



Music Knowledge Progression



Early Years Foundation Stage Requirements

Expressive Arts and Design: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

- ♪ Listen attentively, move to and talk about music, expressing their feelings and responses.
- ♪ Sing in a group or on their own, increasingly matching the pitch and following the melody.
- ♪ Explore and engage in music making and dance, performing solo or in groups.
- ♪ Listen carefully to rhymes and songs, paying attention to how they sound.
- ♪ Learn rhymes, poems and songs.

Early Learning Goal: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

National Curriculum Aims

The National Curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

National Curriculum Requirements

Key Stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

- Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- Pupils should be taught to:
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- 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 increasing aural memory
- use and understand staff and other musical notations
- 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.

Definitions

The Interrelated Dimensions of Music (Dimensions)

- Pulse – the regular heartbeat of the music; its steady beat.
- Rhythm – long and short sounds or patterns that happen over the pulse.
- Pitch – high and low sounds.
- Tempo – the speed of the music; fast or slow or in-between.
- Dynamics – how loud or quiet the music is.
- Timbre – all instruments, including voices, have a certain sound quality e.g., the trumpet has a very different sound quality to the violin.
- Texture – layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure – every piece of music has a structure e.g., an introduction, verse and chorus ending.
- Notation – the link between sound and symbol.

RECEPTION	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
	audience baroque bass guitar blues compose decks drums funk groove imagination improvise Irish folk keyboard Latin melody percussion perform pitch pitch pulse pulse pulse rap rhythm rhythm rhythm saxophones singers trumpets	audience audience bass compose drums dynamics electric guitar glockenspiel improvise keyboard melody perform performance pitch pulse question and answer rap reggae rhythm saxophone tempo trumpet	backing vocals bass chorus compose disco drums dynamics electric guitar guitar hook hook imagination improvise intro/introduction keyboard, synthesizer melody melody organ pentatonic scale pitch pulse reggae rhythm riff structure structure tempo texture verse	acoustic guitar backing vocal bass birdsong by ear choreography civil rights compose compose digital sounds drums dynamics electric guitar electronic sounds equality hook improvise improvise keyboard lyrics melody melody musical style notation organ pentatonic scale percussion piano pitch pulse racism rapping rhythm rhythm patterns	amplifier appraising backbeat backing loops ballad bass bass line big bands Bossa Nova brass section harmony bridge bridge chorus compose cover cover deck drums dynamics funk groove guitar hook improvise interlude melody melody melody note names note values old-school hip hop piano pitch	style indicators melody compose improvise cover pulse rhythm pitch tempo dynamics timbre texture structure dimensions of music Neo Soul producer groove Motown hook riff solo blues jazz improvise/ improvisation by ear melody riff solo ostinato phrases unison urban gospel

						riff solo structure synthesizers tempo texture turntables unison	pulse rap rhythm riff riff riff rock scratching solo soul strings structure swing syncopation synthesizer tag ending tempo texture timbre tune/head unison verse	civil rights gender equality unison harmony
--	--	--	--	--	--	---	---	--

		RECEPTION	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
PERFORM	Autumn	Sing with a sense of pitch, following the shape of the melody with voices. Mark the beat of the song with actions. Use the voice to adopt different roles and characters. Match the pitch of a four-note (la-so-mi-do) call-and-response song. Sing a tune with 'stepping' and 'leaping' notes. Play a steady beat on percussion instruments.	Sing a cumulative song from memory, remembering the order of the verses and play classroom instruments to mark the beat. Copy a leader, show pitch shape with actions and sing using me-re-do. Sing a unison song rhythmically and in tune. Play percussion instruments expressively representing the character of their composition. Change voice to suit different characters while performing appropriate actions.	Play the song's melody on a tuned percussion instrument. Sing with good diction to emphasise word play. Sing a unison song rhythmically and in tune. Play percussion instruments expressively representing the character of their composition. Sing small intervals accurately and confidently and vary dynamic contrast. Play a piece following a graphic score.	Sing a call-and-response song in groups, holding long notes confidently. Play melodic and rhythmic accompaniments to a song. Sing by improvising simple melodies and rhythms. Rap accurately and rhythmically with dynamic contrasts. Perform crotchet and quaver actions (walk and jogging) on the beat and adapt these actions when the speed of the music changes.	Sing in a gospel style with expression and dynamics. Play rhythm patterns along with This little light of mine. Sing part 1 of a partner song rhythmically. Sing by improvising simple melodies and rhythms. Sing with clear articulation, expression, and actions.	Sing a sea shanty expressively, with accurate pitch and a strong beat. Play bass notes, chords, or rhythms to accompany singing. Sing with expression and an appreciation of the song's history and purpose, perform for an audience as part of Remembrance services, or a class history topic assembly. Play the Home fires fanfare as a class from the score with expression.	Sing a syncopated melody accurately and in tune. Sing and play their own arrangement of a song together in time. Sing accurately in two parts, with dynamic contrast and expression. Play the melody, bass note, or chord for one verse of Skye boat song.

			Play contrasting accompaniments to reinforce the verse structure.					
	Spring	<p>Perform actions to music.</p> <p>Adapt to the changing speed of a song, marking the beat with actions.</p> <p>Play a rhythmic accompaniment on percussion instruments.</p> <p>Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.</p> <p>Sing in call-and-response and change voices to make a buzzing sound.</p> <p>Play an accompaniment using tuned and untuned percussion and recognise a change in tempo.</p>	<p>Chant together rhythmically, marking rests accurately.</p> <p>Play a simple ostinato on untuned percussion.</p> <p>Sing an echo song while tapping the beat and clap the rhythm understanding there is one beat for each syllable.</p> <p>Sing a simple singing game and play a partner clapping game while singing a song.</p> <p>Create, interpret and perform simple graphic score.</p> <p>Sing familiar songs in low and high voices, recognising higher and lower.</p>	<p>Chant rhythmically and perform both unison and in a round.</p> <p>Chant and play rhythms (using the durations of 'walk' (crotchet), 'jogging' (quavers) and 'shh' (crotchet rests) from stick notation.</p> <p>Perform composed pieces for an audience.</p> <p>Create, interpret and perform simple graphic scores.</p> <p>Sing clearly articulated words, smoothly and together in time.</p> <p>Match voices accurately in a singing game.</p>	<p>Sing the syncopated rhythms in Latin dance and recognise a verse, chorus structure.</p> <p>Play a one note part contributing to the chords accompanying the verse.</p> <p>Accompany themselves singing a call-and-response song with a drone.</p>	<p>Sing swung rhythms lightly and accurately.</p> <p>Learn an instrumental part and play as part of a whole-class performance</p> <p>Sing part 2 of a partner song rhythmically.</p> <p>Adopt a rhythmic accompaniment while singing.</p>	<p>Sing a song in two parts with expression and an understanding of its origins.</p> <p>Perform in a vocal percussion style.</p> <p>Play drum patterns, basslines and riffs on a variety of instruments as part of a group.</p> <p>Sing a chorus in three parts, and sing following the score.</p> <p>Play a melodic riff or melody of the chorus by ear.</p>	<p>Sing a round accurately and in a legato style.</p> <p>Perform in a vocal percussion style.</p> <p>Play drum patterns, basslines and riffs on a variety of instruments as part of a group.</p> <p>Sing in three parts with good ensemble and accurate pitching.</p> <p>Play bass notes and chords to accompany improvised melodies on tuned percussion, ukulele, keyboard or Apps.</p>
	Summer	<p>Sing and play songs with a call-and-response structure and a stepping tune phrase (C-D-E). Play sea effects on tuned percussion instruments.</p> <p>Play different instruments with control.</p> <p>Sing a melody in waltz time and perform the actions.</p> <p>Play a range of percussion instruments (replacing the action words with playing words).</p> <p>Sing a song while performing a sequence of dance steps.</p>	<p>Perform actions to music, reinforcing a sense of beat.</p> <p>Sing and chant songs and rhymes expressively.</p> <p>Sing a song that includes a time change from march to a jig.</p> <p>Play untuned percussion instruments, and use movement, to mark the beat and recognise a change in metre.</p> <p>Sing either part of a call-and-response song.</p> <p>Play the response sections on tuned</p>	<p>Mark the beat by tapping, clapping, and swinging to the music.</p> <p>Sing and chant songs and rhymes expressively.</p> <p>Learn an interlocking spoken part and perform a rock 'n' roll-style song confidently in two parts.</p> <p>Play an introduction on tuned percussion.</p> <p>Sing confidently in another language and play a cumulative game with spoken call-and-response sections.</p> <p>Play an accompaniment on tuned percussion.</p>	<p>Create rhythmic accompaniments based around arpeggios and crotchet, quaver durations.</p> <p>Sing a syncopated melody confidently and with a sense of style.</p> <p>Perform call-and-response rhythms by ear using word rhythms and transfer rhythms to instruments.</p> <p>Perform vocal percussion as part of a group.</p>	<p>Sing with expression and a sense of the style of the song.</p> <p>Play an instrumental as part of a whole-class performance.</p>	<p>Chant a part within a kecak performance.</p> <p>Sing a lullaby with expression, accuracy, and an understanding of the song's purpose.</p> <p>Play an accompaniment using tuned percussion instruments to accompany singing.</p> <p>Sing unaccompanied in two or three parts, with an understanding of the song's purpose.</p> <p>Play a simple accompaniment on tuned instruments.</p>	<p>Sing a melody with attention to phrasing.</p> <p>Sing with expression and accuracy of rhythm and pitch.</p> <p>Play chords to accompany the song.</p>

		Play a two-note accompaniment, marking the pulse on tuned or untuned percussion.	percussion using the correct mallet hold.					
	ELG	MILESTONE 1		MILESTONE 2		MILESTONE 3		
		Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	<ul style="list-style-type: none"> Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. 	<ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. 	<ul style="list-style-type: none"> Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skillful playing (instrument). 			

COMPOSE		RECEPTION	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
	Autumn	Explore making sound with voices and percussion instruments; new words and actions, to create different feelings and moods. Explore storytelling elements in the music and create a class story inspired by the piece. Make up a simple accompaniment using percussion instruments. Make up new lyrics and vocal sounds for different kinds of transport.	Create a dramatic group performance using kitchen-themed props. Compose music to march using tuned and untuned percussion. Experiment with timbre to create aquarium-inspired music. Explore using timbre, dynamics and pitch to tell a story.	Improvise rhythms along to a backing track using the note C or G. Select instruments and compose music to reflect an animal's character. Experiment with timbre to create aquarium inspired music. Compose a sequence of sounds in response to a given stimulus.	Compose a pentatonic ostinato. Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment. Create clapping patterns using the durations crotchet, crotchet rest, pair of quavers. Transfer clapping patterns to tuned instruments and as a group create a layered piece of music.	Improvise using the voice and instruments on the notes of the pentatonic scale. Create atmospheric music for a scene with a given set of instruments. Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment. Compose and perform a whole-class 'rondo' with pupils composed melodic patterns comprising crotchet, quaver and minim durations.	Compose body percussion patterns to accompany a sea shanty. 'Doodle' with sound, playing around with pitch and rhythm to create a strong hook. Create fragments of songs that can develop into fully fledged songs. Using the notes C-E-G (C major triad) compose a fanfare in memory of the men and women who were involved in WWI.	Compose a syncopated melody using the notes of the C major scale. 'Doodle' with sound, playing around with pitch and rhythm to create a strong hook. Create fragments of songs that can develop into fully fledged songs. Improvise extended melodies using the pentatonic scale.
	Spring	Explore the range and capabilities of voices through vocal play.	Compose word patterns and melodies using mi-re-do (E-D-C).	Compose 4-beat patterns.	Compose a 4-beat rhythm pattern to play during instrumental sections.	Improvise ('doodle') with voices and instruments over the chords in a song.	Use major chords to create a drone accompaniment and	Compose an 8-bar piece on percussion, using given rhythms in 3-time with the option

		<p>Improvise music to accompany a story, considering how to match sound with story element i.e. Timbre, high/low. Make up new lyrics and accompanying actions. Improvise a vocal/physical soundscape about minibests.</p>	<p>Compose musical sound effects and short sequences of sounds in response to a stimulus. Improvise question-and-answer conversations using percussion instruments. Make up new lyrics and create short body percussion patterns to accompany the song.</p>	<p>Structure short musical ideas to form a larger piece. Compose musical sound effects in response to a stimulus and improvise question-and-answer conversations using percussion instruments. Compose an accompaniment using tuned percussion (playing chords and creating sound effects).</p>	<p>Invent a drone accompaniment for a song they are singing. Improvise and explore a variety of ways in which words can be used to create music. Create word rhythm patterns and longer sequences and explore ways to communicate atmosphere and effect.</p>	<p>Explore how timbre, dynamics and texture can be used for impact in a fanfare. Compose a fanfare using a small set of notes, and short repeated rhythms. Improvise and explore a variety of ways in which words can be used to create music and communicate atmosphere and effect.</p>	<p>improvise freely over a drone. Compose groove-based pieces demonstrating an understanding of drum grooves and bass lines, and how these fit together to create memorable and catchy riffs. Work creatively in movement in small groups, learning to share and develop ideas. Improvise rhythms using the chords D and G Major to create a bassline and chord accompaniment for the chorus or verse.</p>	<p>of adding chords F and C major. Compose groove-based pieces demonstrating an understanding of drum grooves and bass lines, and how these fit together to create memorable and catchy riffs. Improvise over the chords C minor and G7.</p>
	Summer	<p>Develop a song by composing new words and adding movements and props. Improvise music with different instruments, following a conductor and compose music based on characters and stories developed through listening to Beethoven's 5th symphony. Compose a three-beat body percussion pattern and perform it to a steady beat. Invent and perform actions for new verses</p>	<p>Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. Attempt to record compositions with stick and other notations. Create musical phrases from new word rhythms that children invent.</p>	<p>Create action patterns in 2- and 3-time. Create rhythm patterns, sequencing them. Compose rhythm patterns to accompany the song.</p>	<p>Improvise ("doodle") on-the-spot phrases using A minor and C major triads. Invent simple patterns using rhythms and notes C-D-E. Compose music structuring short ideas into a bigger piece.</p>	<p>Compose a short piece using major and/or minor chords. Invent simple patterns using rhythms and notes C-D-E, structuring short ideas into a bigger piece. Improvise using a pentatonic scale. Create accompaniment patterns to a pentatonic song.</p>	<p>Compose a kecak piece as part of a group. Create a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics and tempo. Create a rhythmic piece for drums and percussion instruments. Compose a short song on the theme of leavers, using the same or similar chord sequence to Nobody knows (The Lumineers)</p>	<p>Create a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics and tempo. Create a rhythmic piece for drums and percussion instruments. Compose a short song on the theme of leavers, using the same or similar chord sequence to Nobody knows (The Lumineers)</p>
		ELG	MILESTONE 1		MILESTONE 2		MILESTONE 3	
		<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<ul style="list-style-type: none"> Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. 		<ul style="list-style-type: none"> Compose and perform melodic songs. Use sound to create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use drones as accompaniments. 		<ul style="list-style-type: none"> Create songs with verses and a chorus. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords. 	

			<ul style="list-style-type: none"> Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases. 	<ul style="list-style-type: none"> Choose, order, combine and control sounds to create an effect. Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> Thoughtfully select elements for a piece in order to gain a defined effect. Use drones and melodic ostinati (based on the pentatonic scale). Convey the relationship between the lyrics and the melody. Use digital technologies to compose, edit and refine pieces of music.
--	--	--	--	--	--

TRANSCRIBE		RECEPTION	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
	Autumn		Draw the sounds using graphic symbols.	Draw the sounds using graphic symbols. Play a piece following a graphic score.			Write out body percussion patterns using rhythm grids. Play the Home fires fanfare as a class from the score with expression.	
	Spring		Create, interpret and perform simple graphic score. Recognise how graphic symbols can represent sound.	Chant and play rhythms (using the durations of 'walk' (crotchet), 'jogging' (quavers) and 'shh' (crotchet rests) from stick notation. Create, interpret and perform simple graphic scores. Recognise how graphic symbols can represent sound.			Sing a chorus in three parts, and sing following the score.	
	Summer			Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. Attempt to record compositions with stick and other notations.	Notate, read, and follow a score. Recognise different arrangements of m-r-d from dot notation	Notate, read, and follow a score. Create accompaniment patterns to a pentatonic song using graphic and staff notation to represent musical ideas.	Notate ideas to form a simple score to play from. Listen and match vocal and instrumental parts to grid and dot notation. Understand the difference between 3/4 and 4/4 time signatures.	Notate ideas to form a simple score to play from.
		ELG	MILESTONE 1		MILESTONE 2		MILESTONE 3	
		Invent, adapt and recount narratives and stories with	■ Use symbols to represent a composition and use them to help with a performance.		■ Devise non-standard symbols to indicate when to play and rest. ■ Recognise the notes EGBDF and FACE on the musical stave.		■ Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.	

		peers and their teacher. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.		<ul style="list-style-type: none"> Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<ul style="list-style-type: none"> Read and create notes on the musical stave. Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the# (sharp) and (flat) symbols. Use and understand simple time signatures.
--	--	--	--	--	--

DESCRIBE MUSIC		RECEPTION	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
	Autumn	Identify and describe contrasts in tempo and dynamics. Begin to use musical terms (louder/ quieter, faster/slower, higher/ lower). Respond to music in a range of ways e.g., movement, mark making, writing.	Listen and move in time to the song. Respond to musical characteristics through movement. Describe the features of a march using music vocabulary and recognise instruments in a marching band. Listen to 'Aquarium', reflecting the character of the music through movement. Identify a simple song structure and rhyme pattern.	Listen to, recognise, and play echoing phrases by ear. Listen and respond to music verbally or physically. Identify different qualities of sound (timbre) i.e., smooth, scratchy, clicking, ringing, and how they are made. Recognise and respond to changes of speed (tempo), volume (dynamics), and pitch (high/ low) using music vocabulary, or movement. Listen to Aquarium reflecting the character of the music through movement. Listen to music in a minor key, recognising small steps in the music.	Listen and identify where notes in the melody of the song go down and up. Begin to develop an understanding and appreciation of music from different musical traditions. Identify differences in songs from around the world, i.e., instruments, beat, tempo and describe using musical vocabulary. Understand that a folk song is music that belongs to the people of a particular place. Identify how the pitch and melody of a song has been developed using symmetry.	Listen and move in time to songs in a gospel style. Recognise elements of the music that establishes the mood and character e.g., the rhythm. Talk about the effect of particular instrument sounds (timbre). Identify how the pitch and melody of a song has been developed using symmetry. Move to music marking the beat with action durations for crotchets, quavers, minims.	Talk about the purpose of sea shanties and describe some of the features using music vocabulary. Recognise individual instruments and voices by ear. Listen to gospel music identifying key features. Talk about the music using appropriate vocabulary. Identify the structure of songs and analyse songs to appreciate the role of metaphor. Understand techniques for creating a song and develop a greater understanding of the song writing process. Respond to music with action durations for crotchet, minim, semiquaver, and dotted quaver semiquaver.	Listen to historical recordings of big band swing and describe features of the music using music vocabulary. Explore the influences on an artist by comparing pieces of music from different genres. Recognise and identify features of timbre/ instrumentation and expression in an extract of recorded music. Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. Understand techniques for creating a song and develop a greater understanding of the song writing process. Listen to traditional Scottish folk music identifying the features that have influenced the composing of the song Touch the sky.

	Spring	<p>Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music. (so-mi)</p> <p>Enjoy moving freely and expressively to music.</p> <p>Use appropriate hand actions to mark a changing pitch.</p> <p>Listen to a piece of classical music and respond through dance</p>	<p>Recognise the difference between a pattern with notes (pitched) and without (unpitched).</p> <p>Listen actively by responding to musical signals and musical themes using movement.</p> <p>Create a musical movement picture.</p> <p>Move and rock to music to develop a sense of beat.</p> <p>Recognise how graphic symbols can represent sound.</p> <p>Copy short rhythm patterns by ear.</p>	<p>Listen to a variety of music and show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).</p> <p>Listen with attention to detail and recall sounds and patterns.</p> <p>Recognise how graphic symbols can represent sound.</p> <p>Listen to the music and create a 'minibeast' inspired dance.</p>	<p>Listen to music from Cuba and describe features of the music using music vocabulary.</p> <p>Develop active listening skills by responding to musical themes through movement.</p> <p>Understand the structure of rondo form (A-B-A-C-A).</p> <p>Develop a sense of beat and rhythmic pattern through movement.</p> <p>Experience call-and-response patterns through moving with a partner.</p> <p>Listen to pieces of music that have cleverly combined words and music and compare how different composers have approached it.</p>	<p>Listen and identify similarities and differences between acoustic guitar styles.</p> <p>Recognise and talk about the musical characteristics of a fanfare using music vocabulary.</p> <p>Listen to pieces of music that have cleverly combined words and music and compare how different composers have approached it.</p>	<p>Listen and copy back simple rhythmic and melodic patterns.</p> <p>Listen to drum patterns and riffs and copy them on voices, instruments, and clapping rhythms.</p> <p>Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement.</p> <p>Demonstrate an understanding of the history of Argentine Tango.</p> <p>Develop a knowledge and understanding of the origins, history, and social context of Reggae music.</p>	<p>Listen to a piece of music identifying where the texture of the music changes.</p> <p>Listen to music from a mass and talk about features of the music using music vocabulary.</p> <p>Recognise and identify key musical features such as rhythm, tempo, timbre, structure, and instruments.</p> <p>Use musical vocabulary and knowledge to discuss similarities and differences in pieces of music.</p> <p>Listen to drum patterns and riffs and copy them on voices, instruments, and clapping rhythms.</p> <p>Develop knowledge and understanding of the origins, history, and social context of a song used in the civil rights movement in the USA.</p>
	Summer	<p>Listen to a range of sea-related pieces of music and respond with movement.</p> <p>Develop listening skills, identifying dynamics across a range of different musical styles.</p> <p>Find the beat in a partner clapping game.</p> <p>Listen to examples of other folk songs from North America.</p>	<p>Respond to musical signals and musical themes using movement.</p> <p>Develop awareness of duration and the ability to move slowly to music.</p> <p>Create artwork, drawing freely and imaginatively in response to a piece of music.</p> <p>Notice how a change of pitch is used to create an effect.</p> <p>Listen to a jig and move in time to the music.</p>	<p>Listen and move, stepping a variety of rhythm patterns.</p> <p>Understand how beats can be grouped into patterns and identify them in familiar songs.</p> <p>Move freely and creatively to music using a prop.</p> <p>Listen and copy rhythm patterns.</p> <p>Notice how a change of pitch is used to create an effect.</p> <p>Listen and copy vocal and rhythm patterns accurately, in tune,</p>	<p>Listen and copy back stepwise phrases using mi-re-do.</p> <p>Recognise different arrangements of m-r-d from dot notation.</p> <p>Recognise and copy rhythms and pitches C-D-E.</p> <p>Move in time with the beat of music.</p> <p>Talk about what has been learnt about Brazilian music and carnival.</p>	<p>Compare and understand that the pentatonic scale features in lots of music traditions and cultures.</p> <p>Recognise and copy rhythms and pitches C-D-E.</p> <p>Identify similarities and differences between folk and folk-rock styles.</p>	<p>Develop knowledge and understanding of the Balinese gamelan forms of beleganjur and kecak.</p> <p>Listen and match vocal and instrumental parts to grid and dot notation.</p> <p>Listen and respond to music using drawings and words.</p> <p>Recognise that music can describe feelings and tell a story.</p> <p>Listen to lullabies from around the world, understanding why people sing lullabies.</p>	<p>Listen and respond to music using drawings and words.</p> <p>Recognise that music can describe feelings and tell a story.</p> <p>Develop knowledge and understanding of a variety of musical styles from India and talk about them using music vocabulary.</p> <p>Show the beat by dancing to bhangra music.</p> <p>Recognise the instruments used in the song and identify</p>

			Listen and copy patterns on voices and instruments.	and in time with a steady beat.			Understand the difference between 3/4 and 4/4 time signatures. Listen and explore a range of timbres to use in the creation of a soundscape.	the way the texture develops.
	ELG	MILESTONE 1		MILESTONE 2		MILESTONE 3		
	Invent, adapt and recount narratives and stories with peers and their teacher. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	<ul style="list-style-type: none"> Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. 		<ul style="list-style-type: none"> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings. 		<ul style="list-style-type: none"> Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <i>pitch, rounds, dynamics, tempo, timbre, texture, lyrics & melody, sense of occasion, expressive, solo, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.</i> Describe how lyrics often reflect the cultural context of music and have social meaning. 		