

Mytchett Primary Academy – Music Knowledge and Skills Progression



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Take part in singing. Follow instructions on when to sing or to play an instrument.	Sing simple songs and chants (with actions) building rhythmic and melodic memory.	Sing simple songs and chants (with actions) building rhythmic and melodic memory.	Sing rounds (canons) and partner songs, maintaining own part with some support.	Sing rounds (canons) and partner songs, maintaining own part with some support.	Confidently sing part songs and canons with control, expression, phrasing and dynamics.	Confidently sing part songs and canons with control, expression, phrasing and dynamics.
instrument.	Use voice to create sounds - humming, whispers, clicks and whistles.	Use voice to create sounds - humming, whispers, clicks and whistles.	Sing songs with a simple ostinato part.	Sing songs with a simple ostinato part.	Play percussion instruments with an understanding of pitch, 2, 3	Play percussion instruments with an understanding of pitch, 2, 3
	Start and stop together on direction.	Start and stop together on direction.	Sing with a developing understanding of expression and dynamics.	Sing with a developing understanding of expression and dynamics.	and 4 metre and syncopated rhythms. Accurately maintain an	and 4 metre and syncopated rhythms. Accurately maintain an
	Begin to use correct technique when playing a range of percussion instruments.	Begin to use correct technique when playing a range of percussion instruments.	Perform simple rhythmic and melodic patterns on variety of percussion instruments.	Perform simple rhythmic and melodic patterns on variety of percussion instruments.	independent part within a group in both instrumental and vocal performance.	independent part within a group in both instrumental and vocal performance.
	Keep a steady beat and copy simple rhythm patterns.	Keep a steady beat and copy simple rhythm patterns.	Read and play 3 notes on an instrument (e.g. recorders) with care and a degree of accuracy.	Read and play 3 notes on an instrument (e.g. recorders) with care and a degree of accuracy.	Read and play at least 5 notes on an instrument (e.g. recorders) with greater accuracy and independence.	Read and play at least 5 notes on an instrument (e.g. recorders) with greater accuracy and independence.
		NOG!			Perform with control, dynamics and awareness of others.	Perform with control, dynamics and awareness o others.
Vocabulary: beat, voice, hum, voice	Vocabulary: beat, chant, melody, rhythm, voice, hum, whisper, whistle, clicking, steady, percussion, instruments, patterns	Vocabulary: beat, chant, melody, rhythm, voice, hum, whisper, whistle, clicking, steady, percussion, instruments, patterns	Vocabulary: beat, chant, melody, rhythm, voice, hum, whisper, whistle, clicking, steady, percussion, instruments, patterns, expression, dynamics, canons, ostinato, pitch, volume, loud, soft	Vocabulary: beat, chant, melody, rhythm, voice, hum, whisper, whistle, clicking, steady, percussion, instruments, patterns, expression, dynamics, canons, ostinato, pitch, volume, loud, soft, crescendo, diminuendo,	Vocabulary: beat, chant, melody, rhythm, voice, hum, whisper, whistle, clicking, steady, percussion, instruments, patterns, expression, dynamics, canons, ostinato, pitch, volume, loud, soft, crescendo, diminuendo, descant, metre (beats in a	Vocabulary: beat, chant, melody, rhythm, voice, hum, whisper, whistle, clicking, steady, percussion, instruments, patterns, expression, dynamics, canons, ostinato, pitch, volume, loud, soft, crescendo, diminuendo, descant, metre (beats in a



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Clap short, rhythmic	Create and clap own	Create and clap own	Represent sounds on a	Represent sounds on a	Represent sounds on a	Represent sounds on a
patterns.	rhythms.	rhythms.	graphic score with symbols	graphic score with symbols	graphic score with symbols	graphic score with symbols
			for a group performance.	for a group performance.	for group performance with	for group performance with
Make different sounds	Create patterns of sound –	Create patterns of sound –			an awareness of balance,	an awareness of balance,
(high and low – pitch; loud	long/short, high/low,	long/short, high/low,	Create a soundscape using	Create a soundscape using	tempo and dynamics.	tempo and dynamics.
and quiet – dynamics; fast	loud/soft (quiet).	loud/soft (quiet).	tuned and un-tuned	tuned and un-tuned		
and slow – tempo; quality			percussion.	percussion.	Improvise with confidence	Improvise with confidence
of the sound – smooth,	Use instruments to reflect a	Use instruments to reflect a			and an awareness of	and an awareness of
crisp, scratchy, rattling,	topic or add sound effects	topic or add sound effects	Compose four bars of music	Compose four bars of music	rhythm, context and	rhythm, context and
tinkling etc.)	to a story.	to a story.	using 3 notes with an	using 3 notes with an	purpose.	purpose.
			understanding of note	understanding of note		
	Invent symbols to	Invent symbols to	value and time signature.	value and time signature.	Group soundscape	Group soundscape
	represent sound and create	represent sound and create			composition with	composition with
	a simple graphic score for	a simple graphic score for	Staff notation: recognise	Staff notation: recognise	instruments and vocals and	instruments and vocals and
	pitch or duration that	pitch or duration that	notes on the stave and note	notes on the stave and note	a conductor.	a conductor.
	others can follow.	others can follow.	values of quaver, crotchet	values of quaver, crotchet		
			and minim.	and minim.	Compose four bars of music	Compose four bars of music
					using up to 5 notes with an	using up to 5 notes with an
			Understand and use Italian	Understand and use Italian	understanding of note	understanding of note
			musical terminology within	musical terminology within	value and time signature	value and time signature
			vocal and instrumental	vocal and instrumental	and melody.	and melody.
			composition.	composition.	0. 55	e. 66
					Staff notation: recognise	Staff notation: recognise
			Begin to take part in	Begin to take part in	notes on the stave and note	notes on the stave and note
			improvisation sessions with confidence.	improvisation sessions with confidence.	values of semiquaver,	values of semiquaver,
			confidence.	confidence.	quaver, crotchet, minim and semibreve.	quaver, crotchet, minim and semibreve.
					and semibreve.	and semipreve.
Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:
clap, pattern, rhythm,	clap, pattern, rhythm,	clap, pattern, rhythm,	clap, pattern, rhythm,	clap, pattern, rhythm,	clap, pattern, rhythm,	clap, pattern, rhythm,
	long/short, high/low,	long/short, high/low,	long/short, high/low,	long/short, high/low,	long/short, high/low, loud/soft	long/short, high/low, loud/soft
	loud/soft (quiet), sound	loud/soft (quiet), sound	loud/soft (quiet), sound	loud/soft (quiet), sound	(quiet), sound effects, symbols,	(quiet), sound effects, symbols
	effects, symbols, score,	effects, symbols, score,	effects, symbols, score,	effects, symbols, score,	score, graphic, pitch, duration, tuned, un-tuned, percussion,	score, graphic, pitch, duration, tuned, un-tuned, percussion,
	graphic, pitch, duration	graphic, pitch, duration,	graphic, pitch, duration,	graphic, pitch, duration,	treble clef, bass clef, time	treble clef, bass clef, time
		percussion	tuned, un-tuned,	tuned, un-tuned,	signature (beats in a bar),	signature (beats in a bar),
			percussion, treble clef, bass	percussion, treble clef, bass	quaver, crotchet and minim.	quaver, crotchet and minim.
			clef, time signature (beats	clef, time signature (beats	(See glossary for Italian	(See glossary for Italian
			in a bar), quaver, crotchet	in a bar), quaver, crotchet	vocabulary), tempo, dynamics,	vocabulary), tempo, dynamics,
			and minim. (See glossary	and minim, stave. (See	stave, semiquaver, quaver,	stave, semiquaver, quaver,
			for Italian vocabulary)	glossary for Italian	crotchet, minim and semibreve.	crotchet, minim and semibreve.
				vocabulary)	sembreve.	seminieve.



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Take note of others when performing.	Talk about music heard with appropriate vocabulary.	Talk about music heard with appropriate vocabulary.	Recognise the family groups within the orchestra and the importance of the conductor.	Recognise the family groups within the orchestra and the importance of the conductor.	Identify different ensemble combinations and instruments heard and their role within the	Identify different ensemble combinations and instruments heard and their role within the
	Begin to explore how music can affect emotions.	Begin to explore how music can affect emotions.	Describe and give opinions of the music heard with	Describe and give opinions of the music heard with	ensemble (e.g. ostinato; melody).	ensemble (eg ostinato; melody).
	Recognise how music enriches our lives.	Recognise how music enriches our lives.	some use of musical vocabulary.	some use of musical vocabulary.	Describe and give opinions of the music heard with confident use of an	Describe and give opinions of the music heard with confident use of an
	Compare 2 contrasting pieces of music for dimensions such as pitch or	Compare 2 contrasting pieces of music for dimensions such as pitch or	Discuss the emotional impact of a piece.	Discuss the emotional impact of a piece.	extended range of musical terminology.	extended range of musical terminology.
	tempo.	tempo.	Identify some of the structural and expressive	Identify some of the structural and expressive	Listen to music of differing genres (e.g. jazz, classical,	Listen to music of differing genres (eg jazz, classical,
	Think of ways to improve their compositions.	Think of ways to improve their compositions.	aspects of the music heard (starts slowly and gets faster)	aspects of the music heard (starts slowly and gets faster)	blues) and compare and contrast the different styles.	blues) and compare and contrast the different styles.
		1,006	Share ways to improve the composition of others.	Share ways to improve the composition of others.	Discuss ways to improve the composition of others using musical dimensions as a guide.	Discuss ways to improve the composition of others using musical dimensions as a guide.
Vocabulary: sad, happy, cross	Vocabulary: sad, happy, cross, composers, pitch, tempo, similarities, differences	Vocabulary: sad, happy, cross, composers, pitch, tempo, similarities, differences	Vocabulary: sad, happy, cross, composers, pitch, tempo, similarities, differences, orchestra, brass, percussion, woodwind, strings, conductor	Vocabulary: sad, happy, cross, composers, pitch, tempo, similarities, differences, orchestra, brass, percussion, woodwind, strings, conductor, impact,	Vocabulary: sad, happy, cross, composers, pitch, tempo, similarities, differences, orchestra, brass, percussion, woodwind, strings, conductor, impact,	Vocabulary: sad, happy, cross, composers, pitch, tempo, similarities, differences, orchestra, brass, percussion, woodwind, strings, conductor, impact,
				emotions, structure, expressive	emotions, structure, expressive, ensemble, combinations, ostinato	emotions, structure, expressive, ensemble, combinations, ostinato