Music Skills and Knowledge Progression

Listen and Appraise:

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Begin to understand that music can influence mood and emotion. They recognise that music can be loud or quiet, fast or slow and can be created using different sounds from voices, bodies and instruments.	Understand that music is made up of different sounds that can represent moods, ideas and stories. Begin to recognise that instruments have different timbres and that music can be created for different purposes, such as celebration or storytelling.	Know that music is organised using key elements such as pitch, pulse and rhythm. Begin to recognise that pitch can move between high and low and that pulse provides a steady foundation in music.	Understand that music is structured using elements such as tempo, dynamics, rhythm and texture. Pupils recognise that composers use these elements deliberately to create mood, atmosphere and meaning.	Know that texture refers to how different layers of sound combine and interact. They begin to recognise how musical choices shape the overall effect and purpose of a piece of music.	Appreciate that music can be interpreted in different ways depending on context, style and purpose. They begin to use increasingly accurate musical vocabulary when describing and evaluating music from a range of traditions.	Pupils understand that music can be analysed in depth using technical vocabulary. They develop an understanding of how historical, cultural and stylistic contexts influence musical composition and performance.
Skills	Listen attentively to a variety of music and respond physically, emotionally and verbally, showing awareness of changes in sound and mood.	Identify simple contrasts in music, such as loud and quiet or fast and slow, and begin to express basic opinions about what they hear.	Identify pulse and pitch in a range of musical examples and begin to describe how these elements affect the music.	Describe and compare key musical features such as tempo, dynamics, structure and instrumentation using appropriate vocabulary.	Analyse musical texture and explain how different layers of sound contribute to the overall effect of a piece of music.	Evaluate music using increasingly accurate and subject-specific vocabulary, making comparisons between different styles and traditions.	Justify opinions about music using detailed music technical/ specific vocabulary and clear reference to musical features, structure and context.

Notation:

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Understand that sounds can be represented visually in simple ways, such as symbols for long and short sounds.	Pupils understand that musical notation uses symbols to represent sound, including basic note values such as crotchets, minims and semibreves, which show how long a sound lasts.	Know that rhythm can be represented using more complex combinations of note values, including quavers and dotted notes, allowing for more varied rhythmic patterns.	Pupils understand that notation becomes more detailed and can include semiquavers, enabling more complex rhythmic structures and accuracy in performance.	Pupils understand that musical notation includes key signatures, sharps and flats, which affect how music is read and performed.	Understand that rhythmic complexity can include syncopation and off-beat patterns, which change the emphasis and feel of a piece of music.	Understand that advanced notation includes complex time signatures, expressive markings and stylistic conventions used by composers across different genres.
Skills	Copy and repeat simple rhythmic patterns using body percussion, voice and instruments.	Read and perform basic rhythmic notation with accuracy, including simple note values.	Pupils are able to combine rhythm patterns with increasing accuracy, maintaining a steady pulse.	Pupils are able to read and perform more complex rhythms including semiquavers and melodic patterns.	Read and interpret notation that includes sharps, flats and a wider range of rhythmic variation.	Pupils are able to perform syncopated rhythms with increasing accuracy and confidence.	Read and perform complex musical scores fluently and with accuracy across different styles.

Performance:

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Understand that music can be performed by keeping a steady pulse and that the violin can be played to make musical sounds.	Know that the violin is played using a bow or by plucking the strings and that different playing techniques create different sounds.	Know that accurate bowing, fingering and posture help to produce a clear, controlled sound on the violin.	Understand that accurate bowing, good intonation and listening to others are important when performing alone and with others.	Know that dynamics, tempo, articulation and bowing techniques help make violin performances more expressive.	Understand that ensemble performance requires listening, coordination and awareness of balance between parts.	Know that confident musical performances require fluency, expression and an understanding of the style and genre of the music.
Skills	Keep a simple, steady beat (play in time) during performances using body percussion, their voice, or the violin.	Hold the violin and bow correctly and play open strings or simple fingered notes with developing control.	Play simple melodies using open strings and first-finger notes with increasing accuracy and control.	Perform short violin pieces with improving accuracy, maintaining a steady pulse and playing together with others.	Perform on the violin with increasing expression, demonstrating control of dynamics, tempo, articulation and bowing.	Pupils are able to perform fluently as part of an ensemble, maintaining their own part while listening to others.	Pupils are able to perform confidently to an audience with accuracy, expression and an awareness of the style and genre of the music.

Composition and Improvisation:

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Understand that music can be created by combining different sounds using the voice, body percussion and the violin.	Know that musical ideas can be created on the violin by combining simple rhythms, open strings and contrasting sounds such as loud/quiet and long/short.	Know that improvisation involves making up simple musical ideas on the violin using rhythm and pitch, and that these ideas can be developed into short compositions.	Pupils understand that compositions can be structured using patterns and repeated ideas to create short, coherent pieces of music.	Know that musical motifs can be repeated, developed and varied on the violin to create more interesting and expressive compositions.	Pupils understand that compositions can be refined and improved through rehearsal, feedback and evaluation.	Pupils understand that music can be composed deliberately for specific styles, audiences or purposes, demonstrating control over structure, texture and expression.
Skills	Create simple sound patterns using the voice, body percussion and the violin.	Copy, repeat and create simple rhythmic and melodic patterns on the violin.	Improvise short musical phrases on the violin using rhythm and pitch with increasing confidence and control.	Compose short pieces for the violin using repetition, simple structures and contrasting musical ideas.	Develop and refine melodic motifs on the violin, demonstrating increasing control of structure and expression.	Pupils are able to refine compositions through evaluation, rehearsal and improvement.	Pupils are able to compose and improvise confidently within a chosen style, demonstrating control of structure, texture and musical intention.