



Grimsdyke School
Knowledge and Skill Progression Map
Subject: Music

Year Group	Knowledge (Know)	Skills (Do)	Concepts (Understand)
Reception		<p><u>EYFS Statutory Framework</u></p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments, and actions. • Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • Work and play cooperatively and take turns with others. • Negotiate space and obstacles safely, with consideration for themselves and others. • Use a range of small tools (e.g. instrument beaters). • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes, and poems, and during role play. • Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music. • Explore the range and capabilities of voices through vocal play. • Develop a sense of beat by performing actions to music. • Develop ‘active’ listening skills by recognising the ‘cuckoo call’ in a piece of music (so-mi). • Enjoy moving freely and expressively to music • Create a sound story using instruments to represent different animal sounds/movements. • Sing an action song with changes in speed. • Play along with percussion instruments. • Perform the story as a class. • Listen to music and show the beat with actions. 	<p>Musical learning:</p> <ul style="list-style-type: none"> • Explore storytelling elements in the music and create a class story inspired by the piece. • Identify and describe contrasts in tempo and dynamics. • Begin to use musical terms (e.g. louder/quieter, faster/slower, higher/lower). • Respond to music in a range of ways (e.g. movement, talking, writing).

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		<ul style="list-style-type: none"> • Make up new lyrics and accompanying actions. • Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. • Use appropriate hand actions to mark a changing pitch • Improvise a vocal/physical soundscape about minibeasts. • Sing in call-and-response and change voices to make a buzzing sound. • Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo. • Listen to a piece of classical music and respond through dance. • Develop a song by composing new words, and adding movement and props. • Sing a song using call-and-response structure. • Play sea sound effects on percussion instruments. • With some support, play a call-and-response phrase comprising a short stepping tune. • Listen to a range of sea-related pieces of music and respond with movement. • Make up new lyrics and vocal sounds for different kinds of transport. • Sing a tune with 'stepping' and 'leaping' notes. • Play a steady beat on percussion instruments. 	
	Knowledge (Know)	Skills (Do)	Concepts (Understand)
Year 1	<ul style="list-style-type: none"> • Use of musical terms: louder, quieter, faster/slower, higher/lower. • Call and response (pitch la-so-mi-do) • How to explore storytelling elements in music • To respond to music in a range of ways (movement, talking, writing) • Growing confidence in the terms beat, pitch, timbre (quality of the note) 	<p>National Curriculum links:</p> <ul style="list-style-type: none"> • Use voices expressively and creatively by singing songs and speaking chants and rhythms. • 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 their inter-related dimensions of music 	<p>Beat, march, timbre, film music</p> <ul style="list-style-type: none"> • Participate in creating a dramatic group performance using kitchen-themed props. • Copy a leader in a call-and-response song, waiting their turn to sing.

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		<p>Year 1 skills:</p> <ul style="list-style-type: none">• Sing songs with a small range, mi-so. Include pentatonic songs• Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy• Listen to recorded performances• Create musical sound effects and short sequences of sounds in response to a stimulus e.g. a rainstorm or a train journey. Combine to make a story using classroom instruments or sound-makers.• Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.• Respond to the pulse in recorded/live music through movement and dance.• Develop knowledge and understanding of the stories, origins, traditions, history and social context of music they are listening to, singing and playing• Recognise how graphic notation can represent created sounds. Explore and invent own symbols.• Explore percussion sounds to explore storytelling.• Sing simple chants and rhymes from memory• Improvise simple vocal chants using question and answer phrases.• Understand the difference between creating a rhythm pattern and a pitch pattern.• Follow pictures and symbols to guide singing and playing. E.g. 4 dots = 4 taps on the drum.• Perform short repeating rhythm patterns while keeping in time with a steady beat.• Create and perform their own rhythm patterns	<ul style="list-style-type: none">• Sing a cumulative song from memory, remembering the order of the verses.• Play classroom instruments on the beat.• Listen and move in time to the song.
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Year 2	<ul style="list-style-type: none"> • Active listening (movement), showing pitch moving. • Listen and move in time with a song • Recognise how graphic symbols can represent sound. • Call and response: beat and rhythm • Understand note ranges mi – so (not formally written) 	<p>National Curriculum links:</p> <ul style="list-style-type: none"> • Use voices expressively and creatively by singing songs and speaking chants and rhythms. • 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 their inter-related dimensions of music <p>Year 2 skills:</p> <ul style="list-style-type: none"> • Sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control. • Sing songs with a small pitch range, pitching accurately. • Work with a partner to improvise simple question-and-answer phrases, to be sung and played on untuned percussion, creating a musical conversation. • Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. • Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. • Create and perform their own chanted rhythm patterns with stick notation. 	<ul style="list-style-type: none"> • Improvise rhythms along to a backing track using the note C or G. • Compose call-and-response music. • Play the melody on a tuned percussion instrument. • Sing with good diction. • Recognise and play echoing phrases by ear.



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		<ul style="list-style-type: none">• Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).• Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.• Listen to recorded performances.• Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).• Play a range of singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument, or backing track.• Sing short phrases independently within a singing game or short song.• Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others.• Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.• Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchet rests.• Identify the beat groupings in familiar music that they sing regularly and listen to.	
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Year 3	<ul style="list-style-type: none"> • Sing notes with greater pitch accuracy and control • Mark the beat by tapping along to music. • Respond to pitch changes physically (i.e. stand up/sit down for high/low notes) • Identify the beat groupings in familiar music that they sing regularly and listen to. 	<p>National Curriculum:</p> <ul style="list-style-type: none"> • 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. <p>Year 3 Skills:</p> <ul style="list-style-type: none"> • Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression. • Perform forte and piano (loud and soft). Perform actions confidently and in time to a range of action songs. • Listen to recorded performances. 	<ul style="list-style-type: none"> • Compose a pentatonic ostinato. • Sing a call-and-response song in groups, holding long notes confidently. • Play melodic and rhythmic accompaniments to a song. • Listen and identify where notes in the melody of the song go down and up.



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		<ul style="list-style-type: none">• Become more skilled in improvising (using voices, tuned and untuned percussion and other instruments), inventing short 'on-the-spot' responses using a limited note-range.• Compose song accompaniments on untuned percussion using known rhythms and note values.• Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E) as a whole class, or in small groups.• Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.• Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.• Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing• Structure musical ideas (e.g. using echo or question-and-answer phrases) to create music that has a beginning, middle, and end. Pupils should compose in response to different stimuli e.g. stories, verse, images (paintings and photographs), and musical sources• Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.• Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.• Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re, and mi)• Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E) as a whole class or in small groups.	
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		<ul style="list-style-type: none"> Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi. Introduce and understand the differences between crotchets and paired quavers. Apply word chants to rhythms, understanding how to link each syllable to one musical note. 	
	Knowledge (Know)	Skills (Do)	Concepts (Understand)
Year 4	<ul style="list-style-type: none"> To use words ‘dynamics’, ‘pitch’, ‘rhythm’ and ‘tempo’ to describe a song To clap and repeat rhythms To create own rhythm patterns To sing in unison and simple 2 parts To plan and create a section of music that can be performed in the context of the song using, one, three or five different notes. I can improvise using 1 or 2 different notes <ol style="list-style-type: none"> I can identify the style of different songs and describe some of the key features. To describe what is meant by ‘pulse’ To describe what is meant by ‘rhythm’ To explain what a composition is. To understand what is meant by improvisation To know how many beats a crotchet and a quaver are held for. 	<p>National Curriculum:</p> <ul style="list-style-type: none"> 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. <p>Year 4 Skills:</p> <ul style="list-style-type: none"> Continue to sing a broad range of unison songs with the range of an octave (do-do), pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). 	<ul style="list-style-type: none"> Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one). Sing in a Gospel style with expression and dynamics. Sing Part 1 of a partner song rhythmically. Play a bass part and rhythm ostinato along with <i>This little light of mine</i>. Listen and move in time to songs in a Gospel style.



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		<ul style="list-style-type: none">• Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.• Listen to recorded performances.• Improvise on a limited range of pitches of the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato)• Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.• Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology• Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.• Sing rounds and partner songs in different time signatures (2-, 3-, and 4-time) and begin to sing repertoire with small and large leaps, as well as a simple second part to introduce vocal harmony• Develop facility in the basic skills of a selected musical instrument over a sustained learning period.• Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole-class teaching. Identify static and moving parts.• Experience live music making in and out of school.• Begin to make compositional decisions about the overall structure of improvisations.• Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions	
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		<ul style="list-style-type: none"> • Play and perform melodies following staff notation using a small range (e.g. Middle CG/do-so) as a whole class or in small groups. • Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). • Read and perform pitch notation within a defined range (e.g. C-G/do-so). • Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. • Introduce and understand the differences between minims, crotchets, paired quavers, and rests. 	
	Knowledge (Know)	Skills (Do)	Concepts (Understand)
Year 5	<ul style="list-style-type: none"> • Can listen and sing back notes at different pitches • To listen and follow musical instructions from a leader/conductor • I can sing in unison and simple 2 parts • To sing with an awareness of being in tune. • To reflect on composition, making decisions about pulse, rhythm, pitch, dynamics and tempo. • To make link between a sound and a symbol. <ol style="list-style-type: none"> 1. To describe the style and/or genre of a piece of music. 2. To describe the difference between 'pulse' and 'rhythm' 	<p>National Curriculum:</p> <ul style="list-style-type: none"> • 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. <p>Year 5 Skills:</p>	<ul style="list-style-type: none"> • Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. • Keep the beat playing a 'cup' game. • Sing a sea shanty expressively, with accurate pitch and a strong beat. • Sing in unison while playing an instrumental beat (untuned). • Play bass notes, chords, or rhythms to accompany singing. • Talk about the purpose of sea shanties and describe some of



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	<ol style="list-style-type: none"> 3. To explain what is meant by 'internal' pulse. 4. To understand that you cannot make mistakes when improvising using notes given. 5. To describe what is meant by performance 	<ul style="list-style-type: none"> • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style. • Sing three-part rounds, partner songs, and songs with a verse and a chorus. • Listen to recorded performances. • Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. • Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs. • Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. • Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers. • Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. • Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape, experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in composition tasks. • Compose melodies made from pairs of phrases in either C major or A minor, or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. • Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. 	<p>the features using music vocabulary.</p>
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		<ul style="list-style-type: none"> Working in pairs, compose a short ternary piece. Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C-C'/do-do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance. Understand how triads are formed and play them on tuned percussion, melodic instruments, or keyboards. Perform simple, chordal accompaniments to familiar songs. 	
	Knowledge (Know)	Skills (Do)	Concepts (Understand)
Year 6	<ul style="list-style-type: none"> To recognise notes C, D, E, F, G, A and B on the treble stave To repeat 1 and 2 note riffs using simple and syncopated rhythms. To understand the importance of voice warm up when singing or rapping. To play an instrument with the correct technique. To compare a performance to a previous performance and suggest improvements. To improvise using instruments with a 'question and answer' structure. To create simple melodies using 5 notes. <ol style="list-style-type: none"> To describe the historical context of songs/pieces of music I hear To describe what 'texture' means in music To describe what is meant by 'syncopation' in music 	<p>National Curriculum:</p> <ul style="list-style-type: none"> 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. <p>Year 6 Skills:</p> <ul style="list-style-type: none"> Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style. 	<ul style="list-style-type: none"> Compose a syncopated melody using the notes of the C major scale. Sing a syncopated melody accurately and in tune. Sing and play a class arrangement of the song with a good sense of ensemble. Listen to historical recordings of big band swing and describe features of the music using music vocabulary.



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		<ul style="list-style-type: none">• Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group (i.e. no longer in discrete parts) to develop greater listening skills, balance between parts, and vocal independence.• Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.• Listen to recorded performances.• Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.• Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a singlenote bassline.• Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.• Enhance improvise/compose melodies with rhythmic or chordal accompaniment.• Further understand the differences between semibreves, minims, crotchets, quavers, and semiquavers, and their equivalent rests.• Further develop the skills to read and perform pitch notation within an octave (e.g. CC/do-do).• Read and play confidently from rhythmic notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.• Create music with multiple sections that include repetition and contrast.	
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		<ul style="list-style-type: none">• Compose melodies made from pairs of phrases in either G major or E minor, or a key suitable for the instrument chosen• Read and play from notation a four-bar phrase, confidently identifying note names and durations.	
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