



Music: Progression of Knowledge, Skills and Vocabulary

Our Music curriculum enables pupils to develop as confident performers, listeners and creators. Pupils explore each musical dimension: Timbre, Pitch, Duration, Rhythm, Dynamics, Tempo, Texture, Structure, which underpin teaching and learning to ensure that pupils understand how music is

created, organised and experienced. Music learning is practical, creative and expressive, with a significant emphasis on singing, playing, performance and listening. Pupils experience progression through their musical activities and by Year 2 are able to explore basic staff notation. Vocabulary is prioritised so that pupils can describe, explain and evaluate music using subject-specific language. Our Music curriculum prepares pupils for Key Stage 2 by developing their musical confidence and understanding of the musical dimensions, through their performing, composing and responding.

Bridge Statement – EYFS to Key Stage 1

In EYFS, children explore sounds, experiment with instruments, sing songs and respond to music through movement and talk. These foundations lead into Key Stage 1 where pupils develop increasing control over musical dimensions, begin to structure their ideas, and understand how music can be recorded and shared. The key musical concepts provide continuity between EYFS exploration and Key Stage 1 development.

Progression of Substantive (Sticky) Knowledge			
Aspect / Strand	EYFS	Year 1	Year 2
Timbre	I know that different objects and instruments make different sounds.	I know that instruments can be grouped by how they make sound (wood, metal, skin, plastic).	I know that timbre can be selected and combined to create specific musical effects.
Pitch	I know sounds can be high or low.	I know that pitch can change and can be identified and	I know that pitch can be represented on a stave and

		recreated using voices or instruments.	organised into patterns such as scales.
Duration & Rhythm	I know sounds can be long or short.	I know that rhythms are patterns of long and short sounds.	I know that rhythms can be written using notation (e.g. crotchets, quavers) and combined into patterns.
Dynamics & Tempo	I know sounds can be loud or quiet and fast or slow.	I know that music can change in volume and speed.	I know that dynamics and tempo can be controlled and varied to create effect.
Texture & Structure	I know music can have different sounds happening together.	I know that musical ideas can be repeated or layered.	I know that music can be structured using layers, rounds and repeated patterns (ostinato).
Performance & Expression	I know I can sing songs and move to music.	I know that music can be used to express ideas and feelings.	I know that music can communicate ideas, emotions and cultural meaning through performance.
Notation & Composition	I know sounds can be represented with marks or symbols.	I know I can create simple patterns and represent them using symbols.	I know that notation allows music to be recorded, shared and developed.

Working as a Musician			
Skill area	EYFS	Year 1	Year 2
Generating Ideas	I can explore and create sounds using my voice and instruments.	I can create simple musical patterns and ideas.	I can develop and refine musical ideas using known structures and patterns.
Performing	I can sing and move to music.	I can sing, chant and play instruments with others.	I can perform with increasing control, accuracy and expression.

Composing	I can make up simple sounds and sequences.	I can create and repeat simple rhythmic or melodic patterns.	I can compose short pieces using structure, rhythm and pitch.
Listening & Responding	I can listen and respond to music.	I can describe what I hear using simple vocabulary.	I can explain musical choices and compare different pieces of music.
Evaluating	I can talk about what I liked.	I can describe what worked well in my music.	I can evaluate how effectively music communicates ideas and suggest improvements.
Knowledge of Music	I can talk about music I hear.	I can recognise musical features such as loud/quiet and fast/slow.	I can identify and describe musical elements and how they work together.

Core Vocabulary			
Tier	EYFS	Year 1	Year 2
Tier 2	High, Low, Sound, Long, Short, Loud, Quiet, Fast, Slow, Share, Listen, Start, Finish	Higher, Lower, Steady, Louder, Quieter, Faster, Slower, Beginning, End	Sequence, Pattern
Tier 3	Beat	Pitch, Duration, Rhythm Pulse, Dynamics, Tempo, Instrument, Layer, Structure	Melody, Dot, Dash, Rhythm Forte, Piano, Pulse, Constant, Unison, Texture, Verse, Chorus, Phrase

