



Great Wheltenham C of E Primary School
EYFS Skills and Knowledge Progression
Subject area: Music

Age 3 to 4

- 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.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Reception

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups

ELG

ELG: Being Imaginative and Expressive

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.



Year 1

Great Whelnetham C of E Primary School

Skills and Knowledge Progression Document

Subject Area: Music

Listen and Appraise	
Knowledge	Skills
<ul style="list-style-type: none"> To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. 	To learn how they can enjoy moving to music by dancing, marching or being animals.

Games	
Knowledge	Skills
<ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. 	<p>Progressive Games and Challenges that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> Find the pulse. Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. Create rhythms for others to copy

Singing	
Knowledge	Skills
To confidently sing or rap five songs from memory and sing them in unison.	<ul style="list-style-type: none"> 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.

Playing	
Knowledge	Skills
<ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when 	<ul style="list-style-type: none"> Treat instruments carefully and with respect.

written down. ● Learn the names of the instruments they are playing.	<ul style="list-style-type: none"> ● Play a tuned instrumental part with the song they perform. ● Listen to and follow musical instructions from a leader.
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Improvisation	
Knowledge	Skills
<ul style="list-style-type: none"> ● Improvisation is about making up your own tunes on the spot. ● Everyone can improvise! 	<p>Improvise using the three challenges and tracks provided:</p> <ol style="list-style-type: none"> 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.

Composition	
Knowledge	Skills
<ul style="list-style-type: none"> ● Composing is like writing a story with music. ● Everyone can compose. 	<ul style="list-style-type: none"> ● Help to create a simple melody using one, two or three notes. ● Learn how the notes of the composition can be written down and changed if necessary.

Performance	
Knowledge	Skills
A performance is sharing music with other people, called an audience.	<ul style="list-style-type: none"> ● Choose a song they have learnt and perform it. ● They can add their ideas to the performance. ● Record the performance and say how they were feeling about it.

Year 2

Listen and Appraise	
Knowledge	Skills
<ul style="list-style-type: none"> ● To know five songs off by heart. ● To know some songs have a chorus or a response/answer part. ● To know that songs have a musical style. 	<ul style="list-style-type: none"> ● To learn how they can enjoy moving to music. ● To learn how songs can tell a story or describe an idea.

Games	
Knowledge	Skills
<ul style="list-style-type: none"> ● To know that music has a steady pulse, like a heartbeat. ● To know that we can create rhythms from words. ● Rhythms are different from the steady pulse. ● We add high and low sounds, pitch, when we sing and play our instruments. 	<p>Progressive Games and Challenges that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> ● Find the pulse. ● Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words whilst marching the steady beat. ● Create rhythms for others to copy.

Singing	
Knowledge	Skills
<ul style="list-style-type: none"> ● To confidently know and sing five songs from memory. ● To know that unison is everyone singing at the same time. ● Songs include other ways of using the voice e.g. rapping (spoken word). 	<ul style="list-style-type: none"> ● 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).

Playing	
Knowledge	Skills
<ul style="list-style-type: none"> ● Learn the names of the notes in their instrumental part from memory or when written down. ● Know the names of untuned percussion instruments played in class. 	<ul style="list-style-type: none"> ● Treat instruments carefully and with respect. ● Learn to play a tuned instrumental part that matches their musical challenge. ● Play the part in time with the steady pulse. ● Listen to and follow musical instructions from a leader.

Improvisation	
Knowledge	Skills
<ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot. ● When someone improvises, they make up their own tune that has never been 	<p>Improvise using the three challenges and tracks provided:</p> <ol style="list-style-type: none"> 1. Clap and Improvise – Listen and clap back, then listen and clap your own

heard before.	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.
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Composition	
Knowledge	Skills
<ul style="list-style-type: none"> ● Composing is like writing a story with music. ● Everyone can compose. 	<ul style="list-style-type: none"> ● Help create simple melodies using one, three or five different notes. ● Learn how the notes of the composition can be written down and changed if necessary.

Performance	
Knowledge	Skills
<ul style="list-style-type: none"> ● A performance is sharing music with an audience. ● A performance can be a special occasion and involve a class, a year group or a whole school. ● An audience can include your parents and friends. 	<ul style="list-style-type: none"> ● Choose a song they have learnt and perform it. ● Record the performance and say how they were feeling about it.

Year 3

Listen and Appraise	
Knowledge	Skills
<ul style="list-style-type: none"> ● To know five songs from memory and who sang them or wrote them. ● To know the style of the five songs. ● To choose one song and be able to talk about: <ul style="list-style-type: none"> ○ Its lyrics: what the song is about ○ Identify the main sections of the song (introduction, verse, chorus etc.) ○ Name some of the instruments they heard in the song 	<ul style="list-style-type: none"> ● 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.

Games	
Knowledge	Skills
<ul style="list-style-type: none"> ● Know how to find and demonstrate the pulse. ● Know the difference between pulse and rhythm. ● Know that every piece of music has a pulse/steady beat. 	<p>Using Games and differentiated Challenges, children will complete the following in relation to the main song, using two notes:</p> <ul style="list-style-type: none"> ● Find the Pulse ● Clap and say back rhythms. Create your own simple rhythm patterns. Perhaps lead the class using their simple rhythms.

Singing	
Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Songs can make you feel different things e.g. happy, energetic or sad ● Singing as part of an ensemble or large group is fun, but that you must listen to each other 	<ul style="list-style-type: none"> ● To sing in unison and in simple two-parts. ● To follow a leader when singing. ● To sing with awareness of being 'in tune'. ● To have an awareness of the pulse internally when singing.

Playing	
Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● The instruments used in class (a glockenspiel, a recorder) 	<ul style="list-style-type: none"> ● To treat instruments carefully and with respect. ● Play any one differentiated parts on a tuned instrument. ● To rehearse and perform their part within the context of a particular song. ● To listen to and follow musical instructions from a leader.

Improvisation	
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Knowledge	Skills
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them 	<p>Improvise using instruments in the context of the song they are learning to perform. Children will complete differentiated Challenges:</p> <ul style="list-style-type: none"> ● Listen and sing back, then copy back using instruments (two different notes) ● Using instruments, listen and play your own answer using one note, then two different notes. ● Take turns to improvise using one note, then two or three notes.

Composition	
Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● A composition: music that is created by you and kept in some way. It's like writing a story. ● Different ways of recording compositions (letter names, symbols, audio etc.) 	<ul style="list-style-type: none"> ● Help create at least one simple melody using one, three or five different notes. ● Plan and create a section of music within a particular song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Performance	
Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with other people, an audience ● A performance can be a special occasion and involve an audience including of people you don't know 	<ul style="list-style-type: none"> ● To choose what to perform. ● To communicate the meaning of the words and clearly articulate them. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why.

Year 4

Listen and Appraise	
Knowledge	Skills
<p>To know five songs (mostly from memory) and who sang them or wrote them. To know the style of these songs.</p> <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> ● Some of the style indicators of that song (musical characteristics that give the song its style). ● The lyrics: what the song is about. ● Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). ● Identify the main sections of the song (introduction, verse, chorus etc). ● Name some of the instruments they heard in the song. 	<ul style="list-style-type: none"> ● To confidently identify and move to the pulse. ● To talk about the musical dimensions working together in some 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.

Games	
Knowledge	Skills
<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> ● How pulse, rhythm and pitch work together ● Pulse: Finding the pulse – the heartbeat of the music ● Rhythm: the long and short patterns over the pulse ● Know the difference between pulse and rhythm ● Pitch: High and low sounds that create melodies ● How to keep the internal pulse 	<p>Using differentiated Challenges, children will complete the following in relation to the main song, using two notes:</p> <ul style="list-style-type: none"> ● Find the Pulse ● Clap and say back rhythms, create your own simple rhythms, perhaps lead the class using their simple rhythms. ● Sing and listen back, then copy back with instruments (without then with notation)

Singing	
Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Singing in a group can be called a choir ● Leader or conductor: A person who the choir or group follow ● Songs can make you feel different things e.g. happy, energetic or sad ● Singing as part of an ensemble or large group is fun, but that you must listen to each other ● Texture: How a solo singer makes a thinner texture than a large group ● To know why you must warm up your voice 	<ul style="list-style-type: none"> ● To sing in unison. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To sing with awareness of being 'in tune'. ● To rejoin the song if lost. ● To listen to the group when singing.

Playing	
Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● The instruments used in class (a glockenspiel, recorder or xylophone). ● Other instruments they might play or be played in a band or orchestra or by their friends. 	<ul style="list-style-type: none"> ● To treat instruments carefully and with respect. ● To rehearse and perform their part within a song. ● To listen to and follow musical instructions from a leader.

Improvisation	
Knowledge	Skills
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs you have heard in the Challenges in your improvisations 	<p>Improvise using instruments in the context of a song they are learning to perform, using differentiated challenges:</p> <ul style="list-style-type: none"> ● Listen and sing back melodic patterns ● Using instruments, listen and copy back using one then two notes. ● Take it in turns to improvise using one note, then two or three notes

Composition	
Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● Different ways of recording compositions (letter names, symbols, audio etc.) 	<ul style="list-style-type: none"> ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Performance	
Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with other people, an audience ● It doesn't have to be a drama! It can be to one person or to each other ● You need to know and have planned everything that will be performed ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● It involves communicating feelings, thoughts and ideas about the song/music 	<ul style="list-style-type: none"> ● 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.

Listen and Appraise	
Knowledge	Skills
<ul style="list-style-type: none"> ● To know five songs (mostly from memory), and who sang or wrote them. ● To know the style of these songs and to name other songs in those styles. ● To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> ○ Some of the style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs (intro, verse, chorus etc.) ○ Name some of the instruments they heard in the songs 	<ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style. ● 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 some songs. ● Talk about the music and how it makes you feel

Games	
Knowledge	Skills
<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ● How to keep the internal pulse 	<p>Using differentiated Challenges, children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> ● Find the pulse ● Copy back rhythms based on the words of the main song, that include syncopation/off beat, then lead the class by inventing rhythms for others to copy ● Copy back one-note, then two or three-note riffs using simple and syncopated rhythm patterns

Singing	
Knowledge	Skills
<ul style="list-style-type: none"> ● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. ● To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or 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 	<ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To listen to the group when singing. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being ‘in tune’.

Playing	
Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Different ways of writing music down – e.g. staff notation, symbols • The instruments they might play or be played in a band or orchestra or by their friends 	<ul style="list-style-type: none"> • Play a musical instrument with the correct technique within a particular song. • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within a song. • To listen to and follow musical instructions from a leader.

Improvisation	
Knowledge	Skills
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the Challenges in your improvisations 	<p>Improvise using instruments in the context of a song to be performed, using differentiated Challenges:</p> <ul style="list-style-type: none"> • Copy back using instruments, using two then three notes. • Question and answer using instruments, using one then two or three notes.

Composition	
Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Notation: recognise the connection between sound and symbol 	<ul style="list-style-type: none"> • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Performance	
Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience 	<ul style="list-style-type: none"> • To communicate the meaning of the words and clearly articulate them. • To record the performance and compare it to a previous performance.

- It doesn't have to be a drama! It can be to one person or to each other
- Everything that will be performed must be planned and learned
- You must sing or rap the words clearly and play with confidence
- A performance can be a special occasion and involve an audience including of people you don't know
- It is planned and different for each occasion
- A performance involves communicating ideas, thoughts and feelings about the song/music

- To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”

Listen and Appraise	
Knowledge	Skills
<ul style="list-style-type: none"> ● To know a range of songs from memory, who sang or wrote them, when they were written and why? ● To know the style of the songs and to name other songs in those styles. ● To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> ○ The style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ○ Identify the structure of the songs (intro, verse, chorus etc.) ○ Name some of the instruments used in the songs ○ The historical context of the songs. What else was going on at this time, musically and historically? 	<ul style="list-style-type: none"> ● 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. ● 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.

Games	
Knowledge	Skills
<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music ● How to keep the internal pulse 	<p>Using differentiated Challenges, children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> ● Find the pulse ● Copy back rhythms based on the words of the main song, that include syncopation/off beat and lead class by inventing rhythms for others to copy back ● Copy back one-note, then two and three note riffs by ear and with notation ● Question and answer using two or three different notes

Singing	
Knowledge	Skills
<ul style="list-style-type: none"> ● To know and confidently sing a range of songs and their parts from memory, and to sing them with a strong internal pulse. ● To know about the style of the songs so you can represent the feeling and context to your audience ● To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice 	<ul style="list-style-type: none"> ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being 'in tune'.

Playing	
Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Different ways of writing music down – e.g. staff notation, symbols ● The pitch of at least 5 different notes ● The instruments they might play or be played in a band or orchestra or by their friends 	<ul style="list-style-type: none"> ● Play a musical instrument with the correct technique within the context of a song. ● Select and learn an instrumental part that matches their musical challenge. ● To rehearse and perform their part within the context of a song.

Improvisation	Covered in Year 4/5, not explicitly in Y6 although there is some coverage through writing riffs.
Knowledge	Skills
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake <ul style="list-style-type: none"> ● To know that you can use some of the riffs you have heard in the Challenges in your improvisations 	<p>Improvise using instruments in the context of a song to be performed, using differentiated Challenges:</p> <ul style="list-style-type: none"> ● Copy back using instruments, using two then three notes. ● Question and answer using instruments, using one then two or three notes.

Composition	
Knowledge	Skills
To know and be able to talk about:	<ul style="list-style-type: none"> ● Create simple melodies using up to five different notes and simple rhythms that

<ul style="list-style-type: none"> ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ● Notation: recognise the connection between sound and symbol 	<p>work musically with the style of a song.</p> <ul style="list-style-type: none"> ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
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Performance	
Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with an audience with belief ● It doesn't have to be a drama! It can be to one person or to each other ● Everything that will be performed must be planned and learned ● You must sing the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● A performance involves communicating ideas, thoughts and feelings about the song/music 	<ul style="list-style-type: none"> ● 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 evaluate it. ● To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"