

KEY KNOWLEDGE PROGRESSION DOCUMENT – Music

Features		
<ul style="list-style-type: none"> • At Early Years, the key knowledge progression document takes reference from the following documentation: Early Years Framework, Development Matters and Birth to 5 Matters • At key stage 1 and 2, the key knowledge progression document takes full account of the national curriculum’s requirements and groups these into the following strands: <ul style="list-style-type: none"> ○ Singing and performing ○ Playing an instrument and performing ○ Listening and Appreciating ○ Composing ○ History of music ○ These strands have been selected to reflect the key knowledge and skills in the national curriculum subject content. • Threaded throughout all music learning should be the opportunity for children to gain an understanding of – and the ability to apply – the interrelated dimensions of music whilst performing, listening with discrimination, and composing (as prescribed in the curriculum end points). This could be achieved through concepts such as: <ul style="list-style-type: none"> ○ Performance ○ Composition ○ Chronology ○ Significance ○ Appreciation ○ Interpretation ○ Cause and effect ○ Emotion 	<p>KKPDs match the ambition of the National Curriculum. In some instances, knowledge specified within the KKPDs is more ambitious than the National Curriculum. For example:</p> <ul style="list-style-type: none"> • The history of music is taught from the Reception Year onwards. In the National Curriculum this is only a requirement from KS2. • Children are introduced to simple ways to record music graphically (M2.5 & M2.10) prior to KS2 where they begin to learn musical notations. 	
	<p>National Curriculum Aims:</p> <ul style="list-style-type: none"> • 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. 	
<ul style="list-style-type: none"> • Substantive knowledge (S) is the ‘truths’ or facts of a subject. Procedural (P) is the knowledge of how to do something. Disciplinary knowledge (D) is the knowledge, practices and traditions of a subject (that enable you to behave as a master of the subject e.g.as a Musician). These knowledge statements should be what pupils retain. In other words, this knowledge is within their long-term memory and will be retained. 		
<ul style="list-style-type: none"> • Skills are dependent on specific knowledge. A skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained. 		
<ul style="list-style-type: none"> • When considering pupils’ improvement in subject specific vocabulary, pupils could be provided with a knowledge organiser which contains the relevant words used for music for their age group. 		
Early Years Framework		
	Early Years Statutory Framework: Educational Programme Expressive Arts and Design	Early Learning Goal Being Imaginative and Expressive
Early Years	<p><i>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.</i></p>	<ul style="list-style-type: none"> • 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 the music

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National Curriculum Subject Content					
Strand	Singing and performing	Playing an instrument and performing	Listening and appreciating	Composing	
Key Stage 1	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<ul style="list-style-type: none"> Play tuned and untuned instruments musically 	<ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music 	
Strand	Singing and performing	Playing an instrument and performing	Listening and appreciating	Composing	History of Music
Key Stage 2	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> Use and understand staff and other musical notations Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music 	<ul style="list-style-type: none"> Develop an understanding of the history of music

Strand	Nursery	Reception	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6	Year 7
Singing and performing	<ul style="list-style-type: none"> MN.1 know how to sing, listening to the pitch of another person (P) MN.2 know how to sing simple songs to self (P) MN.3 know how to remember and perform sequences and patterns of movements which are related to music and rhythm (e.g. heads, shoulders, knees and toes) (P) 	<ul style="list-style-type: none"> MR.1 know how to sing, matching the pitch and following the melody (P) 	<ul style="list-style-type: none"> M1.1 know how to creatively (D) use voice to make different sounds (P) 	<ul style="list-style-type: none"> M2.1 know how to sing (P) with an awareness of pulse, pitch, tempo and dynamics (D) 	Singing and performing	<ul style="list-style-type: none"> M3.1 know how to sing (P) with increasing awareness of pitch and the interrelated musical dimensions (including pulse, pitch, tempo and dynamics) (D) 	<ul style="list-style-type: none"> M4.1 know how to sing songs (P) with an increased understanding of the overall effect that the interrelated musical elements can have (D) 			

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	<ul style="list-style-type: none"> • MN.4 know a repertoire of familiar songs (S) • MN.5 know a range of nursery rhymes off by heart (S) 	<ul style="list-style-type: none"> • MR.2 know how to sing in a group or on their own (P) • MR.3 know a variety of rhymes, poems and songs (e.g. nursery rhymes, pop songs, songs from home, songs from TV) (S) 	<ul style="list-style-type: none"> • M1.2 know how to recognise difference between singing voice and speaking voice through exploring chants and songs (P) 	<ul style="list-style-type: none"> • M2.2 know how to use voice expressively when speaking rhymes (P) 		<ul style="list-style-type: none"> • M3.2 know how to explore songs with different structures-ostinatos/rounds/call and response (P) 	<ul style="list-style-type: none"> • M4.2 know how to sing songs with different structures from a range of genres, including songs from memory (P) • M4.3 know how to perform musical melodies using the voice, from memory (P) 	<ul style="list-style-type: none"> • M5.1 know how to maintain own part whilst others are performing their part, including the use of technology where appropriate (e.g. creating a loop) (P) • M5.2 know how to sing part songs (P) and recognise the musical effect this has (for example rounds, canons, harmonies, partner songs) (D) 	<ul style="list-style-type: none"> • M6.1 know how to sing in harmony and perform parts with increasing confidence and accuracy, including the use of technology where appropriate (e.g. recording the melody and singing the harmony) (P) 	<ul style="list-style-type: none"> • M7.1 know how to take part in an ensemble or solo performance with increasing confidence and understanding of the interrelated dimensions of music (D)

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Playing an instrument and performing	<ul style="list-style-type: none"> MN.6 know how to make different sounds with instruments, (e.g. loud/quiet) (P) MN.7 know that the way we play an instrument effects the sound it makes (S) MN.8 know how to create sounds by rubbing, shaking, tapping, striking or blowing (P) MN.9 know that sounds can be different (e.g. quiet, loud, soft, scratchy) (S) 	<ul style="list-style-type: none"> MR.4 know how to make music in a range of ways (e.g. plays with sounds creatively) (P) MR.5 know how to perform songs and rhymes with others (P) 	<ul style="list-style-type: none"> M1.3 know how to explore the sounds of different tuned and untuned instruments (P) 	<ul style="list-style-type: none"> M2.3 know how to explore different sounds and timbres (P) 	Playing an instrument and performing	<ul style="list-style-type: none"> M3.3 know how to explore the interrelated dimensions of music and their impact on a performance (P) 	<ul style="list-style-type: none"> M4.4 know how to play with an increasing awareness of pitch and quality of sound on different instruments (P) 	<ul style="list-style-type: none"> M5.3 know how to improve quality of playing with increasing awareness of technique and the interrelated dimensions of music, including the use of recording devices to review (D) 		<ul style="list-style-type: none"> M7.2 perform using an increasing command of the interrelated dimensions of music (P)
	<ul style="list-style-type: none"> MN.10 know how to move in time to a piece of music (P) 	<ul style="list-style-type: none"> MR.6 know how to play along to the steady beat of a song they are singing or music they are listening to (P) 	<ul style="list-style-type: none"> M1.4 know how to use body percussion and instruments to play to the pulse of a song or piece of music (P) M1.5 know when to start and stop (P) 	<ul style="list-style-type: none"> M2.4 know how to play simple rhythmic patterns and the pulse of a song / piece using body percussion and tuned and untuned instruments in time with others (P) 		<ul style="list-style-type: none"> M3.4 know how to perform repeated patterns with different instruments including body percussion (P) 		<ul style="list-style-type: none"> M6.2 know how to play a range of instruments with increasing fluency and control (P) 	<ul style="list-style-type: none"> M7.3 perform drawing on an increasing awareness of style (D) 	

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				<ul style="list-style-type: none"> M2.5 know simple ways to interpret music which is represented graphically (P) 		<ul style="list-style-type: none"> M3.5 know how to use / read simple notation such as a graphic score or staff notation to perform a part (P) 	<ul style="list-style-type: none"> M4.5 know how to use instruments to interpret musical patterns and structures of music which use different notations (P) 	<ul style="list-style-type: none"> M5.4 know how to use / read an increasing range of staff notation to perform increasingly complex parts (P) 		
							<ul style="list-style-type: none"> M4.6 know how to reproduce sounds from memory (P) 		<ul style="list-style-type: none"> M6.3 know how to play in ensembles or solo contexts (P) with awareness of features of different pieces of music and how to adjust their playing accordingly (D) 	<ul style="list-style-type: none"> M7.4 perform in an ensemble showing an awareness of other parts (P) M7.5 continue their own part with an awareness of others and the impact of the overall performance (D)
Listening and appreciating	<ul style="list-style-type: none"> MN.11 know playing instruments can express their feelings and ideas (S) MN.12 know how to listen with increasing attention to sounds (P) 	<ul style="list-style-type: none"> MR.7 know how to respond to what they have heard in different ways (e.g. making comments, moving, drawing) (P) MR.8 know how to express how a piece of music makes them feel (D) 	<ul style="list-style-type: none"> M1.6 know key musical vocabulary to state what they are hearing (S) M1.7 know and state whether they like or dislike a piece of music and explain why (D) 	<ul style="list-style-type: none"> M2.6 know an increased vocabulary to comment on the music they are exposed to (P) 	Listening and appreciating	<ul style="list-style-type: none"> M3.6 know and use musical vocabulary to describe what they like and do not like about a piece of music (P) 	<ul style="list-style-type: none"> M4.7 know how to describe, compare and evaluate music using musical vocabulary (P) 	<ul style="list-style-type: none"> M5.5 know and justify why they think music is successful or unsuccessful using their knowledge of the inter-related dimensions of music (D) 	<ul style="list-style-type: none"> M6.4 know how to accurately describe a small section of the music listened to (P) and explain how this impacts on the overall piece (D) 	

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		<ul style="list-style-type: none"> MR.9 know some basic musical terms such as: pitch – high or low, dynamics – loud or quiet (S) 	<ul style="list-style-type: none"> M1.8 know further basic musical terms such as: tempo (fast or slow) and melody (S) 			<ul style="list-style-type: none"> M3.7 know and use musical vocabulary to describe a piece of music (P) M3.8 know how to listen with increasing accuracy, identifying the interrelated dimensions in a piece of music (for example: pitch, dynamics, tempo) (P) 	<ul style="list-style-type: none"> M4.8 know and explain why silence is often needed in music and explain what effect it has (D) 			<ul style="list-style-type: none"> M7.6 use knowledge of the inter-related dimensions of music to accurately describe what is happening in a piece of music (P) M7.7 develop a deepening understanding of the inter-related dimensions of music such as timbre, texture, duration etc (S)
			<ul style="list-style-type: none"> M1.9 know how to appreciate music in different ways such as listening, moving to the music and playing along (P) 	<ul style="list-style-type: none"> M2.7 know how to develop their appreciation and listening skills using movement and graphic interpretations when listening to music (P) 		<ul style="list-style-type: none"> M3.9 know how to explore different interpretations of music such as dance, art (P), creation of own music response (D) 		<ul style="list-style-type: none"> M5.6 know how to repeat and respond to a phrase from the music after listening intently (P) 		
							<ul style="list-style-type: none"> M4.9 know and describe the different purposes of music (P) and how this links to our world and its communities (D) 		<ul style="list-style-type: none"> M6.5 know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created (D) 	<ul style="list-style-type: none"> M7.8 compare and contrast music in different styles and genres (P)

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Composing	<ul style="list-style-type: none"> MN.13 know how to create sounds to accompany stories (P) MN.14 know how to create and use sounds intentionally (P) MN.15 know how to tap out simple repeated rhythms using an instrument including their own body (P) 	<ul style="list-style-type: none"> MR.10 know how to engage in music making and dance on their own and in a group (P) MR.11 know how to choose particular instruments / sounds for their own imaginative purposes (D) 	<ul style="list-style-type: none"> M1.10 know how to clap and repeat short rhythmic and melodic patterns (P) M1.11 know how to make a sequence of sounds and respond to different moods in music (P) 	<ul style="list-style-type: none"> M2.8 know how to create music in response to different starting points (P) M2.9 know how to order sounds to create a beginning, middle and an end (P) 	Composing	<ul style="list-style-type: none"> M3.10 know how to combine different sounds to create a specific mood or feeling (P) with increasing awareness of the inter-related musical dimensions (D) M3.11 know the effect the inter-related musical dimensions have (e.g., pitch, duration, dynamics, tempo, timbre, texture and structure) (S) 		<ul style="list-style-type: none"> M5.7 know how to compose music which meets specific criteria, including using composing software where appropriate (e.g. Garage Band) (P) M5.8 know which interrelated musical dimensions affect the overall composition and make decisions accordingly (D) 	<ul style="list-style-type: none"> M6.6 know and use a variety of different musical devices in composition including melody, rhythms and chords, with increasing accuracy (P), making deliberate choices for a desired impact (D) 	<ul style="list-style-type: none"> M7.9 respond to a given starting point for a composition (P) MY7.10 apply musical ideas using the inter-related musical dimensions such as structure, harmony, melody, instrumentation etc. (P)
				<ul style="list-style-type: none"> M2.10 know ways to record their music graphically (P) 	<ul style="list-style-type: none"> M3.12 know how to record their work graphically (P) 	<ul style="list-style-type: none"> M4.10 know how to use notation to record compositions in a small group or individually (P) 				

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History of music		<ul style="list-style-type: none"> MR.12 know that nursery rhymes have been taught to their parents, grandparents and beyond (S) 	<ul style="list-style-type: none"> M1.12 know that music has been composed in different time periods (S) 	<ul style="list-style-type: none"> M2.11 know that music across time has been made by different composers and in different styles (S) 	History of music	<ul style="list-style-type: none"> M3.13 know and recognise the work of at least one famous composer (P) M3.14 know and recognise that music from different times has different features (P) 	<ul style="list-style-type: none"> M4.11 know and recognise the stylistic features of different genres, styles and traditions using musical vocabulary (P) NOTE: Original KCPD M4.11 has been removed. 	<ul style="list-style-type: none"> M5.9 know how to contrast the work of a famous composer with another and explain preferences using musical vocabulary (D) M5.10 know and identify the stylistic features of different genres, styles and traditions of music, explaining how these have developed over time (D) 	<ul style="list-style-type: none"> M6.7 know how to compare and contrast the impact that different composers from different times have had on people of that time (D) M6.8 know and explain how musical eras have influenced one another, discussing the impact of different composers on the development of musical styles (D) 	<ul style="list-style-type: none"> M7.11 begin to have an awareness of the different periods of music (S) M7.12 develop an understanding of the differences between classical and popular music (S)

Curriculum End Points

The KCPDs are the input to the curriculum. The curriculum end points are the output. Curriculum end points capture the knowledge, skills and understanding that children should have at the end of each year. They build progressively over time so that children leave Year 6 well-prepared for the next stage of education as competent and capable musicians.

For subject leaders, they provide a clear overview of the end of year expectations for each year group, which will support the planning and assessment of the curriculum.

For teachers, they provide further clarity around what children should be able to do at the end of each year, using the knowledge they have gained from being taught the KCPDs. They support teachers to plan activities that help to develop children as effective musicians. They should be used to check what children know and how well they can apply this knowledge across the curriculum.

For children, they ensure that they receive an equitable curriculum which gives them the substantive, procedural and disciplinary knowledge needed to be successful in their future studies.

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Curriculum end points	<p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for Nursery</p> <p>Sing nursery rhymes and simple songs, building up a bank, which can be confidently recalled.</p> <p>Explore how instruments can produce different sounds and how they can be used to express emotions.</p> <p>Create sounds intentionally for a purpose.</p>	<p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for Reception</p> <p>Perform songs and rhymes, confidently, matching pitch and melody – on their own and with others.</p> <p>Discuss what is liked/disliked about pieces of music and how it makes them feel, using some key musical vocabulary.</p> <p>Select sounds for their own imaginative purposes.</p> <p>Make music creatively, performing songs/rhymes with others along to the beat.</p> <p>Understand some songs have been sung for many years.</p>	<p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for Year 1</p> <p>Use voices creatively by singing songs and speaking chants.</p> <p>Explore tuned/untuned instruments, including body percussion, to a pulse, knowing when to start/stop.</p> <p>Comment on music using basic musical vocabulary, stating whether they like/dislike.</p> <p>Repeat and create a sequence of sounds responding to different moods.</p> <p>Understand music is from musical periods.</p>	<p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for Year 2</p> <p>Sing expressively with an awareness of pulse, pitch, tempo, and dynamics.</p> <p>Use tuned/untuned instruments, including body percussion, to play rhythmic patterns, exploring timbres.</p> <p>Develop musical appreciation by using movement and graphic notation.</p> <p>Create sounds with a structure and represent graphically.</p> <p>Understand different composers have different styles.</p>	Curriculum end points	<p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for Year 3</p> <p>Sing songs (with different structures) with an awareness of the interrelated dimensions of music.</p> <p>Perform repeated patterns, including use of body percussion, exploring the interrelated dimensions of music.</p> <p>Use musical vocabulary to describe a piece of music stating likes and dislikes.</p> <p>Explore how music has been interpreted through different art forms.</p> <p>Create a sound/mood with awareness of the interrelated dimensions of music, recording graphically.</p> <p>Recognise the work of one famous composer.</p>	<p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for Year 4</p> <p>From memory, sing songs with different structures and melodies, understanding the effect of the interrelated dimensions.</p> <p>Perform, from memory, with an awareness of pitch quality of sound.</p> <p>Analyse music composed for different purposes using musical vocabulary.</p> <p>Compose using notation and record as solo and in a group.</p> <p>Identify the styles of multiple composers.</p>	<p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for Year 5</p> <p>Maintain own part whilst singing in a group, recognising the musical effect it has.</p> <p>Be aware of the interrelated dimensions of music to improve playing, using a range of notation.</p> <p>Justify why music is successful or not.</p> <p>Compose a piece of music, based on criteria, using a variety of the interrelated dimensions of music.</p> <p>Compare the works of two composers' works and express preferences based on analysis.</p>	<p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for Year 6</p> <p>Confidently sing a harmony part with accuracy.</p> <p>Perform a solo/solo part in an ensemble, with increasing fluency and control, adjusting performance accordingly.</p> <p>Engage critically with the composition of music, considering the impact of both the overall piece itself, and its intended purpose.</p> <p>Deliberately use musical devices for composition with accuracy.</p> <p>Compare and contrast the impact composers had in the society of their time.</p>	<p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for Year 7</p> <p>Confidently use the interrelated dimensions of music to perform as soloist or an ensemble</p> <p>Perform as soloist or an ensemble with an awareness of style and of own part, knowing impact of these.</p> <p>Compare a range of styles and genres using the interrelated dimensions of music.</p> <p>Compose from a given starting point applying the interrelated dimensions of music.</p> <p>Show awareness of the different musical periods – notably between classical and popular music.</p>