



Music knowledge, skills and vocabulary progression map



Year Group	Pulse	Rhythm	Melody & Notation	Active Listening	Composing & Improvising	Performing	Singing	New Vocabulary
Reception	Tap out simple repeated rhythms	Join in singing favourite songs. Begin to build a repertoire of songs and dances	Create movement in response to music. Make up simple songs and rhythms	Explore how sounds can be changed. Use movement to express feelings and move rhythmically.			Sing along to Christmas songs.	<ul style="list-style-type: none">• Chant• Fast• Follow• High• Instrument• Low• Loud• Quiet (use instead of 'soft')• Repeat• Rhythm• Sing• Slow• Song• Sounds
Year 1	Keep a steady pulse in a group and be able to pick out two different tempos	Repeat back short basic rhythms and perform rhythmic	Sing back short melodies that use 2 pitched notes and	Identify musical features in a range of high quality live and recorded music; replicate basic	Improvise simple rhythms based on given stimuli	Play basic rhythms on untuned percussion instruments and using	Sing simple folk tunes in unison both with and without accompaniment	<ul style="list-style-type: none">• beat• beater• cymbal• drum• high (sound)• listen

	in music NCI.3/ NCI.4	ostinatos NCI.2/ NCI.4	develop the concept of pattern work in music using rhythm grids NCI.1/ NCI.2/ NCI.4	rhythms heard NCI.3/ NCI.4	(e.g. rhythm grids) NCI.4	body percussion NCI.2	or backing tracks NCI.1	<ul style="list-style-type: none"> • loud • low (sound) • perform • quiet • shaker • steady beat • tambourine • tempo • triangle • tune • voice
Year 2	Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4) NCI.3/ NCI.4	Repeat back longer basic rhythms (at least 2 bars); performing notation (using crotchets, quavers and minims). NCI.2/ NC2.1/ NC2.3	Sing back short melodies that use around 3 pitched notes; Perform from rhythmic notation including crotchets and minims NCI.1/ NCI.2/ NCI.4	Identify where elements change (e.g. music gets faster or louder); replicate these changes in a simple performance NCI.3/ NCI.4	Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms NCI.4	Play longer phrases on untuned percussion instruments and body percussion NCI.2	Sing simple songs and folk songs in rounds NCI.1	<ul style="list-style-type: none"> • accompany • body percussion • chime bar • chord • claves • compose • duration • ostinato • percussion • phrase • pitch • pulse • recorder • score • tuned percussion • untuned percussion • volume
Year 3	Keep a steady pulse in a group and solo without musical	Perform rhythms that are longer than	Perform from and compose	Identify and describe musical features in pieces from different	Create basic 3 note tunes and simple rhythms	Use tuned percussion/ melodic instruments	Sing songs and folk rounds whilst accompanied by	<ul style="list-style-type: none"> • names of orchestral instruments • accompaniment

	<p>accompaniment; demonstrate 2/4, 3/4 and 4/4 using at least 3 different tempos NC2.1/ NC2.3</p>	<p>2 bars using crotchets, quavers, minims and their rests NC2.1/ NC2.4</p>	<p>using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests) NC2.1/ NC2.2/ NC2.3/ NC2.4</p>	<p>traditions; sing or play back simple melodies that are heard NC2.3/ NC2.5/ NC2.6</p>	<p>using crotchets, quavers, minims and their rests NC2.2</p>	<p>as well as the voice to perform 3+ note melodies and simple rhythms NC2.1</p>	<p>ostinatos from the group. NC2.1</p>	<ul style="list-style-type: none"> • call and response • castanets • composer • conductor • drone • duet • duration • dynamics • glockenspiel • lyrics • melodic phrase • melody • orchestra • orchestration • ostinati • round • scale • stepwise movement • structure • theme • unison • woodblock • xylophone
Year 4	<p>On a tuned instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures and using different tempos with other pupils playing another ostinato to</p>	<p>Perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms</p>	<p>Perform from and compose using 5 pitched notes (or 4 chords) NC2.1/ NC2.2/</p>	<p>Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time</p>	<p>Improvise and compose tunes using 5 notes. Create more developed rhythmic patterns (around 4 bars) NC2.2</p>	<p>Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments NC2.1</p>	<p>Sing pieces in two parts that have contrasting melodies and countermelodies NC2.1</p>	<ul style="list-style-type: none"> • harmony • improvise • leaping (large interval between two notes) • pentatonic

	accompany NC2.1/ NC2.3	using single quaver rests NC2.1/ NC2.3	NC2.3/ NC2.4	NC2.1/ NC2.3/ NC2.5/ NC2.6				
Year 5	On a tuned instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures and using different tempos with other pupils playing another ostinato to accompany NC2.1/ NC2.3	Perform pieces which use off-beat and dotted rhythms and single quaver rests NC2.1	Perform from and compose using 5-8 pitched notes; capture the work in different formats so it can be recreated NC2.1/ NC2.2/ NC2.3/ NC2.4	Whilst listening, pick out and perform syncopated and off-beat rhythms; be able to explain why the music uses those types of rhythms NC2.2/ NC2.5/ NC2.6	Create four bar melodies (in different tempos and time signatures that can be performed and include some off-beat rhythms NC2.2/ NC2.5/ NC2.6	Perform 5-8 note melodies or developed chord progressions (e.g. 2+ chords per bar) and more complex rhythms NC2.1	Sing pieces, including those from the western classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts NC2.1	<ul style="list-style-type: none"> • Accent • bass • notation • texture • timbre
Year 6	On a tuned instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures and using different tempos with other pupils playing another ostinato to accompany NC2.1/ NC2.3	Perform pieces which use offbeat and syncopated rhythms in: 3 different time signatures 3 different tempos NC2.1	Perform from and compose using 8 pitched notes; Capture the work in different formats including staff	Talk about the key features of music including: <ul style="list-style-type: none"> • Tempo • Metre • Instrumentation • Melody Understand the key features of at least four different types/ genres of music	Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures NC2.2/	Perform confidently and accurately individually and as part of a group NC2.1/ NC2.4	Sing musically, responding to the performance directions of the piece e.g. phrasing; sing more extended harmony parts NC2.1/ NC2.4	<ul style="list-style-type: none"> • diction • interval • syncopation

			notation so it can be recreated NC2	NC2.1/ NC2.3/ NC2.5/ NC2.6	NC2.5/ NC2.6			
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