skills pro	ogression						
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop their own ideas and then decide which materials to use to express them.  Play instruments with increasing control to express their feelings and ideas.	Explore, use and refine a variety of artistic effects to express their ideas and feelings  Return to and build on their previous learning, refining ideas and developing their ability to represent them  Create collaboratively sharing ideas, resources and skills.  Explore and engage in music making and dance, performing solo or in groups.  ELG Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Choose a song they have learnt from the Scheme and perform it.  They can add their ideas to the performance.  Record the performance and say how they were feeling about it.	Choose a song they have learnt from the Scheme and perform it.  They can add their ideas to the performance.  Record the performance and say how they were feeling about it.	To choose what to perform and create a programme.  To communicate the meaning of the words and clearly articulate them.  To talk about the best place to be when performing and how to stand or sit.  To record the performance and say how they were feeling, what they were pleased with what they would change and why.	To choose what to perform and create a programme.  Present a musical performance designed to capture the audience.  To communicate the meaning of the words and clearly articulate them.  To talk about the best place to be when performing and how to stand or sit.  To record the performance and say how they were feeling, what they were pleased with what they would change and why.	To choose what to perform and create a programme.  To communicate the meaning of the words and clearly articulate them.  To talk about the venue and how to use it to best effect.  To record the performance and compare it to a previous performance.  To discuss and talk musically about it — "What went well?" and "It would have been even better if?"	To choose what to perform and create a programme.  To communicate the meaning of the words and clearly articulate them.  To talk about the venue and how to use it to best effect.  To record the performance and compare it to a previous performance.  To discuss and talk musically about it — "What went well?" and "It would have been even better if?"
Performance knowled	lge progression						
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	A performance is sharing music.	A performance is sharing music with other people, called an audience.	A performance is sharing music with an audience.	To know and be able to talk about:	To know and be able to talk about:	To know and be able to talk about:	To know and be able to talk about:

A performance can	Performing is	Performing is	Performing is	Performing is
be a special occasion	sharing music with	sharing music with	sharing music with	sharing music with
and involve a class, a	other people, an	other people, an	other people, an	an audience with
year group or a	audience	audience	audience	belief
whole school.				
	A performance	A performance	A performance	A performance
An audience can	doesn't have to be a	doesn't have to be a	doesn't have to be a	doesn't have to be a
include your parents	drama! It can be to	drama! It can be to	drama! It can be to	drama! It can be to
and friends.	one person or to	one person or to	one person or to	one person or to
	each other	each other	each other	each other
	cuell other	cucii otilci	cuell other	eden other
	You need to know	You need to know	Everything that will	Everything that will
	and have planned	and have planned	be performed must	be performed must
	everything that will	everything that will	be planned and	be planned and
	be performed	be performed	learned	learned
	be periorified	be perioritied	learned	learneu
	You must sing or rap	You must sing or rap	You must sing or rap	You must sing or rap
	the words clearly	the words clearly	the words clearly	the words clearly
	·	and play with	and play with	and play with
	and play with confidence	confidence	confidence	confidence
	confidence	confidence	confidence	confidence
	A	A	A	A
	A performance can	A performance can	A performance can	A performance can
	be a special occasion	be a special occasion	be a special occasion	be a special occasion
	and involve an	and involve an	and involve an	and involve an
	audience including	audience including	audience including	audience including
	of people you don't	of people you don't	of people you don't	of people you don't
	know	know	know	know
	It is planned and	It is planned and	It is planned and	It is planned and
	different for each	different for each	different for each	different for each
	occasion	occasion	occasion	occasion
			_	
	It involves	It involves	A performance	A performance
	communicating	communicating	involves	involves
	feelings, thoughts	feelings, thoughts	communicating	communicating
	and ideas about the	and ideas about the	ideas, thoughts and	ideas, thoughts and
	song/music	song/music	feelings about the	feelings about the
			song/music	song/music
ı		l .		