

# Music

## Progression of Skills & Knowledge

### Condensed

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**How is the Music scheme of work organised?**

## Progression of Skills & knowledge

### Listening and evaluating

Year 1

## Skills

### Listening and responding to music

- Listen with concentration to short pieces of music or excerpts from longer pieces of music.
- Engage with and responding to longer pieces of music.
- Coordinate the speed of their movements to match the speed of the music (not the beat).
- Begin to move in time with the beat of the music.
- Begin to articulate how a piece of music affects them (eg it makes them feel sleepy, it makes them want to dance, it makes them happy).

### Analysing

- Identify some common instruments when listening to music.
- Relate sounds in music to real-world experiences. (e.g. it sounds like squelching mud).
- Recognise simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).
- Recognise simple patterns and repetition in pitch (e.g. do re mi).
- Talk about the tempo of music using the vocabulary of fast and slow.
- Talk about the dynamics of the music, using the vocabulary of loud, quiet and silent.
- Talk about the pitch of music, using the vocabulary of high and low.

### Evaluating

- State what they enjoyed about their peers' performances.

### Cultural and historical awareness of music

- N/A

## Knowledge

- Recognise and name the following instruments: up to three instruments from Group A and B.
- Know that sections of music can be described as fast or slow and the meaning of these terms.
- Know that sections of music can be described as loud, quiet or silent and the meaning of these terms.
- Know that sounds within music can be described as high or low sounds and the meaning of these terms.

**Year 2**

## Skills

### Listening and responding to music

- Listen with concentration to short pieces of music or excerpts from longer pieces of music.
- Engage with and responding to longer pieces of music.
- Confidently move in time with the beat of the music when modelled.
- Begin to keep movements to the beat of different speeds of music.
- Begin to explain why the music has a certain effect on them, which could be related to the music or a personal experience.

### Analysing

- Identify some common instruments when listening to music.
- Relate sounds in music to real-world experiences. (e.g. it sounds like squelching mud).
- Recognise simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).
- Recognise simple patterns and repetition in pitch (e.g. do re mi).
- Talk about the tempo of music using the vocabulary of fast and slow.
- Talk about the dynamics of the music, using the vocabulary of loud, quiet and silent.
- Talk about the pitch of music, using the vocabulary of high and low.

### Evaluating

- State what they enjoyed about their peers'™ performances.

### Cultural and historical awareness of music

- N/A

## Knowledge

- Recognise and name the following instruments: up to three instruments from Group A and B.
- Know that sections of music can be described as fast or slow and the meaning of these terms.
- Know that sections of music can be described as loud, quiet or silent and the meaning of these terms
- Know that sounds within music can be described as high or low sounds and the meaning of these terms.

## **National curriculum - end of KS1**

use their voices expressively and creatively by singing songs and speaking chants and rhymes

play tuned and untuned instruments musically

listen with concentration and understanding to a range of high-quality live and recorded music

experiment with, create, select and combine sounds using the inter-related dimensions of music.

# Progression of Skills & knowledge

## Listening and evaluating

### Year 3

#### Skills

Listening and responding to music

- Explain their preferences for a piece of music using musical vocabulary.

#### Analysing

- Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).
- Understand that music from different parts of the world has different features.
- Recognise and explaining the changes within a piece of music using musical vocabulary.
- Describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.
- Begin to show an awareness of metre.

#### Evaluating

- Begin to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.

#### Cultural and historical awareness of music

- Understand that music from different times has different features.

#### Knowledge

- N/A

## Year 4

### Skills

#### Listening and recognising to music

- Explain their preferences for a piece of music using musical vocabulary.

#### Analysing

- Recognise the use and development of motifs in music.
- Identify gradual dynamic and tempo changes within a piece of music.
- Identify common features between different genres, styles and traditions of music.
- Recognise, name and explain the effect of the interrelated dimensions of music.
- Identify scaled dynamics (crescendo/decrescendo) within a piece of music.
- Use musical vocabulary to discuss the purpose of a piece of music.

#### Evaluating

- Use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.

#### Cultural and historical awareness of music

- Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.

### Knowledge

- N/A

## **National curriculum - end of KS2**

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

improvise and compose music for a range of purposes using the inter-related dimensions of music

listen with attention to detail and recall sounds with increasing aural memory

use and understand staff and other musical notations

appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

develop an understanding of the history of music.

# Progression of Skills & knowledge

## Listening and evaluating

### Year 5

#### Skills

Listening and responding to music

- Understand the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.

#### Analysing

- Recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical Theatre, Blues, Dance Remix).
- Represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.

#### Evaluating

- Compare, discuss and evaluate music using detailed musical vocabulary.
- Develop confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.
- Confidently discuss the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.

#### Knowledge

- N/A

### Year 6

## Skills

### Listening and responding to music

- Understand the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.

### Analysing

- Discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.
- Recognise and confidently discuss the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).
- Represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.
- Identify the way that features of a song can complement one another to create a coherent overall effect.

### Evaluating

- Use musical vocabulary correctly when describing and evaluating the features of a piece of music.
- Evaluate how the venue, occasion and purpose affects the way a piece of music sounds.
- Confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.

### Cultural and historical awareness of music

- Discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.

## Knowledge

- N/A

## **National curriculum - end of KS2**

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

improvise and compose music for a range of purposes using the inter-related dimensions of music

listen with attention to detail and recall sounds with increasing aural memory

use and understand staff and other musical notations

appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

develop an understanding of the history of music.

# Progression of Skills & knowledge

## Creating sound

### Year 1

#### Skills

#### Instruments

- Develop an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.)
- Develop an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.)
- Learn to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.)
- Use instruments imaginatively to create soundscapes which convey a sense of place. (Group B.)
- Use bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.)
- Start to understand how to produce different sounds on pitched instruments. (Group C.)

#### Posture

- Maintain a comfortable position when sitting or standing to sing and play instruments.

### Year 2

## Skills

### Instruments

- Develop an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.)
- Develop an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.)
- Learn to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.)
- Use instruments imaginatively to create soundscapes which convey a sense of place. (Group B.)
- Use bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.)
- Start to understand how to produce different sounds on pitched instruments. (Group C.)

### Posture

- Maintain a comfortable position when sitting or standing to sing and play instruments.

## **National curriculum - end of KS1**

use their voices expressively and creatively by singing songs and speaking chants and rhymes

play tuned and untuned instruments musically

listen with concentration and understanding to a range of high-quality live and recorded music

experiment with, create, select and combine sounds using the inter-related dimensions of music.

# Progression of Skills & knowledge

## Notation

### Year 1

#### Skills

##### Understanding notation

- Read different types of notation by moving eyes from left to right as sound occurs.
- Know that notation is read from left to right.

##### Representing pitch

- Know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.
- Recognise pitch patterns using dots.

##### Representing rhythm

- Use pictorial representations to stay in time with the pulse when singing or playing.
- Confidently read simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests).
- Begin to read simple rhythmic patterns which include two half beats (quavers).

### Year 2

## Skills

### Understanding notation

- Read different types of notation by moving eyes from left to right as sound occurs.
- Know that notation is read from left to right.

### Representing pitch

- Know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.
- Use a simplified version of a staff (only three lines) to notate known musical phrases (of two pitches).

### Representing rhythm

- Use pictorial representations to stay in time with the pulse when singing or playing.
- Confidently read simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests).
- Begin to read simple rhythmic patterns which include two half beats (quavers).

## **National curriculum - end of KS1**

use their voices expressively and creatively by singing songs and speaking chants and rhymes

play tuned and untuned instruments musically

listen with concentration and understanding to a range of high-quality live and recorded music

experiment with, create, select and combine sounds using the inter-related dimensions of music.

# Progression of Skills & knowledge

## Notation

### Year 3

#### Skills

##### Understanding notation

- Understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.

##### Representing pitch and rhythm

- Use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.
- Perform from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.

### Year 4

#### Skills

##### Understanding notation

- Know that 'performance directions' are words added to music notation to tell the performers how to play.

##### Representing pitch and rhythm

- Use letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.

## **National curriculum - end of KS2**

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

improvise and compose music for a range of purposes using the inter-related dimensions of music

listen with attention to detail and recall sounds with increasing aural memory

use and understand staff and other musical notations

appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

develop an understanding of the history of music.

# Progression of Skills & knowledge

## Notation

### Year 5

#### Skills

##### Understanding notation

- Know that simple pictures can be used to represent the structure (organisation) of music.
- Understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.

##### Representing pitch and rhythm

- Use staff notation to record rhythms and melodies.

### Year 6

#### Skills

##### Understanding notation

- Know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.
- Know that chord progressions are represented in music by Roman numerals.

##### Representing pitch and rhythm

- Record own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music.
- Perform with accuracy and fluency from graphic and staff notation and from their own notation.

## **National curriculum - end of KS2**

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

improvise and compose music for a range of purposes using the inter-related dimensions of music

listen with attention to detail and recall sounds with increasing aural memory

use and understand staff and other musical notations

appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

develop an understanding of the history of music.

# Progression of Skills & knowledge

## Improvising and composing

### Year 1

#### Skills

##### Stimulus and purpose

- Create sound responses to a variety of physical stimuli such as, nature, artwork and stories.

##### Improvising

- Improvise simple question and answer phrases, using untuned percussion or voices.

##### Creating and selecting sounds

- Experiment with creating different sounds using a single instrument.
- Experiment with creating loud, soft, high and low sounds.
- Select objects and/or instruments to create sounds to represent a given idea or character.

##### Sequencing

- Play and combine sounds under the direction of a leader (the teacher).

### Year 2

## Skills

### Stimulus and purpose

- Create sound responses to a variety of physical stimuli such as, nature, artwork and stories.

### Improvising

- Improvise simple question and answer phrases, using untuned percussion or voices.

### Creating and selecting sounds

- Experiment with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.
- Select and create short sequences of sound with voices or instruments to represent a given idea or character.

### Sequencing

- Work collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.

## **National curriculum - end of KS1**

use their voices expressively and creatively by singing songs and speaking chants and rhymes

play tuned and untuned instruments musically

listen with concentration and understanding to a range of high-quality live and recorded music

experiment with, create, select and combine sounds using the inter-related dimensions of music.

# Progression of Skills & knowledge

## Improvising and composing

### Year 3

#### Skills

##### Stimulus and purpose

- Compose a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).

##### Improvising

- Begin to improvise musically within a given style using their voice.

##### Creating and selecting sounds

- Suggest and implement improvements to their own work, using musical vocabulary.

##### Sequencing

- Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).

### Year 4

## Skills

### Stimulus and purpose

- Compose a coherent piece of music in a given style with voices, bodies and instruments.

### Improvising

- Begin to improvise musically within a given style using their voice.

### Creating and selecting sounds

- Develop melodies using rhythmic variation, transposition, inversion, and looping.

### Sequencing

- Create a piece of music with at least four different layers and a clear structure.

## **National curriculum - end of KS2**

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

improvise and compose music for a range of purposes using the inter-related dimensions of music

listen with attention to detail and recall sounds with increasing aural memory

use and understand staff and other musical notations

appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

develop an understanding of the history of music.

# Progression of Skills & knowledge

## Improvising and composing

### Year 5

#### Skills

##### Stimulus and purpose

- Compose a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).

##### Improvising

- Improvise coherently within a given style.

##### Creating and selecting sounds

- Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence.
- Suggesting and demonstrating improvements to own and others'™ work.

##### Sequencing

- Combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.

### Year 6

## Skills

### Stimulus and purpose

- Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.

### Improvising

- Improvise coherently and creatively within a given style, incorporating given features.

### Creating and selecting sounds

- Develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
- Constructively critique their own and others'™ work, using musical vocabulary.

### Sequencing

- Compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.

## National curriculum - end of KS2

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

improvise and compose music for a range of purposes using the inter-related dimensions of music

listen with attention to detail and recall sounds with increasing aural memory

use and understand staff and other musical notations

appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

develop an understanding of the history of music.

# Progression of Skills & knowledge

## Performing

### Year 1

#### Skills

Understanding and evaluating performance

- Offer positive feedback on others' performances.

Awareness of music

- Start to maintain a steady beat throughout short singing performances.

Awareness of self

- Keep instruments still until their part in the performance.

Awareness of others

- Perform actively as part of a group; keeping in time with the beat.
- Show awareness of leader particularly when starting or ending a piece.

### Year 2

## Skills

### Understanding and evaluating performance

- Offer positive feedback on others' performances.

### Awareness of music

- Start to maintain a steady beat throughout short singing performances.

### Awareness of self

- Stand or sit appropriately when performing or waiting to perform.
- Begin to acknowledge their own feelings around performance.

### Awareness of others

- Perform actively as a group, clearly keeping in time with the beat.
- Follow a leader to start and end a piece appropriately.

## **National curriculum - end of KS1**

use their voices expressively and creatively by singing songs and speaking chants and rhymes

play tuned and untuned instruments musically

listen with concentration and understanding to a range of high-quality live and recorded music

experiment with, create, select and combine sounds using the inter-related dimensions of music.

# Progression of Skills & knowledge

## Performing

### Year 3

#### Skills

Understanding and evaluating performance

- Offer constructive feedback on others' performances.

Awareness of music

- Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.

Awareness of self and others

- Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance.

### Year 4

## Skills

### Understanding and evaluating performance

- Offer constructive feedback on others'™ performances.

### Awareness of music

- Sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.
- Play melody parts on tuned instruments with accuracy and control and developing instrumental technique.
- Play syncopated rhythms with accuracy, control and fluency.

### Awareness of self and others

- Sing and play in time with peers with accuracy and awareness of their part in the group performance.

## **National curriculum - end of KS2**

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

improvise and compose music for a range of purposes using the inter-related dimensions of music

listen with attention to detail and recall sounds with increasing aural memory

use and understand staff and other musical notations

appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

develop an understanding of the history of music.

# Progression of Skills & knowledge

## Performing

### Year 5

#### Skills

Understanding and evaluating performance

- Use musical vocabulary to offer constructive and precise feedback on others'™ performances.

Awareness of music

- Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
- Play a simple chord progression with accuracy and fluency.

Awareness of self and others

- Work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.

### Year 6

## Skills

### Understanding and evaluating performance

- Use musical vocabulary to offer constructive and precise feedback on others'™ performances.

### Awareness of music

- Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
- Perform by following a conductor's™ cues and directions.

### Awareness of self and others

- Work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.
- Performing a solo or taking a leadership role within a performance.

## **National curriculum - end of KS2**

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

improvise and compose music for a range of purposes using the inter-related dimensions of music

listen with attention to detail and recall sounds with increasing aural memory

use and understand staff and other musical notations

appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

develop an understanding of the history of music.