



Year Group Expectation	Listen and Appraise	Musical Elements*	Singing	Playing	Improvisation	Composition	Performance
<b>Birth to 3</b>	<ul style="list-style-type: none"> <li>♪ Show attention to sounds and music.</li> <li>♪ Respond emotionally and physically to music when it changes.</li> <li>♪ Move and dance to music.</li> <li>♪ Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</li> </ul>	<ul style="list-style-type: none"> <li>♪ Use intonation, pitch and changing volume when 'talking'.</li> </ul>	<ul style="list-style-type: none"> <li>♪ Enjoy singing, music and toys that make sounds.</li> <li>♪ Explore their voices and enjoy making sounds</li> <li>♪ Join in with songs and rhymes, making some sounds.</li> <li>♪ Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> </ul>	<ul style="list-style-type: none"> <li>♪ Explore a range of sound-makers and instruments and play them in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>♪ Make rhythmical and repetitive sounds.</li> </ul>		
<b>3 – 4 year olds</b>	<ul style="list-style-type: none"> <li>♪ Listen with increased attention to sounds.</li> <li>♪ Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>		<ul style="list-style-type: none"> <li>♪ Remember and sing entire songs.</li> <li>♪ Sing the pitch of a tone sung by another person ('pitch match').</li> <li>♪ Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> </ul>	<ul style="list-style-type: none"> <li>♪ Play instruments with increasing control to express their feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>♪ Improvise a song around one they know.</li> </ul>	<ul style="list-style-type: none"> <li>♪ Create their own songs</li> </ul>	



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<b>Reception</b>	<ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>		<ul style="list-style-type: none"> <li>Learn rhymes, poems and songs.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>				<ul style="list-style-type: none"> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
<b>Early Learning Goals</b>		<ul style="list-style-type: none"> <li>Move in time to the music (beat / pulse)</li> </ul>	<ul style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs.</li> </ul>				<ul style="list-style-type: none"> <li>Share their creations, explaining the process they have used.</li> <li>Perform songs, rhymes, poems and stories with others</li> </ul>



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<b>Year 1</b>	<ul style="list-style-type: none"> <li>♪ Listen to key words in songs</li> <li>♪ Listen to music and show some response using dance, marching or drama.</li> <li>♪ Recognise the sounds and names of some instruments they use or like</li> </ul>	<ul style="list-style-type: none"> <li>♪ Walk, move or clap a steady beat with others reflecting the tempo of music</li> <li>♪ Copy back some simple rhythms.</li> <li>♪ Respond to the pulse in music using movement and dance</li> <li>♪ Copy back a short rhythmic phrase in 4 time.</li> <li>♪ Create short rhythms</li> <li>♪ Recognise high and low sounds.</li> <li>♪ Explain if a sound is loud or quiet</li> </ul>	<ul style="list-style-type: none"> <li>♪ Sing simple songs, chants and rhymes from memory</li> <li>♪ Follow a leader to start and stop singing</li> <li>♪ Sing in unison to backing track with teacher</li> <li>♪ Sing at different pitches within an octave</li> <li>♪ Sing call and response songs</li> </ul>	<ul style="list-style-type: none"> <li>♪ Follow a leader to start and stop playing and change dynamics.</li> <li>♪ Learn the names of the notes of their instrumental part.</li> <li>♪ Play an instrumental part in a song they perform.</li> <li>♪ Play a simple part – e.g.1 to 3 notes</li> </ul>	<ul style="list-style-type: none"> <li>♪ Create a noise on an instrument</li> <li>♪ Know improvising is making a tune up on the spot.</li> <li>♪ Improvise simple vocal chants using question and answer phrases</li> </ul>	<ul style="list-style-type: none"> <li>♪ Create a simple melody using selected notes</li> <li>♪ Experiment with notation using pictures and symbols to represent sounds.</li> <li>♪ Understand the different between creating a rhythm pattern and a pitch pattern</li> <li>♪ Create musical sound effects and short sequences of sounds in response to stimuli and combine to make a story using instruments (Soundscapes e.g. thunderstorm)</li> </ul>	<ul style="list-style-type: none"> <li>♪ Watch back a performance.</li> <li>♪ Perform a song</li> <li>♪ Add ideas to their performance</li> <li>♪ Record a performance and say how they felt about it.</li> </ul>



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<b>Year 2</b>	<ul style="list-style-type: none"> <li>♪ Enjoy moving to music and to note the pulse and speed of the music (fast/slow).</li> <li>♪ Listen to a piece of music and give an opinion.</li> <li>♪ Recognise a repeating phrase or chorus</li> <li>♪ Know that songs have a musical style and begin to identify this when listening.</li> <li>♪ Identify changes in pitch and tempo in pieces of music.</li> <li>♪ Listen and identify some instruments from the orchestra.</li> </ul>	<ul style="list-style-type: none"> <li>♪ Explain if music is fast or slow</li> <li>♪ Find the pulse</li> <li>♪ Copy back a short rhythmic phrase in 3 or 4 time.</li> <li>♪ Create short rhythms maintaining a steady beat.</li> <li>♪ Recognise pitch as high and low sounds.</li> <li>♪ Know tempo is the speed of music and identify if this changes.</li> </ul>	<ul style="list-style-type: none"> <li>♪ Sing with more confidence</li> <li>♪ Know how to change the dynamics of their voice.</li> <li>♪ Listen and sing back short phrases</li> <li>♪ To confidently sing or rap from memory</li> <li>♪ Experiment using voice e.g. spoken / rapping</li> <li>♪ Follow a leader to change dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>♪ Learn the name of the tuned instrument they are playing.</li> <li>♪ Know how to change the dynamics of their instrument.</li> <li>♪ Learn the names of the notes on their instrumental part.</li> <li>♪ Play an instrumental part in a song they perform.</li> <li>♪ Play a simple part</li> <li>♪ Follow a leader to change tempo and dynamics</li> </ul>	<ul style="list-style-type: none"> <li>♪ Experiment with voice sounds to improvise.</li> <li>♪ Know improvising is making a tune up on the spot with a sense of pulse</li> <li>♪ Sing an improvised tune.</li> <li>♪ Take it in turns to improvise (teacher led)</li> </ul>	<ul style="list-style-type: none"> <li>♪ Create a simple melody on a tuned instrument.</li> <li>♪ Use pictures and symbols to represent melody.</li> <li>♪ Create a tuneful melody on a tuned instrument.(e. g. using simple phrasing)</li> <li>♪ Use pictures and symbols to represent melody and dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>♪ Perform in front of a smaller audience (either instrument or vocal)</li> <li>♪ Perform a song in front of a larger audience.</li> <li>♪ Perform a piece of music on a tuned instrument.</li> <li>♪ Add ideas to their performance</li> <li>♪ Record a performance and evaluate.</li> </ul>



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<b>Year 3</b>	<ul style="list-style-type: none"> <li>♪ Listen with attention to a range of music</li> <li>♪ Listen and recall sounds with increasing aural memory.</li> </ul>	<ul style="list-style-type: none"> <li>♪ Recognise the difference and changes between thick (<i>many sounds</i>) and thin (<i>few sounds</i>) textures.</li> <li>♪ Recognise call and response form.</li> <li>♪ Differentiate between the contrasting sections of a song.</li> <li>♪ Identify the differences between fast and slow tempos.</li> </ul>	<ul style="list-style-type: none"> <li>♪ speak chants and rhymes in unison</li> <li>♪ Sing in rounds</li> </ul>	<ul style="list-style-type: none"> <li>♪ Know how to hold their instrument correctly</li> <li>♪ Know how to make a clear sound on their instrument</li> <li>♪ Know some of the notes on their tuned instruments</li> <li>♪ Know how to hold their instrument correctly</li> <li>♪ Play in time with a backing track.</li> <li>♪ Recognise crotchets and paired quavers</li> </ul>	<ul style="list-style-type: none"> <li>♪ Improvise to pulse using silence and space</li> </ul>	<ul style="list-style-type: none"> <li>♪ Create a tuneful melody on a tuned instrument using a structure. (AB)</li> <li>♪ Use own notation for majority of sound.</li> <li>♪ Use some stave notation for rhythm</li> </ul>	<ul style="list-style-type: none"> <li>♪ Talk about peer performances</li> <li>♪ Perform with more rhythmic accuracy</li> <li>♪ Record and evaluate peer performances</li> </ul>



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<b>Year 4</b>	<ul style="list-style-type: none"> <li>♪ Experience how the combined musical elements are used to communicate different moods and effects.</li> <li>♪ Know how time and place can influence the way music is created, performed and heard</li> <li>♪ Recognise a drone</li> </ul>	<ul style="list-style-type: none"> <li>♪ Identify the melodic line in a texture.</li> <li>♪ Recognise the difference between the verse and refrain of a song.</li> <li>♪ Recognise the difference between unison</li> <li>♪ Recognise binary (AB) and ternary (ABA) Form</li> <li>♪ Identify the tempo of music as fast, moderate, slow or changing speed</li> </ul>	<ul style="list-style-type: none"> <li>♪ Sing songs with clear diction,</li> <li>♪ Sing in a two part harmony – melody line</li> </ul>	<ul style="list-style-type: none"> <li>♪ Improve their playing technique (e.g. breathing)</li> <li>♪ Alternate between notes with more accuracy</li> <li>♪ Play alternate parts e.g. call and response</li> <li>♪ Consider dynamics when playing</li> <li>♪ Recognise crotchets, paired quavers and minims</li> </ul>	<ul style="list-style-type: none"> <li>♪ Improvise on their tuned instrument with more than one note</li> </ul>	<ul style="list-style-type: none"> <li>♪ Use some notation for pitch (letter names / stave)</li> <li>♪ Create a tuneful melody on a tuned instrument using a structure, including an improvisational section (e.g. ABIA)</li> <li>♪ Use some stave notation for rhythm and pitch (e.g. writing letter name)</li> </ul>	<ul style="list-style-type: none"> <li>♪ Discuss their favourite songs to perform.</li> <li>♪ Perform in a small group.</li> <li>♪ Choose what to perform and create a programme.</li> <li>♪ Perform in a small group confidently.</li> </ul>



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<b>Year 5</b>	<ul style="list-style-type: none"> <li>♪ Recognise crescendo (<i>gradually getting louder</i>) and diminuendo (<i>grad. getting quieter</i>).</li> </ul>	<ul style="list-style-type: none"> <li>♪ Recognise the instruments heard in a piece of music with increasing accuracy.</li> <li>♪ Show how rounds and canons are constructed.</li> </ul>	<ul style="list-style-type: none"> <li>♪ Sing songs using more musical expression.</li> <li>♪ Sing in two part harmony – harmonising part</li> </ul>	<ul style="list-style-type: none"> <li>♪ Choose an instrument to play</li> <li>♪ Know how to look after their instrument and take responsibility.</li> <li>♪ Know how to change the sounds on their instrument</li> <li>♪ Alternate between notes with increasing accuracy at faster speeds or more complex changes</li> <li>♪ Use backing tracks to sense the pulse so to keep in time</li> <li>♪ Recognise crotchets, paired quavers and minims (with better understanding of how long these notes last for)</li> </ul>	<ul style="list-style-type: none"> <li>♪ Improvise more complicated rhythms</li> <li>♪ Improvise using syncopated rhythms</li> </ul>	<ul style="list-style-type: none"> <li>♪ Experiment with musical technology</li> <li>♪ Use premade samples to create music</li> </ul>	<ul style="list-style-type: none"> <li>♪ Practice a piece to perform solo.</li> <li>♪ Perform solo.</li> </ul>



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<b>Year 6</b>	♪ Identify binary and ternary form when listening. ♪ Identify rondo (a form which always returns back to the first 'A' melody line e.g. ABACADAE etc) form.	♪ Recognise a metre ( <i>the way beats are grouped</i> ) of 3 or 4. ♪ Recognise a change in metre.	♪ Assess the appropriateness of dynamic choices such as accents ♪ Sing songs, with clear diction, control of pitch, a sense of phrase and musical expression.	♪ Be aware of musicality and playing more tunefully ♪ Use dynamics ♪ Play increasingly more difficult melodies on a tuned instrument ♪ Play their instrument using notation. ♪ Play tunefully and in time.	♪ Improvise a response – call (teacher led) ♪ Improvise call and response rhythms	♪ Experiment with musical technology to create a composition ♪ Edit and improve a composition using musical technology	♪ Practice and refine a piece to perform solo. ♪ Perform a solo confidently
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