

Progression in Music

Key Stage 1				
Singing		Playing an instrument	Listening and appreciate	Create own music
<i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>		<i>Pupils should be taught to play tuned and untuned instruments musically</i>	<i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music</i>	<i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music</i>
Year 1	<ul style="list-style-type: none"> • make different sounds with voice and with instruments • use voice to create sounds - humming, whispers, clicks and whistles. • follow instructions about when to play and sing • Sing simple songs and chants (with actions) building rhythmic and melodic memory • Keep a steady beat and copy simple rhythm patterns. 	<ul style="list-style-type: none"> • use instruments to perform and choose sounds to represent different things • Begin to use correct technique when playing a range of percussion instruments. 	<ul style="list-style-type: none"> • say whether they like or dislike a piece of music 	<ul style="list-style-type: none"> • clap and repeat short rhythmic and melodic patterns • make a sequence of sounds and respond to different moods in music • write and read simple rhythmic notation • Create and clap own rhythms. • Invent symbols to represent sound and create a simple graphic score for pitch or duration that others can follow.
Year 2	<ul style="list-style-type: none"> • sing or clap increasing 	<ul style="list-style-type: none"> • play simple rhythmic 	<ul style="list-style-type: none"> • make connections 	<ul style="list-style-type: none"> • order sounds to create a

	and decreasing tempo • perform simple patterns and accompaniments keeping a steady pulse	patterns on an instrument	between notations and musical sounds • duration: distinguish between a pulse and rhythm. Understand that rhythmic patterns fit to the beat.	beginning, middle and an end • create music in response to different starting points Use instruments to reflect a topic or add sound effects to a story.
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Key Stage 2

	Performing	Compose	Listen
	<i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	<i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i>	<i>Listen with attention to detail and recall sounds with increasing aural memory</i>
Year 3	<ul style="list-style-type: none"> • play clear notes on instruments and use different elements in composition • play a contrasting rhythm in time with another student • Read and play 3 notes on an instrument (eg recorders) with care and a degree of accuracy • Sing rounds (canons) and partner songs, maintaining own part with some support. 	<ul style="list-style-type: none"> • combine different sounds to create a specific mood or feeling • Compose four bars of music using 3 notes with an understanding of note value and time signature including 5/4. • Understand and use Italian musical terminology within vocal and instrumental composition. 	<ul style="list-style-type: none"> • listen carefully and recognise high and low phrases • explain why silence is often needed in music and explain what effect it has • Describe and give opinions of the music heard with some use of musical vocabulary.
Year 4	<ul style="list-style-type: none"> • sing songs from memory with 	<ul style="list-style-type: none"> • use notation to record compositions 	<ul style="list-style-type: none"> • understand there are different scales

	<p>accurate pitch</p> <ul style="list-style-type: none"> • Sing songs with a simple ostinato part. • Sing with a developing understanding of expression and dynamics. 	<p>in a small group or individually</p> <ul style="list-style-type: none"> • Improvise with confidence and an awareness of rhythm, context and purpose 	<p>such as blues</p> <ul style="list-style-type: none"> • Identify some of the structural and expressive aspects of the music heard (starts slowly and gets faster) • Share ways to improve the composition of others
Year 5	<ul style="list-style-type: none"> • maintain own part whilst others are performing their part • Play percussion instruments with an understanding of pitch, 2, 3 and 4 metre and syncopated rhythms. 	<ul style="list-style-type: none"> • compose music which meets specific criteria • choose the most appropriate temp for a piece of music • Group soundscape composition with instruments and vocals and a conductor 	<ul style="list-style-type: none"> • repeat a phrase from the music after listening intently. • Identify different ensemble combinations and instruments heard and their role within the ensemble (eg ostinato; melody)
Year 6	<ul style="list-style-type: none"> • sing in harmony confidently and accurately • perform parts from memory • take the lead in a performance • Accurately maintain an independent part within a group in both instrumental and vocal performance • Read and play at least 5 notes on an instrument (eg xylophone) with greater accuracy and independence. • Perform with control, dynamics and awareness of others. 	<ul style="list-style-type: none"> • use a variety of different musical devices in composition (including melody, rhythms and chords). • Start to read and write rhythmic and pitch notation more formally • Compose four bars of music using up to 5 notes with an understanding of note value and time signature and melody. 	<ul style="list-style-type: none"> • accurately recall a part of the music listened to • Discuss ways to improve the composition of others using musical dimensions as a guide.

	Use and understand	Appreciate	History of music
	<i>Use and understand staff and other musical notations</i>	<i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	<i>Develop an understanding of the history of music</i>
Year 3	<ul style="list-style-type: none"> • create repeated patterns with different instruments • improve my work; explaining how it has been improved • use simple notation record rhythmic patterns • pitch: recognise and respond to higher and lower sounds and general shapes of a melody. Begin to recognise steps, leaps and repeated notes 	<ul style="list-style-type: none"> • use musical words to describe a piece of music and compositions • use musical words to describe what they like and do not like about a piece of music • write poetry as a creative response to music 	<ul style="list-style-type: none"> • recognise the work of at least one famous composer Smetana and Holst • recognise the contribution of music from other cultures; Ravi Shankar
Year 4	<ul style="list-style-type: none"> • dynamics: understand getting louder and quieter in finer graduations. • tempo: understand getting faster and slower in finer graduations • use notation to record and interpret sequences of pitches • understand and use musical elements of motif, palindrome, pitched and unpitched percussion, retrograde • timbre: identify a range of instruments by name and how they are played. Discuss the quality of 'voice' of both instrumental and vocal pieces. 	<ul style="list-style-type: none"> • identify and describe the different purposes of music • share ways to improve the composition of others • recognise the family groups within the orchestra and the importance of the conductor. 	<ul style="list-style-type: none"> • begin to identify the style of work of twentieth century composers; Gershwin and Mason Bates

	<ul style="list-style-type: none"> • texture: recognise different combinations of layers in music. • structure: develop an understanding of repetition (ostinato) and contrast (verse/chorus) structures and repeat signs. 		
Year 5	<ul style="list-style-type: none"> • use music diary to record aspects of the composition process • structure: develop an understanding of conventional musical structures (repeat signs, coda, drone/ostinato, rondo, theme and variations). 	<ul style="list-style-type: none"> • describe, compare and evaluate music using musical vocabulary • explain why they think music is successful or unsuccessful 	<ul style="list-style-type: none"> • contrast the work of a famous composer with another and explain preferences Elgar/Hans Zimmer • recognise the contribution of female composers; Delia Derbyshire and Grayna Bacewicz
Year 6	<ul style="list-style-type: none"> • analyse features within different pieces of music • tempo: understand how a wider range of tempi can be used for expressive effect. • texture: begin to understand different types of harmony (simple parts, use of chords, acappella) 	<ul style="list-style-type: none"> • evaluate how the venue, occasion and purpose affects the way a piece of music is created 	<ul style="list-style-type: none"> • compare and contrast the impact that different composers from different times have had on people of that time; Vesta Tilley recruiting soldiers for WW1, contemporary female composers, Verdi.