



Key Vocabulary	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	High, low, loud, quiet, music, song, rhyme, poem	High, low, listen, music, pattern, fast, slow, loud, quiet, song, ostinato	Allegro, bar, crotchet, imitation, minim, percussion, performance, pitch, pulse, quaver, rest, round, rhythm, tempo	Ostinato, rhythm, beat, duration, structure, melody, perform, pitch, solo, tunefully	Accompaniment, allegro, bar, chord, chord progressions, composition, counter-melody, crotchet, forte, harmony, imitation, improvisation, largo, melody (tune), minim, moderato, notation, ostinato, percussion, performance, piano, pitch, pulse, quaver, repetition, rest, round, rhythm, solo, tempo, tune, tuned, unison	Accompaniment, allegro, bar, chord, chord progressions, composition, counter-melody, crescendo, crotchet, diminuendo, dotted rhythm, dynamics, forte, harmony, imitation, improvisation, largo, melody (tune), minim, moderato, notation, off-beat rhythms, ostinato, percussion, performance, piano, pitch, pulse, quaver, repetition, rest, round, rhythm, score, solo, tempo, time signature, tune, tuned, unison	Accompaniment, allegro, bar, chord, chord progressions, composition, counter-melody, crescendo, crotchet, diminuendo, dotted rhythm, dynamics, forte, harmony, imitation, improvisation, largo, melody (tune), minim, moderato, musical features, notation, off-beat rhythms, ostinato, percussion, performance, phrasing, piano, pitch, pulse, quaver, repetition, rest, round, rhythm, score, solo, staff notation, syncopated, tempo, time signature, tune, tuned, unison

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Progression in Music Knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and Appraising	Listen attentively and respond to what they hear with relevant questions, comments and actions. Give focused attention to what the teacher says, responding appropriately and following instructions Use and understand recently introduced vocabulary	Pick out different tempos in music. Identify musical features in live and recorded music. Replicate basic rhythms heard. Describe how music makes them feel. Listen to and respond to music from different cultures	Identify where elements of music change (e.g. music gets faster or louder) Discuss composers of high quality live and recorded music.	Identify and describe musical features in pieces from different traditions. Playback simple melodies that are heard. Evaluate own and others' performances. Respond to how a piece of music makes them feel.	Compare pieces of music in different traditions.  Create a comparison grid.	While listening, pick out and perform syncopated and off-beat rhythms; be able to explain why the music uses those rhythms.	Talk about the key features of music including tempo, metre, instrumentation and melody.  Understand the key features of at least 4 genres of music.
Performing	Perform songs, rhymes and stories with others, and when appropriate, try to move in time with music Work and play cooperatively and take turns	Sing back short melodies that use at least 2 pitched notes. Repeat back basic rhythms. Perform simple ostinatos. Keep a steady pulse in a group. Play basic rhythms on untuned percussion and body percussion. Sing simple folk tunes in unison with and without accompaniment.	Sing short melodies with at least 3 pitched notes. Perform from written notation including crotchets and minims. Play longer phrases on untuned percussion and body percussion. Sing simple songs and folk songs in rounds. Keep a steady pulse in a group.	Use tuned percussion/ melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, 3/4 and 4/4 using at least 3 different tempos. Perform rhythms that are longer than 2 bars using crotchets, quavers, minims and their rests. Perform using, clapping, body percussion	On a tuned instrument, keep a steady pulse in 2/4, 3/4 and 4/4 and use different tempos with another group playing an ostinato to accompany.  Perform pieces with at least 2 rhythms happening together.  Perform pieces heard aurally that contain 2+ parts at the same time.	On a tuned instrument, accurately perform pieces using at least 3 contrasting tempos and time signature.  Perform pieces which use off-beat and dotted rhythms and single quaver rests.  Sing pieces, including those from the western classical tradition, with a range of at least 8 notes and	Follow direction when performing solo and in an ensemble to change tempo accurately.  Perform pieces with off-beat and syncopated rhythms in 3 different time signatures and 3 different tempos.  Sing musically responding to the performance directions of the piece e.g. phrasing, singing harmony parts.

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				and untuned percussion instruments Layer different rhythms against each other to create piece of music. Sing songs and folk rounds whilst accompanied by ostinatos from the group	Perform 5+ note melodies and more complex rhythms on tuned instruments.  Sing pieces in 2 parts that have contrasting melodies and counter-melodies	pieces with at least 2 different parts.	Pupils conduct each other.
Composing	Use a range of small tools – instrument beaters	Improvise simple rhythms based on given stimuli.	Repeat back longer rhythms and add imitations of a rhythm.	Compose using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests)	Compose using 5 pitched notes or 4 chords.  Improvise and perform tunes using 5 notes.  Create more developed rhythmic patterns (around 4 bars)	Compose using 5-8 pitched notes; capture the work in different formats so that it can be recreated. (e.g. staff notation, graphic notation, filming, recording, writing down chords)  Create 4 bar melodies (in different tempos and time signatures)	Compose using 8 pitched notes; capture the work in different formats so that it can be recreated. (e.g. staff notation, graphic notation, filming, recording, writing down chords)  Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures.

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