



Bowburn Primary School: Music Knowledge and Skills Progression Document

(Adapted from Get Set 4 Music – Progression Ladders – October 2023)



SKILLS								
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composing	Technique and musicality	Explore and create sounds using voice, body percussion, instruments and found sounds and explore how sounds can be changed from loud to quiet, fast to slow and high to low.	Explore timbre, pitch, duration, dynamics and tempo and explore sound in relation to mood or message.	Select sounds to demonstrate mood or message and explore and use changes in pitch dynamics, duration and tempo.	Demonstrate application of the inter-related dimensions of music. Begin to experiment with given notes to create simple patterns and melodic ideas in response to a stimulus/theme.	Link rhythmic and melodic patterns into structured responses.	Develop rhythmic and melodic ideas of greater length and musical shape.	Improve and refine melodic ideas, demonstrating a sense of musical phrase.
	Notation	Introduction to symbols and images to convey sound.	Begin to explore how images can be used to create graphic scores and explore symbols for rhythm and pitch.	Use images to structure pieces using graphic score. Select symbols for rhythm and pitch.	Begin to record ideas using sign and symbols including graphic score, pitch and rhythm notation.	Demonstrate increasing confidence in recording ideas using sign and symbols including graphic score and pitch/rhythm notation.	Demonstrate increased confidence and accuracy using various forms of notation to record musical ideas.	Combine rhythmic and pitch notation, selecting an appropriate notation to record musical ideas.
	Creative process	Create new verses, words and actions to a song and create sequences of sound in response to a stimulus.	Express opinions when selecting and describing sounds to create music.	Share ideas to create pieces with a simple structure.	Contribute ideas individually and in group work with consideration of the structure and theme of the music.	Contribute appropriate ideas, expressing musical opinions for creating and improving work.	Improvise, explore and combine sounds with growing confidence, taking simple ideas to develop further in composition.	Identify strengths and areas for development in a piece.
Listening	Identifying musical conventions and inter-related dimensions	Describe sounds with known adjectives and begin to react to changes in music such as tempo/dynamics.	Begin to identify sound with an intended effect. Recognise changes in music such as slower/faster and quieter/louder.	Begin to recognise how composers use music to tell the story or message of a piece and recognise changes in tempo, dynamics and pitch.	Begin to identify musical conventions being employed in a variety of pieces and begin to identify how the inter-related dimensions of music are used to effect the mood and message of the piece.	Begin to place music with guidance into historical context, eg. Baroque, Classical, Romantic, 20th century or genre e.g. minimalist, samba. Identify specific inter-related dimensions of music in a variety of styles.	Develop an understanding of music across time and place and use an increasing musical vocabulary to respond to music.	Begin to place pieces of music within time and place.
	Recognising sound and instruments	Begin to recognise classroom instruments and listen to sound effects.	Behin to recognise some instrumental sounds and name some classroom instruments.	Begin to recognise and name instruments aurally.	Begin to recognise the sound of different sections of the orchestra and a variety of instruments within each section	Aurally and by sight, identify a variety of instruments.	Begin to recognise a broader range of ensembles and instruments relating to different styles of music.	Confidently recognise different orchestral instruments, including those specific to a genre or era.
Performing	Technical control	Distinguish between singing and speaking. Copy simple rhythm patterns using instruments, body sounds and voice, with an introduction to steady pulse and pitch.	Sing simple songs in different styles with an awareness of pitch and clarity in diction. Play to a steady pulse. Accompany singing with actions and body sounds to a steady pulse.	Sing with developing control of pitch and demonstrate an ability to follow pitch direction with hands. Find and perform the pulse with increasing success. Accompany singing with actions and body sounds in time with a steady pulse.	Sing with projection and clear diction over a greater range of pitches, leaping and stepping and accurately match the starting pitch. Play a simple rhythmic accompaniment or drone, maintaining a steady pulse.	Sing with greater control of breath and awareness of dynamics. Pitch with increasing accuracy over a larger range. Perform a repetitive rhythmic pattern maintaining own part independently with a secure sense of pulse.	Sing and play to convey mood and emotion to enhance the intended effect. Confidently match pitches across a wider range of notes, leaps, lengths and rhythmic complexity. Confidently demonstrate a secure sense of pulse when playing and singing in different time signatures.	Demonstrate musicality in the control and production of sound using expression. Sing confidently with control and accurately match pitch across a range of notes; leaps, lengths and rhythmic complexity in unison, in parts and as a soloist. Produce a consistent tone. Confidently demonstrate a secure sense of pulse when singing and playing a variety of instruments fluidly in unison and within an ensemble.
	Notation	Begin to follow written symbols	Begin to relate images to sounds.	Begin to relate simple graphic images to changes in sound.	Begin to recognise and perform from simple western notation symbols.	Confidently recognise and perform from simple western notation symbols and rhythm grids.	Recognise and perform from an increasing range of western notation.	Select and perform with greater accuracy from graphic and western notation scores.
	Ensemble awareness	Begin to start and stop with others.	Follow simple performance indicators for start, stop and gradual changes to dynamics.	Demonstrate increased confidence when following musical directions given both aurally and through physical inflection.	Begin to perform independently and in small groups.	Maintain own part within an ensemble, performing rhythmically and singing with increased accuracy.	Lead others in performance, controlling the tempo and pulse.	Physically and aurally lead others in performance, controlling the tempo and pulse within an ensemble.
	Communication and audience	Explore sounds using instruments and voice, showing an awareness of tempo and dynamics.	Begin to control sounds, demonstrating subtle changes (gradually louder, quieter, faster or slower).	Begin to control sounds with intention.	Develop confidence to perform as an individual and within a group.	Show increased confidence and commitment when performing to an audience.	Demonstrate increased confidence when performing, showing awareness of performance as an occasion.	Confidently perform, considering the style/message of the music.



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KNOWLEDGE								
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composing	Technique and musicality	Know that different instruments make different sounds.	Know how to play an instrument louder/quieter, by using more/less force or effort.	Know that different sounds can be used to represent different characters, emotions and moods.	Know that combining rhythm and pitch gives us a melody.	Know that applying the inter-related dimensions of music can create effects in response to a stimulus.	Know that repeating a musical idea helps to develop the sound of the overall piece.	Know that intentionally combining the inter-related dimensions of music will create effect.
	Notation	Know how to order images to create sounds.	Know to use images and symbols to create a score, which show when to play and when to stop.	Know that changing the size of an image or how often it appears can show changes in dynamics and tempo.	Understand that combining rhythm with pitch can be used to create rising and falling phrases.	Understand that a pentatonic scale uses five notes.	Know that certain pitches complement each other when accompanying a melody.	Know that using rhythmic variety and changes in pitch will help make a piece sound more interesting.
	Creative process	Develop understanding that song lyrics will help to decide on actions/sounds.	Know to explore different ideas before deciding what to do.	Know that ideas can be represented through movement, singing and playing.	Know that having a clear beginning and end will help with the sound of the piece.	Know that a clear structure to a composition will improve its overall effectiveness.	Know that composition involves using a variety of instruments, different pitches, repeated and contrasting rhythms and the inter-related dimensions of music.	Understand that, when performed together, certain notes create different effects such as consonant and dissonant sounds.
Listening	Identifying musical conventions and inter-related dimensions	Know that instruments can be played in different ways and this makes different sounds. Know that when the music changes speed (tempo) so does movement. Know that music can be loud or quiet and fast or slow and this makes you feel differently.	Justify preference when listening to various styles of music and understand that others may have different opinions. Begin to use musical terminology to describe changes in a piece (eg. the tempo got faster).	Know the meanings of tempo, dynamics and pitch.	Know that composers use the inter-related dimensions to help to tell a message of a piece.	Know that different genres and eras have key features which help to define their music.	Know features of some different styles of music to justify their placement.	Know that using knowledge of musical conventions, instrumental knowledge and the inter-related dimensions will help to justify opinions on a variety of music.
	Recognising sound and instruments	Know that sound effects can be used to show what a piece of music is about.	Know that different musical instruments are played differently (eg. hit or shaken) which produces different sounds.	Know that instruments are made of different materials which creates different timbres (sounds and effects).	Know that an orchestra is made up of different sections and families of instruments.	Know the role of different instruments within a genre (eg. the apito whistle is the role of the leader; the drums keep the tempo steady).	Know that instruments from different genres or eras have similarities in how they are played.	Understand why composers use certain instruments/sounds at different times to create effect.
Performing	Technical control	Know that you can make your voice higher or lower when singing.	Know that the pulse is the steady beat of the music. Know that standing up tall with shoulders back will help improve singing.	Know that listening to the starting pitch will help to start and stay in tune.	Know that a drone is usually played on beat 1 and rings out for the other beats.	Know when to breathe, developing an awareness of phase.	Know that the strong beat 1 of each bar will help to play and sing in time.	Know that the use of inter-related dimensions when playing/singing helps to tell the message of the piece.
	Notation	Know that 'ta' is one sound and 'titi' is two sounds.	Know that images and symbols on a score show when to play and stop.	Know that if a symbol sits higher in space on a score, it represents a higher pitch.	Know the values of a crotchet, paired quavers and minim, and understand that when they are placed on a staff, this shows the pitch.	Understand that a neutral clef is used for untuned instruments. Know that rhythm grids can be performed in different ways to change the sound.	Understand differences between semibreves, minims, crotchets and crotchet rests and paired quavers. Understand differences between 2/4, ¾, 4/4 time signatures.	Understand the differences between semibreves, minims, crotchets, quavers and their equivalent rests.
	Ensemble awareness	Know to watch and listen to others to start and stop together.	Know that different hand signals tell us how to play or sing.	Know when and how to play by following signals.	Demonstrate an understanding of your role within the ensemble, and know that playing to a steady pulse will help to start, stop, stay together.	Understand the importance of knowing how to start and finish a piece.	Know that eye contact during the performance will help to stay in time and bring the piece together as a performance.	Know how to self-correct when a performance goes wrong.
	Communication and audience	Know how to play different instruments (eg. shake, scrape, hit, blow).	Know to make eye contact with your group and the audience when performing.	Be aware of the expectations when listening to others perform and when performing to an audience.	Know to watch others to know when to play.	Know that different styles of music should be performed in different ways.	Know that a performance starts before playing/singing and finishes after, so consideration of entry and exit affects the performance.	Understand that the way the performance is represented to the audience influences the quality of the performance and its conveyed messages.



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