

# Learn and Grow Together

Music Procedural Knowledge Progression 2025-2026 Get Set 4 Music Scheme			
<b>Nursery</b>	<i>Listening</i>	<i>Composing</i>	<i>Performing</i>
	<ul style="list-style-type: none"> <li>To listen with increased attention to sounds. (DM – 3-4)</li> <li>To begin to recognise classroom instruments. Listen to sound effects.</li> </ul>	<ul style="list-style-type: none"> <li>To create own songs or improvise a song around one they know. (DM – 3-4)</li> <li>To explore and create sounds using voice, body percussion, instruments and explore how sounds can be changed from loud to quiet, fast to slow and high to low.</li> </ul>	<ul style="list-style-type: none"> <li>To play, share and perform a wide variety of music and songs. (DM – 3-4)</li> <li>To remember and sing entire songs. (DM – 3-4)</li> <li>To sing the melodic shape of familiar songs. (DM – 3-4)</li> <li>To play instruments with increasing control to express feelings and ideas. (DM – 3-4)</li> </ul>
<b>Reception</b>	<i>Listening</i>	<i>Composing</i>	<i>Performing</i>
	<ul style="list-style-type: none"> <li>To describe sound e.g. whistling, twinkly. Begin to react to changes in the music such as tempo or dynamics by talking or moving.</li> <li>To begin to recognise classroom instruments. Listen to sound effects.</li> </ul>	<ul style="list-style-type: none"> <li>To explore and create sounds using voice, body percussion, instruments and explore how sounds can be changed from loud to quiet, fast to slow and high to low.</li> <li>To know that symbols and images convey sound.</li> <li>To create new verses, words and actions to a song and create sequences of sounds in response to a given stimulus.</li> </ul>	<ul style="list-style-type: none"> <li>To distinguish between singing and speaking.</li> <li>To copy simple rhythm patterns using instruments, body sounds and the voice with an introduction to a steady pulse and pitch.</li> <li>To begin to follow written symbols.</li> <li>To begin to start and stop together with others.</li> <li>To explore sounds using instruments and voice,</li> </ul>

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			showing an awareness of tempo and dynamics.
<b>Year 1</b>	<i>Listening</i>	<i>Composing</i>	<i>Performing</i>
	<ul style="list-style-type: none"> <li>To begin to identify the sound with the intended message.</li> <li>To recognise changes in the music e.g. slower/faster, quieter/louder.</li> <li>To begin to recognise some instrumental sounds and name classroom instruments.</li> </ul>	<ul style="list-style-type: none"> <li>To explore timbre, pitch, duration, dynamics and tempo and explore sound in relation to mood or message.</li> <li>To begin to explore how images can be used to create graphic scores and explore symbols for rhythm and pitch.</li> <li>To express opinions when selecting and describing sounds to create music.</li> </ul>	<ul style="list-style-type: none"> <li>To sing simple songs in different styles with an awareness of pitch and clarity in diction.</li> <li>To play to a steady pulse.</li> <li>To accompany singing with actions and body sounds to a steady pulse.</li> <li>To begin to relate images to sounds.</li> <li>To follow simple performance indications for start, stop, gradually change dynamics.</li> <li>To begin to control sounds demonstrating subtle changes, gradually louder, quieter, faster slower.</li> </ul>
<b>Year 2</b>	<i>Listening</i>	<i>Composing</i>	<i>Performing</i>
	<ul style="list-style-type: none"> <li>To begin to recognise how composers use music to tell the story or message of their piece.</li> <li>To recognise changes in tempo, dynamics and pitch.</li> <li>To begin to recognise instruments aurally.</li> </ul>	<ul style="list-style-type: none"> <li>To select sounds to demonstrate mood or message and explore and use changes in pitch dynamics, duration and tempo.</li> <li>To use images to structure pieces using graphic score.</li> <li>To select symbols for rhythm and pitch.</li> <li>To share ideas to create pieces with simple structure.</li> </ul>	<ul style="list-style-type: none"> <li>To sing with developing control of pitch and demonstrate an ability to follow pitch direction with hands.</li> <li>To find and perform the pulse with increasing success. To accompany singing with actions and body sounds in time with a steady pulse</li> <li>To begin to relate simple</li> </ul>

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			<p>graphic images to changes in sound.</p> <ul style="list-style-type: none"> <li>To demonstrate increased confidence when following musical directions given both aurally and through physical inflection.</li> <li>To begin to control sounds with intention.</li> </ul>
<b>Year 3</b>	<i>Listening</i>	<i>Composing</i>	<i>Performing</i>
	<ul style="list-style-type: none"> <li>To begin to identify musical conventions being employed in a variety of pieces.</li> <li>To begin to identify how the inter-related dimensions of music are used to effect the mood and message of the piece.</li> <li>To begin to recognise the sound of different sections of the orchestra and a variety of instruments within each section.</li> </ul>	<ul style="list-style-type: none"> <li>To demonstrate application of the inter-related dimensions of music.</li> <li>To begin to experiment with given notes to create simple patterns and melodic ideas in response to a stimulus or theme.</li> <li>To begin to record ideas using sign and symbols including graphic score, pitch and rhythm notation.</li> </ul>	<ul style="list-style-type: none"> <li>To sing with projection and clear diction over a greater range of pitches, leaping and stepping and accurately match the starting pitch.</li> <li>To play a simple rhythmic accompaniment or drone maintaining a steady pulse.</li> <li>To begin to recognise and perform from simple western notation symbols.</li> <li>To begin to perform independently and in small groups.</li> <li>To develop confidence to perform as an individual and within a group.</li> </ul>
<b>Year 4</b>	<i>Listening</i>	<i>Composing</i>	<i>Performing</i>
	<ul style="list-style-type: none"> <li>To begin to place music with guidance into historical context, e.g. Baroque, Classical, Romantic, 20th century or genre e.g. minimalist, samba. Identify specific inter-related dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>To link rhythmic and melodic patterns into structured responses.</li> <li>To demonstrate increasing confidence in recording ideas using sign and symbols including graphic score and pitch and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>To sing with greater control of breath and awareness of dynamics.</li> <li>Pitch with increasing accuracy over a larger range.</li> <li>To perform a repetitive</li> </ul>

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	<ul style="list-style-type: none"> <li>in a variety of styles.</li> <li>To aurally and by sight identify a variety of instruments.</li> </ul>	<ul style="list-style-type: none"> <li>notation.</li> <li>To contribute appropriate ideas expressing musical opinions for creating and improving work.</li> </ul>	<ul style="list-style-type: none"> <li>rhythmic pattern maintaining own part independently with a secure sense of pulse.</li> <li>To confidently recognise and perform from simple western notation symbols and rhythm grids.</li> <li>To maintain own part within an ensemble performing rhythmically and singing with increased accuracy.</li> <li>To show increased confidence and commitment when performing to an audience.</li> </ul>
<b>Year 5</b>	<i>Listening</i>	<i>Composing</i>	<i>Performing</i>
	<ul style="list-style-type: none"> <li>To develop an understanding of music across time and place.</li> <li>To use an increasing musical vocabulary to respond to music.</li> <li>To begin to recognise a broader range of ensembles and instruments relating to different styles of music.</li> </ul>	<ul style="list-style-type: none"> <li>To develop rhythmic and melodic ideas of greater length and musical shape.</li> <li>To demonstrate increased confidence and accuracy using various forms of notation to record musical ideas.</li> <li>To improvise, explore and combine sounds with growing confidence, taking simple ideas to develop further in composition.</li> </ul>	<ul style="list-style-type: none"> <li>To sing and play to convey mood and emotion to enhance the intended effect.</li> <li>To confidently match pitches across a wider range of notes, leaps, lengths and rhythmic complexity.</li> <li>To confidently demonstrate a secure sense of pulse when playing and singing in different time signatures.</li> <li>To recognise and perform from an increasing range of western notation.</li> <li>To lead others into a performance controlling the tempo of the pulse.</li> <li>To demonstrate increased confidence when performing, showing an awareness that</li> </ul>

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			a performance is an occasion.
<b>Year 6</b>	<i>Listening</i>	<i>Composing</i>	<i>Performing</i>
	<ul style="list-style-type: none"> <li>To place music within both time and place.</li> <li>To confidently recognise different orchestral instruments and instruments specific to a genre or era.</li> </ul>	<ul style="list-style-type: none"> <li>To improvise and refine rhythms and melodic ideas, demonstrating a sense of musical phrase.</li> <li>To combine rhythmic and pitch notation selecting the most appropriate notation to record musical ideas.</li> </ul>	<ul style="list-style-type: none"> <li>To demonstrate musicality in the control and production of sound using expression.</li> <li>To sing confidently with control and accurately match pitch across a range of notes; leaps, lengths and rhythmic complexity in unison, in parts and as a soloist.</li> <li>To produce a consistent tone. Confidently demonstrate a secure sense of pulse when singing and playing a variety of instruments fluidly in unison and within an ensemble.</li> <li>To select and perform with greater accuracy from both graphic and western notation scores.</li> <li>To physically and aurally lead others in performance controlling the tempo and pulse within an ensemble.</li> <li>To confidently perform considering style or message of the music.</li> </ul>

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