



Music Skills and Knowledge Progression KS2

National Curriculum subject content	Year 3	Year 4	Year 5	Year 6
Play and Perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.	YEAR A and B - Autumn <ul style="list-style-type: none"> Sing in tune Start to show control in voice YEAR A and B - Spring <ul style="list-style-type: none"> Perform simple, melodic and rhythmic parts. Begin to understand the importance of pronouncing the words in a song well. Perform with confidence. 	YEAR A and B - Autumn <ul style="list-style-type: none"> Sing in tune with awareness of others Show control in voice YEAR A and B - Spring <ul style="list-style-type: none"> Perform simple melodic and rhythmic parts with awareness of others Maintain a simple part within a group Perform with control and awareness of what others in the group are singing or playing 	YEAR A and B – Autumn and Summer <ul style="list-style-type: none"> Perform songs with an awareness of the meaning of the words Hold a part in a round Play an accompaniment on an instrument (e.g. glock, cymbal, drum) YEAR A – Autumn YEAR B – Summer <ul style="list-style-type: none"> Use venue and sense of occasion to create performances for an audience 	YEAR A – Summer <ul style="list-style-type: none"> Perform parts from memory and from notations Refine and improve own work YEAR A and B – Autumn and Summer <ul style="list-style-type: none"> Sing or play from memory with confidence, expressively and in tune YEAR A and B – Autumn and Summer <ul style="list-style-type: none"> Perform alone and in a group displaying a variety of techniques
Improvise and compose music for a range of purposes using the inter-related dimensions of music.	YEAR A and B - Summer <ul style="list-style-type: none"> Choose sounds to achieve an effect Order sounds to help create an effect Improvise repeated patterns. 	YEAR A and B - Summer <ul style="list-style-type: none"> Compose and perform melodies and songs(including ICT) Create short musical patterns with long and short sequences and rhythmic phrases. 	YEAR A - Spring <ul style="list-style-type: none"> Compose by developing ideas within musical structures Improvise within a group 	YEAR A - Spring <ul style="list-style-type: none"> Improvise melodic and rhythmic material Create own musical patterns YEAR A – Spring and Summer YEAR B – Summer <ul style="list-style-type: none"> Use a variety of different musical devices including melody, rhythm and chords.
Listen with attention to detail and recall sounds with increasing aural memory.	YEAR A and B - Summer <ul style="list-style-type: none"> To notice and explore the way that sounds can be combined and used expressively Listen to different types of composers and music 	YEAR A and B - Summer <ul style="list-style-type: none"> To notice and explore the way that sounds can be combined and used expressively To comment on musicians 	YEAR A - Spring <ul style="list-style-type: none"> To notice and explore the relationships between sounds To notice and explore how music reflects different intentions 	YEAR A - Spring <ul style="list-style-type: none"> To notice, comment on and compare the use of musical devices To notice, comment on and compare and explore how



		use of technique to create effect		music reflects different intentions
Use and understand staff and other musical notations.	<ul style="list-style-type: none"> N/A 	YEAR A and B - Spring <ul style="list-style-type: none"> Know how many beats are in minim, crotchet and semibreve and recognise their symbols Know the symbol for a rest in music and use silence for effect in music 	YEAR A and B - Summer <ul style="list-style-type: none"> Use minim, crotchet and semibreve to indicate how many beats to play Read a musical stave and know EGBDF and FACE Draw a treble clef on a stave accurately 	YEAR A and B - Summer <ul style="list-style-type: none"> Use a variety of notation when performing and composing Read notes and know how many beats they represent Use a range of words to describe music e.g. pitch, duration, dynamics, tempo, timbre, texture and silence.
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers.	YEAR A and B - Summer <ul style="list-style-type: none"> Begin to recognise and identify instruments being played Comment on likes and dislikes Recognise how musical elements can be used together to compose music 	YEAR A and B - Summer <ul style="list-style-type: none"> Begin to recognise and identify instruments and numbers of instruments and voices being played Compare music and express tastes and preferences in music Explain how musical elements can be used together to compose music 	YEAR A - Spring <ul style="list-style-type: none"> Compare and evaluate different types of music using appropriate musical vocabulary Explain and evaluate how musical elements, features and styles can be used together to compose music. 	YEAR A - Spring <ul style="list-style-type: none"> Analyse and compare musical features choosing appropriate musical vocabulary. Explain how musical elements, features and styles can be used together to compose music
Develop an understanding of the history of music.	YEAR A and B - Summer <ul style="list-style-type: none"> Describe the different purposes of music throughout history and in other cultures 	YEAR A and B - Summer <ul style="list-style-type: none"> Describe the different purposes of music throughout history and in other cultures 	YEAR A - Summer <ul style="list-style-type: none"> Understand the different cultural meanings and purposes of music including contemporary culture 	YEAR A - Summer <ul style="list-style-type: none"> Understand the different cultural meanings and purposes of music including contemporary culture Notice and explore how music reflects time, place and culture