

## Music Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Vocalising And singing</b>	<b>Singing</b>					
<p>Reproduces with his or her voice the pitch of a tone sung by another.</p> <p>Able to sing the melodic shape (moving melody, e.g. up and down, down &amp; up) of familiar songs.</p> <p>Sings entire songs. May enjoy performing, solo and or in groups.</p>	<p>Take part in singing showing awareness of melody</p> <p>Sing songs and chants rhymes with some expression.</p> <p>Sing songs at different speeds</p> <p>use voices to create descriptive sounds</p>	<p>Sing songs in a group</p> <p>Use voice to good effect understanding the importance of warming up first.</p> <p>Make and control long and short sounds using voice.</p> <p>Chant and sing while keeping a steady beat</p> <p>Sing with expression, paying attention to the pitch shape of the melody</p>	<p>Extend singing into small and large groups</p> <p>Sing in two-part harmony</p> <p>Perform a round in three parts</p> <p>Sing expressively, with attention to breathing and phrasing</p> <p>Sing in tune with control and accuracy</p> <p>Pronounce words clearly and with expression</p>	<p>Rehearse and learn songs from memory and/or with notation.</p> <p>Demonstrate good singing posture.</p> <p>Sing 'on pitch' and 'in time' and accurately control tempo and dynamics</p> <p>Sing expressively, with attention to breathing and phrasing</p> <p>Sing a range of songs from different cultures and be able to talk about differences</p> <p>Sing in a round, in canon and in three parts</p>	<p>Sing songs with increasing control of breathing, posture and sound projection</p> <p>Sing songs with expression and understanding of the meaning of words</p> <p>Sing in small groups and alone including two and three part harmonies</p> <p>Sing with consideration for dynamics, articulation and phrasing</p> <p>Sing in a round, in canon and in three parts</p>	<p>Sing songs with increasing control of breathing, posture and sound projection</p> <p>Sing songs with expression and understanding of the meaning of words</p> <p>Sing in small groups and alone including two and three part harmonies</p> <p>Sing with consideration for dynamics, articulation and phrasing</p> <p>Have an understanding of the different styles of singing used for different styles of song</p> <p>Sing in a round, in canon and in three parts</p>
<b>Hearing and Listening</b>	<b>Listening and Appraising</b>					
Distinguishes and describes changes in music and compares	Talk about feelings created by the music.	Listen to and repeat back rhythmic patterns	Identify some instruments you can hear playing.	Begin to appreciate and understand different works and composers.	Begin to appreciate and understand different works and composers.	Begin to appreciate and understand different works and composers.

<p>pieces of music, e.g., “this music started fast and then became slow.” “This music had lots of instruments but this music only had voices.</p> <p>Associates genres of music with characters and stories.</p> <p>Express an opinion about music</p>	<p>Recognise some band and orchestral instruments.</p> <p>Describe tempo as fast or slow.</p> <p>Describe dynamics as loud and quiet.</p> <p>Begin to understand where the music fits in the world.</p> <p>Begin to understand about different styles of music.</p> <p>Recognise repeated patterns</p> <p>Describe how sounds are made and changed</p>	<p>on instruments and body percussion</p> <p>Begin to associate sounds they hear with instruments</p> <p>Independently identify the pulse in a piece of music and tap along?</p> <p>Begin to recognise changes in timbre, dynamics and pitch</p> <p>Use simple musical vocabulary to describe music</p> <p>Begin to say what they like and dislike about music</p> <p>recognise and name some instruments by sight</p>	<p>Internalise the pulse in music.</p> <p>Know the difference between pulse and rhythm.</p> <p>Listen to a range of sounds, music and styles.</p> <p>Express a like or dislike using musical dimension vocabulary – duration, timbre, pitch, dynamics, tempo, texture, structure</p>	<p>Listen to live music and talk about its impact on self and others including feelings</p> <p>Describe different purposes of music in history and of other cultures</p> <p>Begin to recognise and identify instruments</p> <p>Express a like or dislike using musical dimension vocabulary – duration, timbre, pitch, dynamics, tempo, texture, structure</p>	<p>Listen to live music and talk about its impact on self and others including feelings</p> <p>Begin to recognise and identify instruments by ear</p> <p>Express a like or dislike using musical dimension vocabulary – duration, timbre, pitch, dynamics, tempo, texture, structure</p> <p>Identify 2/4, 3/4 4/4 metre</p> <p>Begin to understand the structure of songs including intro, verse, bridge and chorus</p>	<p>Compare and contrast the impact that different composers from different times will have had on the people of the time</p> <p>Begin to recognise and identify instruments by ear</p> <p>Express a like or dislike using musical dimension vocabulary – duration, timbre, pitch, dynamics, tempo, texture, structure</p> <p>Identify 2/4, 3/4 4/4 metre</p> <p>Begin to understand the structure of songs including intro, verse, bridge and chorus</p> <p>Listen to live music and talk about its impact on self and others including feelings</p>
<p><b>Moving and dancing</b></p>	<p><b>Composing and improvising</b></p>					
<p>Combines moving, singing and playing instruments, e.g. marching, tapping a drum whilst singing.</p> <p>Moves in time to the pulse of the music</p>	<p>Order sounds to create an effect (structure-beginnings/endings).</p> <p>Create short musical patterns.</p>	<p>Demonstrate free exploration of pitch and rhythm</p> <p>Explore instrument and dynamic choices to create intended effect</p>	<p>Compose and perform melodies using three or four notes.</p> <p>Make creative use of the way sounds can be changed, organised and</p>	<p>Improvise and compose music for a range of purposes.</p> <p>Experimenting with different sounds and instruments.</p>	<p>Compose using formal notation for tuned instruments.</p> <p>Compose and perform melodies using five or more notes.</p>	<p>Compose using formal notation for tuned instruments.</p> <p>Compose and perform melodies using five or more notes.</p>

<p>being listened to and physically responds to changes in the music, e.g. jumps in response to loud/sudden changes in the music.</p> <p>Replicates familiar choreographed dances e.g. imitates dance and movements associated with pop songs.</p>	<p>Create sequences of long and short sounds-rhythmic patterns (duration) in different ways – e.g. hitting, blowing, shaking, clapping.</p> <p>Use pitch changes to communicate an idea.</p> <p>Start to compose with two or three notes.</p> <p>Create a simple rhythm by clapping or using percussion</p> <p>create own symbols to represent sounds</p>	<p>order sounds to create a beginning, middle and end</p> <p>compose short melodic patterns using two or three notes</p> <p>create short, rhythmic patterns – sequences of long and short sounds</p> <p>create their own symbols to represent sounds</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate</p>	<p>controlled (including ICT).</p> <p>Create and repeat extended rhythmic patterns using voice and instruments including ostinato</p> <p>Create and follow a graphic score with more than one part (layered)</p> <p>Begin to compose using formal notation, minims and crotchets</p> <p>Become more skilled in improvising, inventing short 'on-the-spot' responses using a limited note-range.</p>	<p>Identify the best way to play an instrument for effect.</p> <p>Begin to identify and discuss the use of the musical elements in their compositions (e.g. dynamics and texture).</p> <p>Lead a group to start, stop, and control dynamics</p> <p>Begin to understand how melodic structure rhythm and chords shape the quality of composition</p> <p>Learn to read and understand notations and follow each part</p>	<p>Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea.</p> <p>Use ICT to organise musical ideas Start to use structures within compositions, e.g. introduction, multiple verse and chorus sections</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment.</p> <p>Use a range of dynamics and rhythms to create desired effect</p>	<p>Use ICT to organise musical ideas Start to use structures within compositions, e.g. introduction, multiple verse and chorus sections</p> <p>Use a range of dynamics to rhythms to create desired effect</p> <p>Perform simple, chordal accompaniments. Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality.</p>
<p><b>Exploring and playing</b></p>	<p><b>Playing instruments/Performing</b></p>					
<p>Creates music based on a theme</p> <p>Finds and records sounds using recording devices.</p> <p>Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, e.g.</p>	<p>Learn to play a tuned instrument.</p> <p>Follow instructions on how and when to sing/play an instrument.</p> <p>Enjoy and have fun performing.</p>	<p>Learn to play a tuned instrument. (Recorder)</p> <p>Follow instructions on how and when to sing/play an instrument.</p> <p>Practise, rehearse and share a song from</p>	<p>Learn to play a tuned instrument. (Glockenspiel)</p> <p>Begin to read formal notation to change duration and pitch.</p> <p>Begin to read simple rhythm notation</p>	<p>Begin to read formal notation.</p> <p>Use dynamics for effect.</p> <p>Begin to understand musical vocabulary and how it can be used when composing</p>	<p>Learn to play a tuned instrument (ukulele).</p> <p>Strum basic rhythmic patterns. Follow basic chord structure. Sing whilst playing.</p> <p>Know the correct posture and hand position while holding an instrument.</p>	<p>Create, rehearse and present a performance for a specific event, for an audience.</p> <p>Lead the school in a range of choir and assembly musical activities</p> <p>Perform from memory or with notation.</p>

<p>playing quietly with quiet parts within music, stopping with the music when it stops.</p> <p>Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making.</p> <p>Creates rhythms using instruments and body percussion.</p>	<p>Choose a song/songs to perform to a well-known audience.</p> <p>Prepare a song to perform. Communicate the meaning of the song . Add actions to the song.</p> <p>Play some simple instrumental parts.</p>	<p>memory or with notation, and with confidence.</p> <p>Talk about the difference between rehearsing a song and performing it.</p> <p>Perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)?</p> <p>play simple rhythmic patterns on an instrument</p>	<p>Follow basic instructions from a leader.</p> <p>Learn to play together and recognise how to start and stop together</p> <p>Play independent parts in more than one metre with accuracy and control</p>	<p>Follow basic instructions from a leader.</p> <p>Perform with control and awareness of what others are singing/ playing</p> <p>Perform significant parts from memory and from notation, either on a musical instrument or vocally</p> <p>Be aware of how the quality of the performance shapes the mood and experience of the audience</p>	<p>Follow basic instructions from a leader, including pupils</p> <p>Develop ensemble playing, focusing on steady beat and placing notes accurately together</p>	<p>Individuals or small group should be confident in leading a rehearsal and performance</p> <p>Record performances and reflect upon what went well and what could be improved</p>
--	--	---	---	--	---	--

**Aural and Theoretical knowledge**

<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Begin to understand notation including crotchets and minims</p> <p>Understand how pulse and rhythm is connected to metre</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of notes including sharps and flats</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of notes</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of notes.</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of a range of notes</p> <p>Read and respond to minims, crotchets,</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation</p> <p>Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of a range of notes</p> <p>Read and respond to minims, crotchets,</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation</p> <p>Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of a range of notes</p> <p>Read and respond to minims, crotchets,</p>
--	---	---	--	--	---	---

		<p>Know that music is divided into metre. Begin to recognize 3 or 4 beats in a bar when listening to music</p>	<p>Read and respond to semibreves, minims, crotchets and paired quavers.</p> <p>Identify Stave, Treble clef, Time signature, Lines and spaces on the stave.</p> <p>Apply spoken word to rhythms, understanding how to link each syllable to one musical note</p>	<p>Understand that placing the notes on a stave is pitch notation</p> <p>Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers and rests and understand how their duration is related</p> <p>Identify: Stave, Treble clef and Time signature</p>	<p>quavers, dotted quavers and semiquavers.</p> <p>Identify: Stave, Treble clef, and time signature</p> <p>Understand and recognise how to use flat and sharp symbols</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Read and perform pitch notation within an octave</p>	<p>quavers, dotted quavers and semiquavers.</p> <p>Identify: Stave, Treble clef, and time signature</p> <p>Understand and recognise how to use flat and sharp symbols</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Read and perform pitch notation within an octave</p>
--	--	--	--	---	---	---