



Music progression

Knowledge and skills

Pupils develop musical understanding through listening, singing, playing, improvising, composing and performing. Musical vocabulary, confidence and independence grow through practical activities and repeated rehearsal.

Unit sequence

Year group	Units in teaching order
Reception	Me!; My Stories; Everyone!; Our World; Big Bear Funk; Reflect, Rewind & Replay.
Year 1	Hey You!; Rhythm in the Way We Walk and The Banana Rap; In the Groove; Round and Round; Your Imagination; Reflect, Rewind & Replay.
Year 2	Hands, Feet, Heart; Ho, Ho, Ho; I Wanna Play in a Band; Zootime; Friendship Song; Reflect, Rewind & Replay.
Year 3	Let Your Spirit Fly; Glockenspiel Stage 1; Three Little Birds; The Dragon Song; Bringing Us Together; Reflect, Rewind & Replay.
Year 5	Livin' on a Prayer; Classroom Jazz 1; Make You Feel My Love; The Fresh Prince of Bel-Air; Dancing in the Street; Reflect, Rewind & Replay.
Year 6	Happy; Classroom Jazz 2; A New Year Carol; You've Got a Friend; Music and Me; Reflect, Rewind & Replay.

Curriculum framework: [Charanga Knowledge & Skills, 2019–2021](#).



Listening and appraising

Year group	Knowledge	Skills
Reception	Know twenty nursery rhymes by heart and understand the stories in some of them. Recognise that music can affect feelings.	Respond to a range of musical styles through dance, marching and imaginative movement.
Year 1	Know five songs by heart and what they are about. Recognise the names and sounds of some instruments used in class.	Explore ways of moving to music, including dancing, marching and imaginative responses.
Year 2	Know five songs by heart. Recognise a chorus or response section and understand that songs have different musical styles.	Move to music and explore how songs tell stories or express ideas.
Year 3	Know five songs, their singers or writers and their styles. Identify lyrics, instruments and sections such as introduction, verse and chorus; discuss tempo, dynamics, texture, rhythm and pitch.	Find and move confidently to the pulse. Discuss the meaning of lyrics and personal responses, listening respectfully to others.
Year 5	Know five songs, their creators, styles and historical context. Discuss the musical characteristics of two or three additional songs, including their sections, instruments and lyrics.	Compare songs in the same style. Explain how musical elements work together, using musical vocabulary and respecting different responses.
Year 6	Know five songs, their origins and styles. Discuss three or four additional songs, including timbre, structure and musical and historical context. Understand personal musical identity.	Compare songs and explain their messages. Use musical language to describe emotional responses and how musical elements combine.



Pulse, rhythm and pitch

Year group	Knowledge	Skills
Reception	Know that movement can follow the pulse and that words in songs can tell stories and create pictures.	Keep the pulse through movement; copy rhythms from single words and short phrases. Explore high and low sounds with voices and a glockenspiel.
Year 1	Understand pulse as a steady beat. Know that words, names, foods and animals can provide rhythms.	Find the pulse, copy short word-based rhythms while marching, create patterns for others and echo sung pitches during warm-ups.
Year 2	Distinguish rhythm from the steady pulse. Understand pitch as high and low sounds when singing or playing.	Maintain the beat while echoing short rhythms; invent patterns for others and copy sung pitches using vocal warm-ups.
Year 3	Explain differences between pulse and rhythm and how pulse, rhythm and pitch work together. Recognise musical questions and answers.	Copy and create rhythms; begin leading the group. Echo two-note patterns by singing and playing, first by ear and then with notation.
Year 5	Explain how pulse, rhythm, pitch, tempo, dynamics, texture and structure connect. Understand an internal pulse and musical leadership.	Maintain the pulse; echo simple and syncopated rhythms and one-, two- or three-note riffs. Lead copy-back games and musical questions and answers.
Year 6	Explain how musical elements combine to create music. Understand keeping an internal pulse and creating ideas for others to respond to.	Lead rhythm activities and maintain the pulse. Copy syncopated patterns and up to three-note riffs by ear and notation; develop question-and-answer ideas.



Singing

Year group	Knowledge	Skills
Reception	Know nursery rhymes and simple songs from memory, including rapped songs. Recognise that songs have sections.	Sing with a recorded song, add actions and sing with a backing track.
Year 1	Know five songs or raps from memory and sing together in unison. Explore high and low vocal sounds and rhythmic speech.	Sing and rap using different vocal sounds. Follow a leader to start and stop together.
Year 2	Know five songs from memory. Understand unison singing, rapping and the purpose of a vocal warm-up.	Use a comfortable singing position. Explore high and low pitches and rhythmic speech; follow a leader to start and stop.
Year 3	Understand choir, ensemble and conductor. Know why singers warm up and listen to each other, and how songs communicate feelings.	Sing in unison and simple two-part arrangements with good posture. Explore solos and develop awareness of tuning and an internal pulse.
Year 5	Know five songs and their parts from memory. Explain unison, lead vocals, backing vocals, solos, rapping and vocal warm-ups.	Maintain an internal pulse; sing in tune with good posture. Follow a leader, listen to the ensemble and explore backing vocals, rapping and solos.
Year 6	Know five songs and their parts from memory, understanding style, context and lyrics. Explain vocal roles and the importance of warming up.	Sing with a strong internal pulse and awareness of tuning. Use posture, clear ensemble listening, backing vocals, solos and rapping to communicate the music's feeling.



Playing instruments

Year group	Knowledge	Skills
Reception	Explore classroom instruments and the difference between high and low pitched sounds.	Accompany a song with one pitched note while keeping the pulse. Begin playing two-note patterns and melodies based on word rhythms.
Year 1	Know the names of classroom instruments and notes in the chosen part, from memory or written prompts.	Handle instruments carefully. Play a suitable tuned part, from a single note to a more demanding pattern, and follow musical instructions.
Year 2	Know the names of notes in the chosen part and of untuned percussion instruments used in class.	Care for instruments. Play a suitable tuned part in time with a steady pulse, listening to and following a leader.
Year 3	Identify instruments used in class, including glockenspiel and recorder, and understand respectful handling.	Rehearse and perform a tuned part from memory or notation. Choose an appropriate one-note, simple, medium or melody part and follow a leader.
Year 5	Recognise staff notation and other symbols. Know C, D, E, F, G, A, B and C on the treble stave; discuss band and orchestral instruments.	Use correct technique. Select, rehearse and perform an appropriately challenging part from memory or notation; follow instructions and lead a rehearsal.
Year 6	Explain different ways of notating music. Recognise notes from C to C on the treble stave and instruments used in ensembles.	Perform an appropriately challenging part with correct technique. Rehearse from memory or notation, respond to a leader and lead a rehearsal session.



Improvising

Year group	Knowledge	Skills
Reception	Explore how a musical pattern can be invented with a small number of pitched notes.	Invent a one-note pattern while maintaining the pulse; extend to two-note patterns to accompany a song.
Year 1	Understand improvisation as inventing a tune in the moment. Know that everyone can improvise and that the musical idea belongs to its creator.	Echo a clapped or sung pattern, then make a personal response. Take turns improvising with one or two notes.
Year 2	Know that improvisation is made up on the spot and does not need to be written down. One or two notes can be enough.	Clap, sing and play responses to a musical prompt. Take turns creating instrumental ideas with one or two notes.
Year 3	Understand spontaneous musical invention. Recognise the value of using a small set of notes confidently.	Improvise within a song: copy ideas, create an instrumental answer and take turns. Progress from one-note responses towards two- or three-note ideas.
Year 5	Explain improvisation and how familiar riffs can inform new ideas. Know three well-known improvising musicians.	Use one, two or three notes for copy-back, question-and-answer and independent improvisation. Develop a feel for jazz styles through the unit activities.
Year 6	Explain how riffs and licks can support spontaneous invention. Know three improvising musicians and value confident use of a small note set.	Improvise within a song, progressing from one to three notes. Use learned riffs and licks and explore the style and note choices of the jazz activities.



Composing and recording ideas

Year group	Knowledge	Skills
Reception	Explore ways of creating sounds and linking pitched patterns with the words of a song.	Create simple one- and two-note patterns. Add a two-note melody to a word rhythm and use it as an accompaniment.
Year 1	Understand composing as making a musical story and recognise that everyone can compose.	Help create a simple melody with one, two or three notes. Explore how notes can be recorded and changed.
Year 2	Understand that a composition is a created musical idea, like a story in music.	Help create three simple melodies across the units, using one, three or five notes. Record the notes and revise them when needed.
Year 3	Understand that a composition can be kept and performed again. Recognise recording methods such as letter names, symbols and audio.	Create at least one melody with one, three or five notes. Plan a section for a song; explain choices and revise pulse, rhythm, pitch, dynamics and tempo. Link sounds with symbols.
Year 5	Explain how pulse, rhythm and pitch in a composition are shaped by tempo, dynamics, texture and structure. Understand the link between sound and notation.	Create melodies using up to five notes and rhythms suited to the song. Explain the home note and structure; reflect, refine and record ideas using suitable notation.
Year 6	Understand composition as music that is created, retained and repeatable. Explain how musical elements and notation support musical ideas.	Create melodies with up to five notes that suit the song's style. Explain the home note and structure; refine the melody's connection to the song and record it through sound and symbols.



Performing and evaluating

Year group	Knowledge	Skills
Reception	Understand a performance as sharing music.	Perform nursery rhymes or songs with actions, dance or a simple instrumental part. Record and talk about the performance.
Year 1	Know that a performance shares music with an audience.	Choose and perform a familiar song, adding personal ideas. Record it and describe feelings about the performance.
Year 2	Understand that a performance may be a special event for a class, year group or school, with friends or family in the audience.	Choose and perform a familiar song, contribute ideas and discuss feelings after listening to a recording.
Year 3	Understand that performances are planned for different audiences and occasions. Clear words and confident playing communicate thoughts and feelings.	Choose music and create a programme. Communicate the lyrics clearly, consider posture and position, then use a recording to explain successes and possible changes.
Year 5	Understand how preparation and confident delivery communicate musical meaning. Recognise that each venue and occasion needs planning.	Create a programme, articulate lyrics clearly and consider the venue. Record and compare performances, using musical language to identify strengths and improvements.
Year 6	Understand performance as sharing music with conviction. Explain how preparation, clear words and confident playing convey ideas and feelings.	Plan a programme and use the venue effectively. Communicate meaning to the audience; compare recordings and give musically informed evaluations and improvements.