

# Knowledge Progression in Music at Foundation Stage

**Music in the Early Years Foundation Stage is skills based.**

**See Skills progression document.**

**Music**

**Being Imaginative and  
Expressive  
Singing and dancing**

# Knowledge Progression in Music at Key Stage One

|                       | Performing   | Listening   | Creating  |
|-----------------------|--|---|---|
| <b>Year 1 &amp; 2</b> | <ul style="list-style-type: none"> <li>✓ Use their voices expressively by singing songs and speaking chants and rhymes...</li> <li>✓ Play tuned and untuned instruments.</li> <li>✓ Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse).</li> </ul> | <ul style="list-style-type: none"> <li>✓ To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory.</li> <li>✓ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end).</li> <li>✓ Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols.</li> <li>✓ Know how music is used for particular purposes (for example, for dance, as a lullaby).</li> </ul> | <ul style="list-style-type: none"> <li>✓ Experiment with &amp; create musical patterns.</li> <li>✓ Explore, choose and organise sounds and musical ideas.</li> <li>✓ Explore and express their ideas and feelings about music using movement, dance and expressive and musical language.</li> <li>✓ Make improvements to their own work.</li> </ul> |

## Knowledge Progression in Music at Key Stage 2

|                       | Performing   | Listening   | Creating   | Knowledge and Understanding  |
|-----------------------|--|---|--|--|
| <b>Year 3 &amp; 4</b> | <ul style="list-style-type: none"> <li>✓ Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.</li> <li>✓ Play tuned and untuned instruments with control and rhythmic accuracy.</li> <li>✓ Practise, rehearse and present performances with an awareness of the audience.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory.</li> <li>✓ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects.</li> <li>✓ Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations.</li> <li>✓ Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue).</li> </ul> | <ul style="list-style-type: none"> <li>✓ Improvise and develop rhythmic and melodic material when performing.</li> <li>✓ Explore, choose, combine and organise musical ideas within musical structures.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Analyse and compare sounds.</li> <li>✓ Explore and explain their own ideas and feelings about music movement, dance, expressive language and musical vocabulary.</li> <li>✓ Improve their own and others' work in relation to its intended effect.</li> <li>✓ Use and understand staff and other musical notations.</li> <li>✓ Develop an understanding of the history of music.</li> </ul> |

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| <p style="text-align: center;"><b>Year 5 &amp; 6</b></p> | <ul style="list-style-type: none"> <li>✓ Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.</li> <li>✓ Play tuned and untuned instruments with control and rhythmic accuracy.</li> <li>✓ Practise, rehearse and present performances with an awareness of the audience.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory.</li> <li>✓ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects.</li> <li>✓ Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations.</li> <li>✓ Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue).</li> </ul> | <ul style="list-style-type: none"> <li>✓ Improvise and develop rhythmic and melodic material when performing.</li> <li>✓ Explore, choose, combine and organise musical ideas within musical structures.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Analyse and compare sounds.</li> <li>✓ Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.</li> <li>✓ Improve their own and others' work in relation to its intended effect.</li> <li>✓ Use and understand staff and other musical notations.</li> <li>✓ Develop an understanding of the history of music.</li> </ul> |
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