



Knowledge and Skills Progression Overview

Year Group Progression	Guidance Areas	Autumn	Spring	Summer	
EYFS - Nursery		<p align="center"><u>Expressive Art and Design – Behaving Imaginatively & Expressive</u></p> <ul style="list-style-type: none"> • Uses movement and sounds to express experiences, expertise, ideas and feelings. • Experiments and creates movement in response to music. • Sings to self and makes up simple songs. • Creates sounds to accompany stories. • Notices what adults do, mirroring what is observed, adding variations and then doing it spontaneously. • Uses available resources to support play. • Plays alongside others who are engaged in the same theme. <p align="center"><u>Expressive Art and Design - Creating with Materials</u></p> <ul style="list-style-type: none"> • Explores and learns how sounds and movements can be change. • Enjoys joining in with moving, dancing and ring games. • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. • Taos out simple repeated rhymes. • Develops a understanding of how to create and uses sounds intentionally. 			
EYFS - Reception		<p align="center"><u>Expressive Art and Design – Behaving Imaginatively & Expressive</u></p> <ul style="list-style-type: none"> • Creates representations of both imaginary and real-life ideas, events, people and objects. • Chooses particular movement, instruments/sounds, colours and materials for their own imaginative purposes. • Uses combinations of art forms, e.g. moving and singing. • Responds imaginatively to art works and objects e.g. this music sounds like dinosaurs. • 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. <p align="center"><u>Expressive Art and Design - Creating with Materials</u></p> <ul style="list-style-type: none"> • Begins to build a collection of songs and dances. • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama and music. 			
Year 1	Topic/Focus	Ocarinas	Boomwhackers / Glockenspiels	Samba Drumming	Recorders
	Key knowledge	<p>Performing – demonstrating what you have learnt.</p> <p>Rhythm Grid – a system of writing music by putting symbols into a grid.</p> <p>Note – a symbol of an indication to play.</p> <p>Rest – a symbol of an indication of when not to play.</p> <p>Pulse – the underlying steady beat in a piece of music.</p> <p>Sing – to use your voice in a melodic way.</p>	<p>Percussion – an instrument which is shaken, scraped or struck.</p> <p>Melody – a tune within a piece of music.</p> <p>Bar – a segment of time within a piece of music, which includes beats.</p> <p>Dynamics – the volume of the playing.</p> <p>Ostinato – a pattern of rhythm which repeats.</p> <p>Tempo – the speed of a piece of music (fast/slow).</p>	<p>Rhythm – a changing pattern of beat that construct a piece of music.</p> <p>Body Percussion – stamping, clapping, tapping, clicking or patting to create rhythms, beats a pulse.</p>	<p>Pitch – how high or low notes are played.</p> <p>Notation – the symbol of when to play, introducing crotchets and minims.</p>
	Key skills	<p>Begin to play a tuned instrument musically.</p> <p>Perform as part of an ensemble.</p> <p>Begin to identify pulse within different pieces of music which have a 3/4 or 4/4 time signature.</p>	<p>Repeat ostinato rhythms after hearing them, with support.</p> <p>Begins to identify the melody within a piece of music.</p> <p>Perform with awareness of others within the ensemble, with support where necessary.</p> <p>Play ostinato rhythms of up to one bar as a group.</p>	<p>Begin to play basic rhythms from a rhythm gird.</p> <p>Play ostinato rhythms of up to two bars.</p>	<p>Imitate short melodies with 3 pitched notes.</p> <p>Repeat back short, basic rhythms of up to 2 bars as part of a group.</p>



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Year 2	Topic/Focus	Recorders	Samba Drumming	Recorders Boomwhackers / Glockenspiels	
	Key knowledge	<p>Rhythm Grid – a system of writing music by putting symbols into a grid.</p> <p>Ostinato – a pattern of rhythm which repeats.</p> <p>Note – a symbol with a specific time value (crotchet and minim).</p> <p>Rest – a symbol of indication of when to rest – linking to a note length (crotchet rest).</p>	<p>Bar – a segment of time within a piece of music.</p> <p>Rhythm – a changing pattern of beat that construct a piece of music.</p> <p>Percussion – an instrument which is shaken, scraped or struck.</p> <p>Repetition – begins to understand and explore how the music includes repetitive elements.</p> <p>Call and Response – a phrase within the music which includes repetition.</p>	<p>Pitch – how high or low notes are played.</p> <p>Notation – introduce standard format of what notes look like.</p>	<p>Tuned percussion – an instrument which is shaken, scraped or struck.</p> <p>Beat – begins to find the beat and count the main pulse within a piece of music.</p>
	Key skills	<p>Play a tuned instrument musically, with more confidence.</p> <p>Identify pulse within different pieces of music which have a 3/4 or 4/4 time signature.</p>	<p>Play basic rhythms from a rhythm grid, which include rests.</p> <p>Play ostinato rhythms of up to two bars, which include crotchets and minims.</p> <p>As a group, keep a steady pulse within a 4/4 piece of music.</p>	<p>Play simple melodies which include up to five notes, with support.</p> <p>Begin to identify standard music notation.</p>	<p>Using previous knowledge, follow notation to know when to play and rest.</p> <p>Be more confident when performing within in a group ensemble.</p>
Year 3	Topic/Focus	Boomwhackers / Glockenspiels	Recorders	Samba Drumming Recorders	
	Key knowledge	<p>Notation – has some understanding of minims, crotchets, quavers and there matching rests – using standard musical format.</p> <p>Scale – beginning to explore a group of notes which change pitch when played.</p>	<p>Melody – a simple tune flowing through a piece of music.</p> <p>Scale – begins to understand how the tone holes affect the pitch and note produced.</p>	<p>Pulse – continues to find the underlying beat within a piece of music.</p> <p>Rhythm - an increasingly complex pattern which constructs a piece of music</p> <p>Beat – embeds finding the beat and count within a piece of music.</p> <p>Texture – introducing the concept of main aim of music.</p>	<p>Dynamics – understanding the different volumes of which music can be played and using it within their own playing.</p> <p>Composition – introduce the concept of writing their own rhythms and pieces of music.</p>
	Key skills	<p>Can independently identify pulse within different pieces of music which have a 3/4 or 4/4 time signature.</p> <p>Play and perform with increasing confidence, as part of an ensemble.</p> <p>Follow notation and understand when to play during a performance and piece of music.</p>	<p>Begins to explore the order of the notes which create a scale and their sound.</p> <p>Continues to play simple melodies which includes up to five notes with reduced support.</p> <p>Showing increasing confidence can identify melodies within a piece of music.</p>	<p>Confidently plays rhythms from a rhythm grid, which includes rests.</p> <p>Begins to create their own ostinato rhythm with support.</p>	<p>With increasing confidence can recognise standard musical notation.</p> <p>Begins to play with awareness of dynamics and their range.</p>
Year 4	Topic/Focus	Recorders	Samba Drumming	Boomwhackers / Glockenspiels Samba Drumming	



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	Key knowledge	<p>Scales – continues to explore notes which change pitch when played.</p> <p>Steps – notes which follow another on a scale.</p> <p>Leaps – notes with a gap between notes on a scale.</p>	<p>Time Signatures – introduce different time signatures which make the music feel different – 3/4 and 4/4.</p> <p>Improvisation – begins to understand that you can create your own music without writing music down.</p>	<p>Note lengths – using previous knowledge, begin to become fluent in identifying and playing minims, crotchets, quavers and their associated rests.</p> <p>Composition – continue to write their own music with additional time and opportunities to explore more complex rhythms.</p>	<p>Ostinato Rhythm – using previous knowledge can play a repeated pattern which can change depending on the time signature.</p> <p>Texture – further exploring the main aim and purpose of a piece of music.</p>
	Key skills	<p>Can recognise notes played to make a scale, with reduced support.</p> <p>Begins to identify leaps and steps between played notes.</p>	<p>Becomes more independent at creating ostinato rhythms and recognises opportunities for improvisation.</p> <p>Plays ostinato rhythms of up to three bars, showing increasing awareness of the ensemble.</p>	<p>Begins to become confident with musical notation, including standard written form and understanding when to play by following a musical score.</p> <p>Showing greater confidence when playing a tuned instrument.</p>	<p>Can independently attempt to play rhythms, including rests, from a rhythm grid.</p> <p>Using previous knowledge of ostinato rhythms, begins to explore how texture can affect the music.</p>
Year 5	Topic/Focus	Samba Drumming	Recorders	Boomwhackers / Glockenspiels	Samba Drumming
	Key knowledge	<p>Rhythm – using their knowledge can understand and play different patterns.</p> <p>Pulse – can more confidently find the underlying beat within a piece of music.</p>	<p>Performing – have confidence when playing in front of an audience.</p> <p>Steps – notes which follow another on a scale.</p> <p>Leaps – notes with a gap between notes on a scale.</p>	<p>Note Lengths – is now confident at recognising and playing different note lengths and their matching rests.</p> <p>Improvisation – understands that you can create your own music without writing music down.</p>	<p>Ostinato – can confidently play a repeated pattern which includes time signature changes.</p> <p>Composition – is becoming fluent in writing their own music using their musical knowledge.</p> <p>Structure – begins to identify the different parts within a piece of music (intro, bridge, chorus, verse).</p>
	Key skills	<p>Can independently play rhythms with more increasing complexity.</p> <p>Can independently identify pulse within different pieces of music which have a 2/3, 3/4 or 4/4 time signature.</p>	<p>Embeds knowledge of leaps and steps, and understands how to recognise them within the music.</p> <p>Show control of dynamics and how they affect a piece of music.</p> <p>Play and perform as part of either an ensemble or independently.</p>	<p>Can confidently follow musical notation, including standard written form and have an understanding of when to play by following a musical score.</p> <p>Becomes confident at recognise opportunities for improvisation within a piece of music.</p>	<p>Can independently attempt to play rhythms with increasing complexity, including rests, from a rhythm grid.</p> <p>With increasing confidence can identify the structure within a piece of music – introduction, main groove & bridge.</p> <p>Becoming fluent in composing different aspects within a piece of music.</p>



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Year 6	Topic/Focus	Samba Drumming	Recorders	Boomwhackers / Glockenspiels	Samba Drumming
	Key knowledge	<p>Rhythm – can confidently read and play different rhythms of complexity.</p> <p>Pulse – can find the pulse of a piece of music with a time signature of 2/4, 3/4 or 4/4 independently and explain how they know.</p> <p>Ostinato – can develop and play complex ostinato rhythms of up to four bars long.</p>	<p>Notation – using knowledge of other notes begins to explore semibreves and semiquavers.</p> <p>Performing – becoming confident to play independently in front of an audience.</p>	<p>Tempo – extend knowledge of different tempos, introducing allegro, largo, moderato.</p> <p>Dynamics – incorporates dynamics into a performance, and can use the correct vocabulary to describe it – piano, mezzo forte and forte.</p>	<p>Structure – can identify the different parts within pieces of music without support.</p> <p>Perform – performs with confidence and independence independently and as part of an ensemble.</p>
	Key skills	<p>Can independently play and create complex rhythms.</p> <p>Knows and can describe the structure of a piece of music.</p> <p>Is fluent in composing different aspects within a piece of music.</p>	<p>Can fluently play a scale and recognise steps and leaps within notes.</p> <p>Can play a melody which includes up to seven notes.</p> <p>Becoming more confident when playing independently.</p>	<p>Can confidently follow musical notation, including standard written form and have a sound understanding of when to play by following a musical score.</p> <p>Can play a piece of music with complex dynamic changes, showing an understanding of how it affects the music and performance.</p> <p>Shows awareness of the audience when performing.</p>	<p>Can confidently recognise opportunities for improvisation within a piece of music.</p> <p>Can fluently describe the structure of the music.</p> <p>Can independently play complex rhythms, including rests, from a rhythm grid.</p>