



St. John's Primary Music Progression of Knowledge and Skills

	EYFS Exploring sound Celebration music Music and movement Musical stories Transport Big band	Year 1 My favourite things: Keeping the pulse Snail and mouse: Tempo Seaside: Dynamics Fairytale: Sound patterns Superheroes: Pitch Under the sea: Musical symbols	Year 2 Animals: Call and response Musical storytelling: Instruments Space: Contrasting dynamics On this island: Singing Myths and legends: Structure Musical me: Pitch	Year 3 Mountain melodies: Steps and leaps Reading rhythms: Patterns and layers Inspired by India: Musical improvisations Music technology: Introduction Reggae rhythms: Playing in a band Baroque meets pop: Building harmony	Year 4 Singing in parts: Loops and layers Musical motifs: Reading the stave Sounds of China: Scales and structure Music technology: Loop-based composition 12-bar blues: Playing in a band Minimalist melodies: Developing patterns	Year 5 Music in nature: Chords and melodies Three-chord pop: Playing in a band West African rhythms: Create, play and perform Music technology: Podcasts and jingles Stage and song: Storytelling through music Samba sounds: Rhythm and groove	Year 6 Four-chord pop: Playing in a band Songs that speak: Lyrics and messages Bhangra beats: Global grooves Music technology: Film soundtracks Theme and variations: Developing melodies Leavers: Our story in song
LISTENING AND EVALUATING							
<i>Listening and responding to music</i>	Skills - Listening appropriately to someone leading a short musical phrase, song or rhyme. - Exploring spontaneous movement with different parts of their body in response to music. - Expressing different spontaneous emotional reactions to music (smiling, movement, body language). - Using artwork or creative play as a way of expressing feelings and responses to music.	Skills - Listening with concentration to short pieces of music or excerpts from longer pieces. - Beginning to move in time with the beat of the music (My favourite things). - Coordinating the speed of their movements to match the speed of the music (Snail and mouse). - Beginning to articulate how a piece of music affects them (e.g. 'It makes me want to dance').	Skills - Engaging with and responding to longer pieces of music (Musical storytelling). - Confidently moving in time with the beat of the music when modelled. - Beginning to keep movements to the beat of different speeds of music. - Beginning to explain why the music has a certain effect on them, related to the music or a personal experience.	Skills Listening with attention to detail, focusing on a specific feature of the music (e.g. steps and leaps in Mountain melodies).	Skills Beginning to explain their responses to music using musical features to support their ideas (e.g. 'This music makes me feel tense because it is low and slow').	Skills Listening and noticing relevant details with increasing independence, focusing on a range of musical features.	Skills Explaining their responses to music, using a range of musical features and personal experiences e.g. the fast tempo and loud dynamics make it feel exciting

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<i>Appraising music</i>	Skills - Identifying and imitating sounds from a variety of music. - Considering whether background music and sound effects can enhance storytelling.	Skills - Relating sounds in music to real-world experiences (Seaside). - Discussing the tempo of music using 'fast' and 'slow' (Snail and mouse). - Discussing the dynamics of music using 'loud', 'quiet' and 'silent' (Seaside). - Recognising simple patterns and repetition in rhythm (Fairytale). Knowledge - To know that sections of music can be described as 'fast' or 'slow'. - To know that sections of music can be described	Skills - Identifying some common instruments when listening to music (Musical storytelling). - Recognising simple patterns in pitch (e.g. do re mi) (Musical me). - Talking about the pitch of music using 'high' and 'low'. - Sharing their opinion on the music they hear. Knowledge - To recognise and name at least three different instruments. - To know that 'pitch' is the term used for high and low sounds in music.	Skills - Recognising and discussing how pitch changes (e.g. getting higher, getting lower, staying the same). - Recognising simple patterns that combine rhythm and pitch. - Recognising and discussing how tempo changes. - Using some musical vocabulary when describing music (e.g. 'The bass line is playing on beat one' in reggae). Knowledge - To know that music can be described using musical elements such as pitch, rhythm, tempo and dynamics.	Skills - Beginning to identify a wider range of instruments and their role within a piece (e.g. bass and chords in 12-bar blues). - Identifying instruments heard in music from a given selection (e.g. Chinese instruments). - Recognising and discussing how dynamics change. - Sharing their opinion based on a specific part of the music. Knowledge - To know that contrast in music means using differences (e.g. loud/quiet, fast/slow) to make	Skills - Identifying an increasing range of instruments and sounds and their function within a piece (e.g. samba and West African instruments). - Describing unknown instruments by relating them to known instruments or using adjectives. - Considering how the composer uses rhythm and pitch to create a mood. Knowledge - To know a range of instruments and understand the roles they play within a piece of music. - To know that composers choose	Skills - Beginning to understand how the inter-related dimensions work together to create contrast and mood (e.g. film soundtracks). - Giving increasingly critical appraisals using appropriate musical vocabulary and referring to specific sections. - Using musical vocabulary to describe music and its effect on the listener. Knowledge - To know that contrast is created by changing elements such as dynamics, tempo or instruments.

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		as 'loud', 'quiet' or 'silent'.			it more interesting.	musical elements (e.g. tempo, dynamics, instrumentation) to create particular effects or moods.	
<i>Musical context</i>	Skills - Listening to music from a wide variety of cultures and historical periods (Celebration music). - Recognising and naming at least two instruments from Groups A and B (Big band).	Skills Appreciating music from a wide variety of cultures and historical periods.	Knowledge To know that music from different places and times can sound different (e.g. folk songs in On this island).	Skills - Developing understanding of the history of a diverse range of music (e.g. reggae, the music of India, Baroque). - Noticing similarities and differences between music from different time periods (Baroque meets pop). Knowledge - To know that the way music is produced and shared has changed over time	Skills - Developing understanding of the history of a diverse range of music (e.g. blues, the music of China, minimalism). Knowledge - To know that music can be classified or 'sorted' in different ways (e.g. genre, culture, historical period, purpose and mood). - To know that music from different cultures and time periods sounds different	Skills - Developing an understanding of the history and social context of a diverse range of music (e.g. samba, West African music). Knowledge - To know that music is shaped by historical and social influences (e.g. samba). - To know that advancements in music technology can lead to new genres of music.	Skills - Using knowledge of genre and style when talking about music they hear (e.g. pop, Bhangra). Knowledge - To know that new musical styles are always developing, often inspired by existing styles (e.g. blues influencing popular music).

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				(e.g. music technology).	because of its musical features.		
CREATING SOUND							
<i>Singing repertoire</i>	Skills Singing short, rhythmic rhymes and songs.	Skills - Singing simple songs, chants and rhymes from memory (e.g. Snail and mouse). - Competently singing songs or short phrases with a small pitch range (up to five notes close together).	Skills Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which gradually get higher or lower (On this island, Musical me).	Skills - Competently singing songs with a range of five notes. - Singing songs where the melody moves up and down in small steps (Mountain melodies). - Beginning to maintain a singing part within a group, alongside instruments (Reggae rhythms).	Skills - Singing in a round, maintaining an independent part within a group (Singing in parts). - Singing simple melodies built on repetition and call-and-response (12-bar blues).	Skills - Competently singing songs with an octave pitch range (Stage and song). - Singing songs that include leaps between notes.	Skills - Maintaining an independent singing part within an ensemble. - Singing melodies following a verse-chorus structure (Four-chord pop, Leavers). - Singing in harmony, maintaining an independent part with accuracy.
<i>Singing technique</i>	Skills - Using both speaking and singing voices. - Unconsciously beginning to sing to the pulse of a song.	Skills - Breathing at appropriate times when singing. - Exploring changing their singing voice in different ways (e.g. whispering)	Skills - Singing a range of call and response songs, matching pitch and tempo with accuracy (Animals). - Singing part of a given song in their	Skills - Actively trying to match the correct pitch when singing. - Beginning to sing clearly, pronouncing words accurately.	Skills - Considering their own volume (dynamics) when singing in a group (Singing in parts). - Beginning to recognise how	Skills Accurately pitching their voice to sing a broad range of songs with varied pitch ranges (Stage and song).	Skills Developing technique to project their voice clearly and confidently (e.g. open mouth, tall posture, facing the audience).

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	Exploring vowel sounds through call and response activities.	voice, shouting voice). Singing call and response chants, attempting to match the pitch and tempo they hear.	head (using their 'thinking voice').		posture improves the singing voice. Using simple breathing techniques to help support their voice.	- Demonstrating the correct posture when singing. - Controlling breath to sustain phrases and support tone quality.	Singing with consistent clarity and control, articulating words accurately (Songs that speak).
<i>Instruments</i>	Skills - Exploring different ways of making sound with everyday objects and instruments (Groups A, B and C). - Exploring different ways of holding a range of instruments. - Starting to show a preference for a dominant hand when playing instruments. - Using instruments expressively to music (Group B).	Skills - Learning to use instruments to follow the beat by observing and then mimicking the teacher. - Developing an awareness of how volume is affected by the force with which an instrument is played (Seaside). - Using instruments imaginatively to create soundscapes which convey a sense of place (Seaside).	Skills - Developing an awareness of how sound is affected by the way an instrument is held. - Using bilateral and hand-eye coordination to hold and play instruments using both hands. - Exploring how different classroom instruments create different sounds for a purpose (Musical storytelling).	Skills - Using correct technique to hold instruments and accessories (e.g. beaters) comfortably and with control. - Exploring different techniques for playing the same instrument to create different sounds (e.g. body percussion in Reading rhythms). - Beginning to play simple two-note chords (Reggae rhythms).	Skills - Maintaining a steady beat using an instrument. - Adapting their playing to be loud or quiet at the direction of a leader. - Beginning to play simple melodies on their instrument (Musical motifs, Sounds of China).	Skills - Recognising how different playing actions change the way an instrument sounds. - Selecting and justifying the use of different classroom instruments for a purpose (e.g. the djembe for a strong pulse). - Maintaining the beat on their instrument whilst being aware of other musicians (West African rhythms, Samba sounds).	Skills - Adapting their playing to be loud or quiet to create contrast and add to the mood of a piece. - Beginning to play a simple pattern of chords (Four-chord pop). - Playing melodies with fluency on their instrument.

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	- Using instruments to begin to follow a beat, with guidance (Group A). - Finding a comfortable static position when playing instruments or singing.	Starting to understand how to produce different sounds on pitched instruments (Under the sea).					
NOTATION							
<i>Understanding notation</i>	—	Skills Following simple notation from left to right, recognising that it shows what happens in the music (Under the sea).	Knowledge To know that notation is read from left to right.	Skills - Reading and creating simple staff notation to represent rhythm (Reading rhythms). Knowledge - To know that notation can be used to write down music that has been created. - To know that musical ideas can be written down in a variety of ways (e.g. the stave, a	Skills - Reading and creating simple staff notation to represent pitch (Musical motifs). Knowledge - To know that notation can help musicians play music created by someone else. - To know that staff notation is a commonly used system for writing music.	Skills - Reading and creating different forms of notation, recognising how they represent pitch and rhythm. Knowledge - To know that musicians use different types of notation for different purposes. - To know that symbols and markings give performers	Skills - Placing notes on the stave to record simple musical ideas (Theme and variations). Knowledge - To know that in staff notation a note shows both the pitch of a sound and its duration.

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				graphic score or technology).		information about how music should be played, such as tempo or dynamics.	
<i>Representing pitch</i>	Skills Developing an awareness of high and low through pictorial representations of sound.	Skills - Recognising pitch patterns using dots (Superheroes, Under the sea). Knowledge - To know that in pictorial representations of music, representations further up the page are higher sounds and those further down are lower.	Skills Using a simplified version of a stave to notate known musical phrases of two pitches (Musical me).	Skills - Working out the pitch of notes by counting up or down from a labelled starting note. Knowledge - To know that there are different ways to represent getting higher, getting lower or staying the same (e.g. drawing a mountain shape in Mountain melodies).	Skills - Reading and playing simple melodies by following how notes move up and down the stave (Musical motifs). - Beginning to recognise and notate notes C to G on a stave, with support. Knowledge - To know that each position on the stave represents a different note name. - To know that when notes move step by step up or down the stave	Skills - Recognising some common notes on the stave by sight (e.g. middle C and nearby notes). Knowledge - To know that middle C sits on a small line just below the stave and can help musicians work out nearby notes.	Skills - Reading and playing simple melodies using staff notation within a limited pitch range (e.g. C to C). - Beginning to place notes accurately on the stave to record musical ideas.

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					the pitch becomes higher or lower.		
<i>Representing rhythm</i>	Skills Developing an awareness of how simple marks or objects can show single beats and single-beat rests.	Skills - Using pictorial representations to stay in time with the pulse when singing or playing. - Confidently reading simple rhythmic patterns of one-beat sounds (crotchets) and one-beat rests (crotchet rests) (Fairytales). Knowledge - To know that pictorial representations of rhythm show sounds and rests.	Skills Beginning to read simple rhythmic patterns which include two half-beats (paired quavers) (Animals).	Skills - Recognising crotchets, paired quavers and crotchet rests (Reading rhythms). - Clapping, playing or reading simple rhythmic patterns using these note values. - Using words or syllables to create and represent rhythmic patterns (e.g. 'sunshine' for quavers). Knowledge - To know that the shape of a note shows how long a sound should last. - To know that a crotchet lasts for one beat. - To know that a quaver lasts for	Skills - Recognising minims and minim rests. - Using simple notation to record rhythmic patterns (crotchets, paired quavers, minims and rests). Knowledge - To know that a minim lasts for two beats. - To know that a minim rest lasts for two beats.	Skills - Recognising semibreves and their corresponding rests. - Playing or clapping simple rhythmic patterns using crotchets, paired quavers, minims and semibreves. - Recognising the 3/4 time signature in notation (Stage and song). Knowledge - To know that a semibreve lasts for four beats. - To know that a quaver rest is a silence lasting half a beat.	Skills - Using notation to record simple rhythmic patterns using crotchets, paired quavers, minims, semibreves and rests. - Recognising the 4/4 time signature in notation.

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				half a beat (a pair of quavers = one beat). • To know that a crotchet rest lasts for one beat.			
IMPROVISING AND COMPOSING							
<i>Stimulus and purpose</i>	Skills • Exploring and imitating sounds from their environment and in response to events in stories (Transport, Musical stories).	Skills • Creating simple sound sequences in response to nature and characters (e.g. the seaside, superheroes).	Skills • Creating simple sound sequences in response to stories and artwork (e.g. Jack and the Beanstalk, planets in Space).	Skills • Improvising or composing short pieces that represent a stimulus (e.g. mountain drawings).	Skills • Choosing sounds or instruments to match an idea or character (e.g. character motifs in Musical motifs).	Skills • Improvising or composing music to create a specific mood or atmosphere (e.g. moods of the sky in Music in nature).	Skills • Improvising or composing music to communicate a specific message (e.g. Songs that speak, Film soundtracks).
<i>Improvising</i>	Skills • Exploring and imitating sounds.	Skills • Improvising simple question and answer phrases using voices.	Skills • Improvising simple question and answer phrases using untuned percussion (Animals).	Skills • Beginning to improvise using up to five pitches (pentatonic scale in Inspired by India). • Improvising melodies over an accompaniment or drone.	Skills • Exploring a different idea before selecting one. • Beginning to consider the inter-related dimensions when improvising (e.g. speed, pitch, volume) (Sounds of China, 12-bar blues).	Skills • Improvising melodies over an accompaniment or drone, keeping in time. • Exploring a range of ideas before selecting one.	Skills • Confidently applying the inter-related dimensions of music and explaining their choices (e.g. 'I sped up in the middle section to add excitement').

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<i>Composing</i>	Skills - Experimenting with creating sound in different ways using instruments, body percussion and voices. - Selecting classroom objects to use as instruments. - Selecting sounds that make them feel a certain way or remind them of something.	Skills - Experimenting with creating different sounds using a single instrument. - Experimenting with creating loud, quiet, high and low sounds (Seaside, Superheroes). - Selecting objects or instruments to create sounds to represent an idea or character. - Choosing words to match a simple pitch pattern.	Skills - Experimenting with adapting rhythmic patterns by changing the dynamics, tempo or instrument. - Selecting and creating short sequences of sound with voices or instruments to represent an idea or character (Musical storytelling, Space).	Skills - Creating short sequences of sound within given parameters (e.g. four-beat rhythms, the pentatonic scale). - Beginning to choose words that match a melody or rhythm, considering syllables (e.g. 'happy' using paired quavers).	Skills - Exploring how the inter-related dimensions can be used to improve a piece or create contrast (Minimalist melodies). - Beginning to develop a repeated melody within given parameters (Musical motifs, Minimalist melodies).	Skills - Making musical decisions to create different moods, such as choosing notes, tempo or dynamics (Music in nature). - Confidently developing melodic ideas, exploring different pitches and rhythms.	Skills - Creating musical ideas whilst carefully considering rhythm, pitch and notation (Theme and variations). - Writing lyrics to fit a melody, carefully matching syllables to the rhythm (Songs that speak, Leavers).
<i>Structure</i>	Skills Playing sounds at the relevant point in a story.	Skills Playing and combining sounds under the direction of a leader (the teacher).	Skills Working collaboratively to combine different sounds by turn-taking or playing at the same time.	Skills Composing to a simple given structure, such as beginning, middle and end (Mountain melodies).	Skills Composing to a simple given structure with contrasting sections (Sounds of China).	Skills Considering the structure of a composition to reflect a style of music (e.g. samba grooves and breaks).	Skills Considering the structure of a composition to reflect a style of music (e.g. verse-chorus in the leavers' song).
<i>Music technology</i>	—	—	—	Skills	Skills	Skills	Skills

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				- Editing audio samples to create new musical ideas. - Experimenting with looping and layering. - Developing their own digital composition.	- Turning simple motifs into loops. - Layering sounds and composing complementary parts.	- Recording and editing spoken audio. - Creating original jingles. - Mixing by balancing, arranging and enhancing recordings.	- Identifying key musical features in film. - Synchronising sound with video. - Enhancing film clips with sound effects, loops and original musical ideas.
PERFORMING							
<i>Evaluating performance</i>	Skills Beginning to say what they liked about others' performances.	Skills - Giving positive feedback relating to the tempo of performances, using 'fast' and 'slow'. - Giving positive feedback relating to the dynamics of performances, using 'loud', 'quiet' and 'silent'.	Skills Offering positive feedback on others' performances and beginning to notice areas for improvement in their own.	Skills - Beginning to offer constructive thoughts and opinions on peer performances. - Reflecting on their own performance and expressing what went well.	Skills Beginning to offer simple, constructive feedback relating to specific elements of a performance.	Skills Offering constructive thoughts and opinions of peer performances, using musical vocabulary and reasoning.	Skills - Evaluating their performance by identifying strengths and suggesting next steps. - Giving balanced feedback relating to specific elements of a performance.
<i>Timing</i>	—	Skills Starting to maintain a steady beat throughout short singing	Skills Starting to maintain a steady beat throughout short singing	Skills Performing simple parts and keeping a steady beat with support from a	Skills Performing simple parts and keeping a steady beat with support from a	Skills Performing confidently and independently in time with a	Skills Performing confidently and independently in time with a

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		performances (My favourite things).	performances (On this island).	backing track (Reggae rhythms).	backing track (12-bar blues).	backing track or ensemble (Three-chord pop, Samba sounds).	backing track or ensemble (Four-chord pop, Leavers).
<i>Performance awareness</i>	Skills • Facing the audience when performing. • Spontaneously expressing feelings around performing.	Skills • Keeping the head raised while singing. • Keeping instruments still until their part in a performance.	Skills • Standing or sitting appropriately when performing or waiting to perform. • Continuing playing or singing with a group, even if a mistake is made.	Skills • Beginning to have an awareness of the difference between practice and performance.	Skills • Beginning to use body language and facial expressions to support a performance. • Beginning to recognise suitable points to rejoin a performance if they lose their place (Singing in parts).	Skills • Performing with stage awareness, showing confidence, focus and engagement with the audience (Stage and song).	Skills • Applying simple techniques to improve rehearsal and performance (e.g. eye contact, looking at the audience). • Recovering smoothly from mistakes while maintaining the flow of the performance.
<i>Ensemble skills</i>	Skills • Performing actively as part of a group. • Demonstrating being a good audience member by looking, listening and maintaining attention.	Skills • Performing actively as part of a group, keeping in time with the beat. • Showing an awareness of the leader, particularly when starting or ending a piece.	Skills • Performing actively as a group, clearly keeping in time with the beat. • Following a leader to start and end a piece appropriately.	Skills • Beginning to maintain an individual part (e.g. bass, chords or melody) within a group (Reggae rhythms).	Skills • Following cues from a leader or backing track to start or stop performing. • Beginning to use simple non-verbal cues, such as eye contact or nodding, to	Skills • Recognising and responding to cues within a performance to enter, stop or change sections (Samba sounds). • Using non-verbal communication confidently to	Skills • Maintaining an individual part (e.g. bass, chords, melody) within a group (Four-chord pop).

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					coordinate group performances.	signal entries, endings or changes.	
INTER-RELATED DIMENSIONS							
<i>Dynamics</i>	—	To know that 'loud' and 'quiet' describe the volume of music (Seaside).	To know that 'loud' and 'quiet' describe the volume of music and can be contrasted (Space).	To know that dynamics describe the volume of music and can change within a piece (Mountain melodies).	To know that dynamics describe the volume of music and can change within a piece (Minimalist melodies).	To know that changes in dynamics (e.g. crescendo and decrescendo) can create contrast or mood (Music in nature).	To know that changes in dynamics (e.g. crescendo and decrescendo) can create contrast or mood (Theme and variations).
<i>Rhythm</i>	—	To know that rhythm is a pattern of sounds made up of long and short notes (Fairytales).	To know that rhythm is a pattern of sounds made up of long and short notes (Animals).	To know that rhythm is created by combining sounds of different durations (Reading rhythms).	To know that rhythm is created by combining sounds of different durations (e.g. crotchet = 1 beat, minim = 2 beats).	To know that rhythms can be organised into bars and different time signatures (e.g. 3/4 in Stage and song).	To know that rhythms can be organised into bars and different time signatures (e.g. 4/4 in Four-chord pop).
<i>Structure</i>	—	To know that some parts of music can repeat (Fairytales).	To know that some parts of music can repeat (Myths and legends).	To know that music can be organised into sections such as 'beginning', 'middle' and 'end' (Mountain melodies).	To know that music can be organised into sections such as 'beginning', 'middle' and 'end' (Sounds of China).	To know that musical styles often follow particular structures (e.g. verse-chorus in Three-chord pop).	To know that musical styles often follow particular structures (e.g. theme and variations).
<i>Melody (inc. pitch)</i>	—	To know that pitch describes how high	To know that pitch describes how high	To know that melodies are made	To know that melodies are made	To know that melodic ideas can	To know that melodic ideas can

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		or low a sound is (Superheroes).	or low a sound is (Musical me).	from a sequence of pitches that move higher, lower or stay the same (Mountain melodies).	from a sequence of pitches that move higher, lower or stay the same (Musical motifs).	be repeated, developed or varied (Music in nature).	be repeated, developed or varied (Theme and variations).
<i>Instrumentation</i>	—	To know that instruments can be recognised by their sound and appearance (Under the sea).	To know that instruments can be recognised by their sound and appearance (Musical storytelling).	To know that instruments belong to families and can have different roles in a piece of music (Reggae rhythms).	To know that instruments belong to families and can have different roles in a piece of music (12-bar blues).	To know that composers choose different instruments to create particular musical effects (Stage and song).	To know that composers choose different instruments to create particular musical effects (Film soundtracks).
<i>Tempo</i>	—	To know that tempo describes the speed of music (Snail and mouse).	To know that tempo describes the speed of music (Musical storytelling).	To know that tempo can change within a piece of music, becoming faster or slower (Inspired by India).	To know that tempo can change within a piece of music, becoming faster or slower (Minimalist melodies).	To know that composers use changes in tempo to create contrast, tension or excitement (Stage and song).	To know that composers use changes in tempo to create contrast, tension or excitement (Film soundtracks).
<i>Harmony</i>	—	—	—	To know that harmony is created when two or more different notes are played together (Baroque meets pop).	To know that harmony is created when two or more different notes are played together (Singing in parts).	To know that chords and harmony support melody and add depth to music (Music in nature).	To know that chords and harmony support melody and add depth to music (Four-chord pop).

