



Northwood Park Primary School

Music Knowledge and Skills Progression

Strand	By the end of EYFS	By the end of Y1	By end of Y2	By end of Y3	Strand	By the end of EYFS	By the end of Y1
Listen and Appraise	Use their voice in different ways: speak, chant, sing.	Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory.	Sing songs regularly with a pitch range of do-so (fifth intervals) with increasing vocal control.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Listen and Appraise	Use their voice in different ways: speak, chant, sing.	Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory.
Singing	Perform different vocal patterns.	Sing collectively (in unison) and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.	Sing songs collectively (in unison) and sometimes in parts, with a small pitch range pitching accurately.	- Improvise and compose music for a range of purposes using the inter-related dimensions of music. - Listen with attention to detail and recall sounds with	Singing	Perform different vocal patterns.	Sing collectively (in unison) and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.
Instrument	Sing familiar songs, chants & rhymes	Recognise and respond to: High and low sounds, long and short sounds, a steady beat, fast and slow, a range of sound makers, one sound or many sounds combined.	Know the meaning of dynamics (loud/quiet)		Instrument	Sing familiar songs, chants & rhymes	Sing simple songs with a very small
Performance					Performance		
Improvisation					Improvisation		
Composition					Composition		

	Describe musical stories: same and different, happy and sad. Begin to develop shared knowledge and understanding of the stories and social context of the music they are listening to, singing and playing. Listen to recorded performances and experience live music making in school. Choose the most appropriate sound to match a theme (such as an animal, weather or event) Recognise and explore how sounds can be made and changed	range, then progress to slightly wider intervals . Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy. Demonstrate good singing posture. Listen to pieces of music and describe some of the pictures and images they create in their imagination. Join in with the steady beat	and tempo (fast/slow). Demonstrate an understanding of dynamics when singing by responding to the leader's directions and/or visual symbols Talk about how the song makes them feel. Identify and join in with different steady beats. Describe tempo as fast or slow and compare different tempos. Describe dynamics as	increasing aural memory. • Use and understand staff and other musical notations with some accuracy and basic Music Theory knowledge. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.		makers, one sound or many sounds combined. Describe musical stories: same and different, happy and sad. Begin to develop shared knowledge and understanding of the stories and social context of the music they are listening to, singing and playing. Listen to recorded performances and experience live music	range, then progress to slightly wider intervals . Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy. Demonstrate good singing posture. Listen to pieces of music and describe some of the pictures and images they create in their imagination. Join in with the steady beat
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	Explore the different sounds of instruments. Enjoys joining in with dancing and ring games. Sings a few familiar songs. Begin to move rhythmically. Imitate movement in response to music. Demonstrate some awareness of beat and mood. Tap out simple repeated rhythms. Begins to build a repertoire of songs and dances.	Describe tempo as fast or slow. Describe dynamics as loud and quiet. Join in with sections of the song eg. call and response. Begin to understand about different styles of music. Recognise the sounds of different instruments and begin to name some of the instruments that they can hear.	loud and soft, getting louder and getting softer. Identify and Join in with sections of the song eg. Chorus. Start to talk about the style of a song. Recognise and name some band and orchestral instruments. Start to talk about where music might fit into the world. Develop shared knowledge and understanding of the stories, origins,			making in school. Choose the most appropriate sound to match a theme (such as an animal, weather or event) Recognise and explore how sounds can be made and changed Explore the different sounds of instruments. Enjoys joining in with dancing and ring games.	Describe tempo as fast or slow. Describe dynamics as loud and quiet. Join in with sections of the song eg. call and response. Begin to understand about different styles of music. Recognise the sounds of different instruments and begin to name some of the instruments that they can hear.
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		Develop shared knowledge and understanding of the stories, traditions and social context of the music they are listening to, singing and playing. Listen to recorded performances and experience live music making in school	traditions, history and social context of the music they are listening to, singing and playing. Listen to recorded performances and experience live music making in and out of school			Sings a few familiar songs. Begin to move rhythmically. Imitate movement in response to music. Demonstrate some awareness of beat and mood. Tap out simple repeated rhythms. Begins to build a repertoire of songs and dances.	Develop shared knowledge and understanding of the stories, traditions and social context of the music they are listening to, singing and playing. Listen to recorded performances and experience live music making in school
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