



**Benjamin Adlard Primary School**  
**Music Key Knowledge Progression Document (KKP)**

**Rationale**

This Music Key Knowledge Progression (KKP) document sets out the core musical knowledge that pupils will learn from Nursery to Year 6. It ensures that knowledge is introduced in a clear sequence, builds cumulatively, and supports every child to develop as a confident, thoughtful and expressive musician. The progression reflects the ambition of the National Curriculum while establishing a coherent journey towards the musical expectations of Key Stage 3.

**Types of Knowledge in Music**

**Substantive Knowledge**

(What pupils know about music)

Substantive knowledge comprises the facts, concepts and truths that form the backbone of musical understanding. This includes knowledge of:

- musical elements such as pulse, rhythm, pitch, dynamics, timbre, tempo, texture and structure
- how music is organised and communicated through notation and pattern
- instruments, voices and sound sources and how these contribute to musical expression
- musical styles, traditions and genres and their cultural significance

This knowledge is sequenced so that children begin by exploring sound and responding to music in the EYFS, before developing a deeper understanding of musical concepts, structures and notation in KS1 and KS2. Over time, pupils come to recognise music as a disciplined art form with conventions, rules and shared language.

**Disciplinary Knowledge**

(How musicians think, behave and make decisions)

Disciplinary knowledge enables pupils to behave like musicians, rather than merely participate in musical activities. It reflects the habits of mind used by composers, performers and critics. This includes understanding:

- that musical ideas involve choices, intention and purpose
- how music is shaped through evaluation, rehearsal and refinement
- that audiences, contexts and styles influence how music is created and performed
- how musicians use listening and analysis to critique and justify decisions
- that musical meaning is constructed, not accidental

This knowledge encourages pupils to apply what they know, to make informed artistic decisions, and to talk about music with accuracy, confidence and imagination. Over the course of the curriculum, pupils progress from early expressive reactions to music to independent, critical thinking about musical processes and outcomes.

### **Ambition and Alignment**

Music learning begins in the Early Years Foundation Stage through Expressive Arts and Design and Communication and Language, where children explore sound, voice and rhythm, and learn to express ideas through movement and singing. These foundations lead directly into the National Curriculum aims for Music at Key Stage 1 and 2, which require pupils to:

- perform, listen to, review and evaluate music
- sing and use their voices
- play instruments
- create and combine sounds
- use musical terminology and notation
- understand the cultural significance of music

This KKP ensures these aims are not taught as isolated experiences, but as part of a coherent progression that deepens understanding of how music works and why it matters.

Early Years Framework		
Strand	Early Years Statutory Framework: Educational Programme <b>Expressive Art and Design</b>	Early Learning Goal <b>Being Imaginative and Expressive</b>
<b>Early Years</b>	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	<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>
National Curriculum Subject Content		
<b>KS1</b>	<ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	
<b>KS2</b>	<ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music</li> </ul>	

**Understanding Music & Improvising Together**  
**Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics**

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge</b>							
<p>I know that music can make me think or feel different things, and I can share my ideas about it.</p>	<p>I know that music can be fast or slow and loud or quiet.</p> <p>I know that a beat is a steady pulse in music.</p> <p>I know that rhythms can match the pattern of words.</p> <p>I know that music can have repeating patterns.</p> <p>I know that I can use what I've learned in music to help me in new activities.</p> <p>I know that watching others perform can give me ideas about music and dancing.</p> <p>I know that music has a steady beat and that tempo (speed) and volume (loud or quiet) can change.</p> <p>I know the words that describe different musical sounds and I can use them to choose the right instrument.</p>	<p>I know that call-and-response songs work by one person or group singing a line (the call) and another person or group copying or answering it (the response).</p> <p>I know that hand signals can show when to sing or play quietly, loudly, or when to stop and start.</p> <p>I know that a repeated musical pattern (a rhythmic ostinato) is a short rhythm that is played over and over to accompany a song.</p>	<p>I know that a piece of music can have a structure, such as a beginning, a middle and an end.</p> <p>I know that musicians follow signals or instructions so they can start and stop playing together.</p> <p>I know that staff notation is a way of writing music down, and that notes can show pitch (high and low) and sometimes rhythm.</p>	<p>I know that music can have a recognisable structure, such as repetition, echo, question and answer phrases, or verse and chorus.</p> <p>I know that musical words have specific meanings and can be used to describe music</p>	<p>I know that a time signature tells me how many beats are in each bar, and that songs can be sung in different time signatures such as 2/4, 3/4 or 4/4.</p> <p>I know that a song can be arranged by choosing and combining tuned and untuned accompaniments, and that an arrangement should support the style and character of the song when performing for an audience.</p> <p>I know that major and minor chords are groups of notes played together, and that major chords often sound bright or happy while minor chords often sound sad or darker.</p>	<p>I know that rhythms can be shown using graphic scores or staff notation</p> <p>I know that chords are groups of notes played together, and I can compose a melody that fits with chords such as C major and A minor.</p>	<p>I know that musical vocabulary—terms like melody, harmony, texture, dynamics, tempo and structure—helps me discuss and think about why certain choices composers have made</p> <p>I know that technology (for example recording devices or music-software) can be used to record my work in progress or performances</p>
<b>Skills</b>							
<p>I can respond to what I hear, expressing my thoughts and feelings.</p>	<p>I can use instruments to make fast, slow, loud and quiet sounds.</p> <p>I can copy a beat and keep it going by myself.</p> <p>I can tap rhythms to words and make my own rhythm patterns.</p> <p>I can play an instrument by</p>	<p>I can take turns singing the call or the response at the right time in a call-and-response song.</p> <p>I can watch and follow hand signals to know when and how to sing or play.</p>	<p>I can show the beginning, middle and end when performing or creating music.</p> <p>I can watch for signals so I start and stop at the same time as others.</p> <p>I can read simple notes in</p>	<p>I can listen for and describe the structure of a piece of music.</p> <p>I can use musical words accurately when talking about music.</p>	<p>I can clap or sing in time with different time signatures.</p> <p>I can explain why an arrangement suits a song.</p> <p>I can listen to chords and say whether they sound major or minor.</p>	<p>I can read and perform rhythms shown in a graphic score or staff notation.</p> <p>I can compose a melody that works well with chords like C major or A minor.</p>	<p>I can use musical vocabulary to explain why musical choices have been made.</p> <p>I can use technology to record and listen back to my music.</p>

<p>following a musical pattern. I can use my music skills to perform or create something new. I can watch others perform and say what I liked or noticed.</p> <p>I can listen to the beat in music and respond to changes in tempo and volume by moving or playing an instrument.</p> <p>I can pick an instrument that matches musical words like fast, slow, long, short, high or low.</p>	<p>I can perform a short repeating rhythm to accompany a song.</p>	<p>staff notation to know which pitch to sing or play.</p>				
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## Listening

### Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge</b>							
<p><b>I know that listening carefully helps me notice different sounds and musical features.</b></p> <p><b>I know that different instruments make different sounds, and careful listening helps me tell them apart.</b></p> <p><b>I know that instruments and voices can make fast and slow sounds.</b></p> <p><b>I know that I can say what I like or don't like about the sounds I hear.</b></p>	<p><b>I know that different instruments make different sounds.</b></p> <p><b>I know that music has a beat I can move to.</b></p> <p><b>I know that music can make me feel different things, and I can talk about what I hear.</b></p> <p><b>I know that music has a beat that I can follow with my body.</b></p>	<p>I know that speaking and chanting together means using my voice with others at the same time and keeping a steady rhythm.</p> <p>I know that listening to music and moving in time means matching my movements to the steady beat or pulse of the music.</p>	<p>I know that sounds can have different qualities (timbres), such as smooth, scratchy, clicking or ringing, and I can describe these differences.</p> <p>I know why I like or dislike a piece of music.</p>	<p>I know that some songs have a structure, such as verses that change and a chorus that repeats.</p> <p>I know that percussion instruments can be made from different materials, such as wood, metal or skin, and I can recognise some of them by their sound and name.</p> <p>I know that music can have a steady beat (a pulse that stays the same) or a changing beat (a pulse that gets faster or slower), and I can listen for the difference.</p>	<p>I know that music can come from different times and countries, and that I can listen for key musical elements—such as instruments, rhythms, melodies, tempo and dynamics—to help me identify what makes each style sound unique.</p> <p>I know that metre is the pattern of strong and weak beats in music, and that I can begin to identify whether a piece is in 2, 3 or 4 time by listening and recognising the time signature.</p>	<p>I know that timbre is the tone quality of a sound, and that I can identify differences in timbre between a variety of instruments.</p> <p>I know that music uses expressive features such as phrasing, melody, harmony, dynamics, metre and tempo, and I can recognise and describe these features when listening to live or recorded music.</p>	<p>I know that music styles such as folk, blues and calypso have features that make them sound different, and I can listen for and describe distinctive characteristics, including rhythm patterns, instruments, vocal style, tempo, texture and mood.</p>
<b>Skills</b>							
<p><b>I can listen with increased attention to sounds.</b></p> <p><b>I can listen with increased attention to sounds, including instruments.</b></p> <p><b>I can move, sing or play in time with fast or slow music.</b></p> <p><b>I can listen to music and tell others what I think and how it makes me feel.</b></p>	<p>I can listen to instruments to find out what sounds they make.</p> <p>I can move my body in time with the music.</p> <p>I can talk about music and share my feelings and ideas about it.</p> <p>I can move or clap in time with the beat of the music.</p>	<p>I can speak or chant with others while keeping a steady rhythm.</p> <p>I can move my body in time with the beat of the music.</p>	<p>I can describe the different sound qualities I hear.</p> <p>I can describe my thoughts and feelings when I hear some music.</p>	<p>I can recognise and talk about the verse and chorus in a song. I can name percussion instruments and identify what they sound like.</p> <p>I can listen and tell whether the beat is staying the same or changing.</p>	<p>I can listen and describe what makes different styles of music sound different.</p> <p>I can listen and begin to tell whether a piece is in 2, 3 or 4 time.</p>	<p>I can identify which instrument is playing by the way it sounds. I can listen to music and describe some of its features.</p>	<p>I can listen to different styles of music and describe what makes each one special.</p>

## Singing

### Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge</b>							
<p>I know that learning a song means remembering the words and tune.</p> <p>I know that tunes go up and down, and I can follow this when I sing.</p> <p>I know that matching pitch means copying how high or low another person sings.</p>	<p>I know the words and actions to nursery rhymes so I can sing them.</p> <p>I know that songs have words and tunes that I can learn and remember.</p> <p>I know that a melody moves up and down, and I can use my voice to match the pitch when I sing.</p>	<p>I know that singing in time to a steady beat means matching my voice to the pulse of the music so that the notes stay in time.</p> <p>I know that singing with increasing vocal control means using my voice to match the pitch of the notes, staying more in tune, and saying the words clearly.</p> <p>I know what good singing posture is.</p>	<p>I know that singing with accurate pitch means matching my voice to the high and low sounds in a melody.</p> <p>I know that echo-singing means listening to a short melodic phrase and then singing it back using the same pitch and rhythm.</p>	<p>I know that a melody has a shape made from high and low notes, and that I can use my singing voice to match the pitch more accurately.</p> <p>I know that a round is a song where two or more groups sing the same melody but start at different times, and that this creates harmony.</p>	<p>I know that rounds and partner songs have two or more different vocal parts that fit together, and I can sing my part with accurate pitch and confidence while others sing something different.</p>	<p>I know that two- and three-part songs, rounds and partner songs contain different vocal lines that fit together, and that I can maintain my part with increasing accuracy and confidence even when others are singing something different.</p>	<p>I know that syncopation is when the rhythm places emphasis on the weaker beats or between beats, and I can recognise and sing songs that use syncopated rhythms.</p> <p>I know that three- and four-part songs, rounds, and partner songs have different vocal lines that fit together, and I can maintain my own part accurately and confidently, even when parts are mixed within the group.</p> <p>I know that songs can come from many different traditions, times and cultures, and I can sing in a wide variety of styles with accurate pitch, expressive phrasing, and awareness of the other singers in my ensemble.</p>
<b>Skills</b>							
<p>I can remember and sing entire songs.</p> <p>I can sing the melodic shape of familiar songs.</p> <p>I can sing the pitch of a tone sung by someone else (pitch match).</p>	<p>I can sing nursery rhymes and do the actions confidently.</p> <p>I can learn and sing different songs from memory.</p> <p>I can sing on my own or in a group, matching the pitch and following the melody.</p>	<p>I can sing so that my voice stays in time with the beat.</p> <p>I can sing clearly and in tune, matching the pitch of the notes.</p> <p>I can practice good singing posture.</p>	<p>I can match my voice to the high and low notes in a tune.</p> <p>I can listen to a short tune and sing it back correctly.</p>	<p>I can follow the shape of a melody by singing the high and low notes accurately.</p> <p>I can sing my part of a round while another group starts at a different time.</p>	<p>I can sing my own part confidently while others sing a different part.</p>	<p>I can keep to my part accurately while listening to others.</p>	<p>I can recognise and sing rhythms that have off-beat or unexpected accents.</p> <p>I can keep my part steady and accurate even when different parts are sung around me.</p> <p>I can sing in different styles with expression and stay aware of the other singers around me.</p>

## Playing Instruments

### Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge</b>							
<p>I know that I can use instruments to show my ideas or feelings in music.</p> <p>I know that instruments can make long and short sounds, and high and low sounds.</p> <p>I know that some instruments and voices can be loud or quiet.</p>	<p>I know that music can be fast or slow and loud or quiet.</p> <p>I know that music can have repeating patterns.</p> <p>I know that instruments can make different kinds of sounds, like fast or slow, long or short, and high or low.</p> <p>I know that a rhythm is a pattern of long and short sounds that I can copy.</p>	<p>I know that instruments can be played in different ways, such as tapping, shaking, scraping, or rattling, to create different sounds.</p> <p>I know that classroom percussion instruments each have their own sound, and I can recognise, identify and name the ones we use.</p>	<p>I know that classroom instruments can be played with control to keep a steady beat or change dynamics (loud/quiet) and tempo (fast/slow).</p> <p>I know how to rehearse and perform a part within a song.</p>	<p>I know how to copy a short melodic phrase by listening carefully to the pitch and playing the same notes on a pitched instrument.</p> <p>I know that symbols, including graphic symbols and simple staff notation, can show me what and when to play on an instrument.</p>	<p>I know that staff notation uses lines, spaces, notes, and rests to show pitch and duration, and I can read and play simple written music that includes rests.</p>	<p>I know a semibreve is a note that lasts for four beats.</p> <p>I know that a melody is a tune made from high and low pitches, and that I can play melodies independently on tuned percussion or other melodic instruments using notes written on a single staff from C to C.</p>	<p>I know that rhythm notation cards and musical scores show patterns of long and short sounds, and I can read and play up to four rhythmic parts confidently using known staff or rhythm notation.</p> <p>I know that when playing instruments I can perform with awareness of different tempi (speeds) and use a fuller range of dynamics (very quiet to very loud).</p> <p>I know the time signatures 2/4, 3/4 and 4/4 and understand the note values and rests: semibreves, minims, crotchets, quavers and semiquavers.</p> <p>I know that notes written on a staff show pitch and duration, and I can play from C to C more confidently using two beaters.</p>
<b>Skills</b>							
<p>I can play instruments with increasing control to express my feelings and ideas.</p> <p><i>I can play an instrument to make long or short sounds and high or low sounds.</i></p> <p>I can make loud and quiet sounds using my voice or</p>	<p>I can use instruments to make fast, slow, loud and quiet sounds.</p> <p>I can play an instrument by following a musical pattern.</p> <p>I can play an instrument to show fast, slow, long, short, high and low sounds.</p>	<p>I can play instruments in different ways to make a variety of sounds.</p> <p>I can name classroom instruments and recognise their sounds.</p>	<p>I can control how I play an instrument to keep a steady beat or change the speed and volume.</p> <p>I can practice and perform the part of a song I have learned.</p>	<p>I can listen to a short melody and play the same notes back accurately.</p> <p>I can follow musical symbols or notation to know what and when to play.</p>	<p>I can read simple music and play notes and rests correctly.</p> <p>I can play a melody on tuned percussion using notes from C to C.</p>	<p>I can count and play a semibreve for four beats.</p>	<p>I can read and play rhythmic patterns using notation.</p> <p>I can change the tempo and dynamics of my playing to suit the music.</p> <p>I can clap or play rhythms correctly using different note values and time signatures.</p>

instruments.	I can repeat a simple rhythm.						I can play notes from C to C using two beaters with growing confidence.
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# Improvising

## Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge</b>							
I know that I can use my ideas to make up my own song or change a song I already know.	I know that rhythms can match the pattern of words.  I know that I can choose sounds that fit a character, mood or action in a story.	I know that musical sound effects can be chosen to match a picture or storyline by thinking about which sounds best create the mood or action.  I know how to explore improvisation within a major and minor scale, using the notes: C,D,F,G,E,G,A	I know that an ostinato is a short musical pattern that repeats, and that a melodic ostinato uses pitched notes, such as two repeating notes.  I know how to explore improvisation within a major scale, using the notes: CDGAFE	I know how to explore improvisation within a major scale, using the notes: CDEFGAB  I know how to use different note durations and rests when improvising.	I know that tuned percussion instruments (such as xylophones, glockenspiels or chime bars) can play different pitches, and I can use them to accompany songs or improvise/compose short musical ideas.  I know how to explore improvisation within a major scale, using the notes: CDEFGA	I know that an accompaniment supports a song, and that I can maintain a rhythmic or melodic pattern such as a drone (a repeated single note), an ostinato (a repeating pattern), or a simple repeating sequence of notes.  I know that specific musical terms have meaning and help me describe, create and perform music confidently  I know how to explore improvisation using the following notes: GABbbCDEEbFF#  I know how to use different note durations, rests and dynamics when improvising.	I know that when I improvise or compose, I can experiment with a wider range of musical dimensions, including broader dynamics (very quiet to very loud), changes in tempo (speed), richer textures (layers of sound), varied timbres (sound qualities), and contrasting pitch and rhythm patterns.  I know how to explore improvisation using the notes: CDEFF#GAAbBBb
<b>Skills</b>							
I can create my own songs or improvise a song around one I know.	I can tap rhythms to words and make my own rhythm patterns.  I can create sounds that match characters and events from a story.	I can choose sounds that match what is happening in a picture or story.  I can improvise using given notes C,D,F,G,E,G,A	I can perform a repeating pattern of notes to create a melodic ostinato.  I can improvise using given notes CDGAFE	I can improvise using given notes CDEFGAB  I can use rests and different note durations when I improvise.	I can play different notes on tuned percussion to make or support a musical idea.  I can improvise using given notes CDEFGA	I can keep a repeating musical pattern going to support a song.  I can use carefully chosen musical words to describe and talk about my music.  I can improvise using given notes GABbbCDEEbFF#  I can use rests, different note durations and dynamics when I improvise.	I can experiment with different musical elements, like loud and quiet sounds or fast and slow speeds, when I improvise or compose.  I can improvise using given notes CDEFF#GAAbBBb

**Composing**  
**Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics**

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge</b>							
<p>I know that I can use my ideas to make up my own song or change a song I already know.</p>	<p>I know that I can use my imagination to make up songs.</p> <p>I know that I can use what I've learned in music to help me in new activities.</p> <p>I know that I can create my own music by choosing and ordering sounds.</p>	<p>I know that composing is like writing a story with music.</p> <p>I know how to compose a simple melody using crotchets and minims. CDEFGA</p>	<p>I know that a graphic score uses symbols and pictures to show the order of sounds, and that I can follow it to perform a sequence of sounds.</p> <p>I know that music can create different moods, and I can describe how features such as tempo (fast/slow) and dynamics (loud/quiet) help to create that mood.</p> <p>I know how to compose a simple melody using crotchets and minims or quavers. CDEFGA</p>	<p>I know that I can listen to my own composition and describe what happens in it using musical language.</p> <p>I know how to compose a simple melody using crotchets, minims and perhaps quavers. CDEFGAB</p>	<p>I know that a scale is a set of notes that sound good together, and I can use these notes to compose and play a simple melody on tuned percussion using two beaters.</p> <p>I know that music can be composed to reflect images, stories or an atmosphere, and that a clear plan helps structure the piece so I can adjust sounds, tempo, dynamics and instrumentation to achieve the effect I want.</p> <p>I know how to compose a melody using crotchets, minims, quavers and their rests. ABBB#CDEFF#G</p>	<p>I know that a composition is my own musical creation, and that it can be rehearsed and performed to an audience with confidence and expression.</p> <p>I know that a ternary structure has three sections (A–B–A), and I can compose music in this structure using chords to reflect my musical intention, such as creating descriptive music or a melody with accompaniment.</p> <p>I know that musical vocabulary helps me evaluate and improve my compositions, and I can use these terms to identify what could be developed or refined.</p> <p>I know how to compose a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. GABBB#CDEEbFF#</p>	<p>I know that music from different styles, traditions and cultures has features that make it unique, and I can use musical vocabulary to discuss and describe these features in my own compositions and in music created by others.</p> <p>I know that a melody can be made up of paired phrases (a musical question and an answer), and I can compose such a melody over chords in scales such as G major and E minor—then enhance it with rhythmic or chordal accompaniment.</p> <p>I know how to compose a melody using all notation and rests I have learned. CDEFF#GAAbBBb</p>
<b>Skills</b>							
<p>I can make up new words for a song I already know.</p>	<p>I can invent my own songs on my own or with others.</p> <p>I can use my music skills to perform or create something new.</p> <p>I can use percussion to compose my own piece of music on my own or in a</p>	<p>I can compose a simple piece of music.</p> <p>I can compose a piece of music using crotchets and minims, using some notes including CDEFGA.</p>	<p>I can follow a graphic score and perform the sounds in the right order.</p> <p>I can explain how the tempo and dynamics of music help create a mood.</p> <p>I can compose a piece of music using crotchets and</p>	<p>I can talk about my music using simple musical words.</p> <p>I can compose a piece of music using crotchets and minims and perhaps quavers, using some notes including CDEFGAB</p>	<p>I can use notes from a scale to make and play a short melody on tuned percussion.</p> <p>I can plan my music and change sounds, tempo and dynamics to match an idea or story.</p> <p>I can compose a melody using crotchets, minims, quavers and</p>	<p>I can rehearse and perform my music confidently to others.</p> <p>I can compose music in three parts (A–B–A) and use chords to help show my musical ideas.</p> <p>I can use musical words to say what could be improved in my music.</p>	<p>I can use musical words to describe features of different styles of music.</p> <p>I can compose a melody with a question and answer phrase and add chords or rhythms to go with it.</p> <p>I can use all the notation and</p>

	group.		minims or quavers, using some notes including CDEFGA.		their rests. ABBbCDEFF#G	I can compose a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all of their rests. GABBbCDEEbFF#	rests I have learned to compose a melody. CDEFF#GAAbBBb
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## Performing

### Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure

Children will:

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge</b>							
I know some nursery rhymes and I know the words and actions that go with them.	<p>I know that performing for others means taking part and doing my best.</p> <p>I know that music can help me decide how to move, like fast, slow, smooth or bouncy.</p> <p>I know that sharing ideas and equipment helps us work well together.</p> <p>I know that music and dance can be performed on my own or with other people.</p>	<p>I know that singing songs in different styles means changing my voice to match the mood of the music and showing expression and enjoyment.</p> <p>I know that rhythm patterns can be learned and performed by matching sounds to spoken word patterns such as “hun-gry cat-er-pill-ar.”</p> <p>I know that rehearsing a song helps me learn the words, tune and structure so I can perform it to others.</p>	I know that practising a song helps me improve my vocal control, pitch accuracy and expression, so I can perform more confidently.	<p>I know that an ostinato is a repeated rhythmic or melodic pattern, and that I can perform it at the same time as keeping a steady beat.</p> <p>I know that songs can include actions and that I can perform them in a way that shows the character or style of the music.</p> <p>I know that songs can be performed from memory or by reading musical notation, and that rehearsals help me prepare a confident performance for an audience.</p>	<p>I know that performing in parts means two or more musical lines are played or sung at the same time, and I can keep my part steady while listening to others.</p> <p>I know that performing gives me the chance to share my learning, and that knowing the song well—either from memory or notation—helps me sing with confidence.</p>	<p>I know that performing in an ensemble means playing together with others, and I can maintain my own part on a pitched instrument while listening so the group stays in time and in tune.</p> <p>I know that a successful performance has a clear purpose and includes prepared singing and/or playing, which can be done from memory or notation with accuracy.</p>	I know that performing for a purpose means planning what to include, rehearsing until it is accurate, and knowing the music well enough to perform from memory or notation with growing confidence.
<b>Skills</b>							
I can join in with nursery rhymes and use the right words and actions.	<p>I can join in with our Christmas nativity and perform my part.</p> <p>I can dance to music and explain how the music makes me want to move.</p> <p>I can work in a group and share ideas and resources.</p> <p>I can take part in music making and dance by performing on my own or with others.</p>	<p>I can change my voice and use expression to match the style and mood of the song when I sing.</p> <p>I can perform rhythm patterns by clapping or playing sounds that match the syllables of spoken words.</p> <p>I can rehearse a song and perform it to an audience.</p>	I can rehearse a song and perform it to an audience with increasing confidence.	<p>I can perform an ostinato accurately while keeping a steady beat throughout.</p> <p>I can perform actions clearly and confidently to match the character or style of the song.</p> <p>I can plan, rehearse and perform a song from memory or using notation with confidence.</p>	<p>I can perform my part confidently while listening carefully to others to stay in time and in tune.</p> <p>I can rehearse and share what I have learnt by performing a song confidently from memory or using notation.</p>	<p>I can play my part on a pitched instrument while listening to others so the group stays together and sounds balanced.</p> <p>I can create, rehearse and perform a piece for a purpose, from memory or using notation, with confidence and accuracy.</p>	I can create, rehearse and present a performance for a purpose, from memory or using notation, with increasing confidence and accuracy.

**Curriculum End of Year Points**

**Music**

**Curriculum End Points**

The KCPs 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 geographers.

**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 geographers. 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.

Year group	By the end of the year, children should be able to:
Nursery	<ul style="list-style-type: none"> <li>● Recall the knowledge specified within the KCPDs for Nursery, showing they understand music is made from different sounds that can change and that these sounds affect how music feels.</li> <li>● respond to music with movement, voice or instruments.</li> <li>● join in with familiar songs and rhymes, keeping simple actions and phrases together.</li> <li>● explore instruments and use them to make different kinds of sounds.</li> <li>● follow and copy a steady beat and simple rhythm patterns.</li> <li>● begin to create their own simple musical ideas using sound, voice or instruments.</li> </ul>
Reception	<ul style="list-style-type: none"> <li>● Recall the knowledge specified within the KCPDs for Reception, showing that music has structure and features such as beat, rhythm, melody and pitch that can be chosen, combined and performed.</li> <li>● sing songs from memory, following the melody and matching pitch.</li> <li>● move, clap or play in time with the beat and adapt their response when music changes.</li> <li>● talk about music using agreed musical terms.</li> <li>● choose instruments purposefully to create sound effects, patterns or ideas.</li> <li>● invent and perform their own musical ideas, alone or in a group.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>● Recall the knowledge specified within the KCPDs for Year 1, understanding that beat, rhythm and pitch help organise music and that call-and-response creates musical conversation.</li> <li>● sing with increasing control, matching pitch and keeping in time with a steady beat.</li> <li>● perform simple rhythmic patterns using words, chants or instruments.</li> </ul>

	<ul style="list-style-type: none"> <li>• follow performance cues such as signals for starting, stopping or changing dynamics.</li> <li>• accompany songs using repeating rhythmic patterns (ostinati).</li> <li>• show a clear beginning, middle and end when performing or creating music.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Recall the knowledge specified within the KCPDs for Year 2, demonstrating understanding that music is organised using patterns, sections and instructions that performers follow together.</li> <li>• sing and play with good posture and increasing control of pitch and voice.</li> <li>• describe and identify structures such as verse and chorus.</li> <li>• play and keep a steady beat or adjust the beat if it changes.</li> <li>• read and perform simple pitches in staff notation.</li> <li>• listen for musical structures and describe features of the music they hear.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Recall the knowledge specified within the KCPDs for Year 3, showing they understand music can be written down and organised using musical symbols, and that structure helps shape musical ideas.</li> <li>• sing and play with accurate pitch and clarity.</li> <li>• improvise or compose short melodies using known notes.</li> <li>• recognise musical structures such as question-and-answer phrases.</li> <li>• follow staff notation and graphic scores to perform rhythms and pitches.</li> <li>• apply musical vocabulary to describe what they hear and create.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Recall the knowledge specified within the KCPDs for Year 4, understanding key musical terms and how notation, rhythm and pitch work together to form more complex structures.</li> <li>• sing confidently in parts, maintaining their line.</li> <li>• keep a steady beat in different metres (2, 3 or 4 time).</li> <li>• read, perform and create rhythmic and melodic patterns.</li> <li>• use musical vocabulary accurately when analysing or creating music.</li> <li>• select and combine musical elements to suit a purpose or style.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Recall the knowledge specified within the KCPDs for Year 5, showing they understand how chords, arrangement and musical choices create mood, style and effect.</li> <li>• maintain their part within an ensemble, on voice or instrument.</li> </ul>

	<ul style="list-style-type: none"> <li>• compose melodic phrases using known scales and chords.</li> <li>• read more complex notation, including rests and note values.</li> <li>• identify and describe how musical elements create different effects.</li> <li>• explain why arrangement decisions support a performance.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Recall the knowledge specified within the KCPDs for Year 6, showing they understand how musical ideas are structured, combined and refined to create purposeful compositions and performances.</li> <li>• sing and play with technical accuracy, expression and confidence.</li> <li>• compose using scales, melodies, chords, textures and expressive features.</li> <li>• read, interpret and use a full range of rhythmic and pitch notation.</li> <li>• use specialist vocabulary to evaluate their own work and the work of others.</li> <li>• perform with awareness of style, audience and ensemble balance, including technology where appropriate.</li> </ul>
<b>Progressive summary</b>	<p>The music curriculum is sequenced so that pupils develop as musicians through a clear, deliberate progression of knowledge and skills. In Nursery, children begin by exploring and responding to sounds, songs and instruments. They experience music physically and emotionally, noticing that sounds can be fast or slow, loud or quiet, high or low, and that music has a beat and can make them feel different things. They sing simple songs, keep a basic pulse and copy simple rhythms, discovering that they can change and create sound. In Reception, they build on this foundation by recognising that music has structure and features such as beat, rhythm, melody and pitch, and that sounds can be selected and combined to express ideas. They sing from memory, keep time with growing accuracy, choose instruments purposefully, and invent and perform simple compositions, either alone or with others, understanding that music can be created, organised and shared.</p> <p>In Year 1, this early experience develops into more intentional performance: pupils learn to keep a steady beat, match pitch more confidently and use call-and-response to structure musical ideas. They accompany songs with simple rhythmic patterns and demonstrate musical control. By Year 2, pupils understand that music is organised into patterns and sections and that performers follow instructions together. They learn about verse and chorus, improve their pitch control, follow changes in the beat and begin to read and perform simple staff notation.</p> <p>In Year 3, pupils move into early musical literacy, recognising that music can be written down and organised through symbols and notation. They use notation to perform rhythms and pitches, improvise and compose short melodic patterns, and identify musical structures such as question-and-answer phrases. In Year 4, they refine their performance by singing and playing in parts, understanding how pitch, rhythm and notation combine, and using increasingly precise musical vocabulary to describe and evaluate music. They begin to choose and combine elements of music deliberately to suit an intention or theme.</p> <p>In Year 5, pupils' understanding becomes more expressive and creative. They learn how scales, chords and arrangement shape musical style and mood, maintain their part confidently within an ensemble, and make compositional choices that reflect intention. Their reading of notation becomes more secure and they justify the decisions they make when composing or performing. By Year 6, pupils are musically independent. They draw on a secure body of knowledge about how music is structured, refined and communicated. They sing and play with technical accuracy and expression, read and use a full range of rhythmic and pitch notation, compose using melodies, chords and textures, and evaluate their own and others' work using specialist vocabulary. They perform with awareness of style, audience and ensemble balance, preparing them for secondary music as confident and capable young musicians.</p>