

Progression in Music

EYFS and Key Stage 1				
Singing		Playing an instrument	Listening and appreciate	Create own music
Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes		Pupils should be taught to play tuned and untuned instruments musically	Pupils should be taught to listen with concentration and understanding to a range of high quality live and recorded music	Pupils should be taught to experiment with, create, select and combine sounds using the inter related dimensions of music
Nursery	<ul style="list-style-type: none"> Know what loud, quiet, fast and slow mean in singing lessons. Know the words and actions to over 5 nursery rhymes/songs. 	<ul style="list-style-type: none"> Know that instruments make music Know what loud, quiet, fast and slow when playing an instrument 	<ul style="list-style-type: none"> Know what music is Know how to listen attentively know the names of some instruments (drum, triangle, tambourine etc.) 	<ul style="list-style-type: none"> I know that my voice and body can make music and sounds.
Reception	<ul style="list-style-type: none"> Know that my voice can make different sounds (eg dynamics - loud/quiet, high/low). Know the words and actions to over 10 nursery rhymes and/or songs. 	<ul style="list-style-type: none"> Know that instruments make different sounds know how some instruments should be played (drum, triangle, tambourine etc). 	<ul style="list-style-type: none"> Know that music makes people feel different emotions and people can move differently to music. Know that music can be a way for me to express myself. Understand that people like different music and they can make music differently. 	<ul style="list-style-type: none"> Know how to tap the pulse. Understand what a rhythm is and can express it in different ways. (clapping, tapping, chanting). Understand that people like different music and they can make music differently.

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

	<p>and decreasing tempo</p> <ul style="list-style-type: none"> •perform simple patterns and accompaniments keeping a steady pulse 	<p>patterns on an instrument</p>	<p>between notations and musical sounds</p> <ul style="list-style-type: none"> • duration: distinguish between a pulse and rhythm. Understand that rhythmic patterns fit to the beat. 	<p>beginning, middle and an end</p> <ul style="list-style-type: none"> • create music in response to different starting points <p>Use instruments to reflect a topic or add sound effects to a story.</p>
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Key Stage 2

	Performing	Compose	Listen
	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p>
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 <ul style="list-style-type: none"> •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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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). <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Discuss ways to improve the composition of others using musical dimensions as a guide.
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Key Stage 2

		Appreciate	
	Use and understand		History of music
	Use and understand staff and other musical notations	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Develop an understanding of the history of music

Year 3	<ul style="list-style-type: none"> • create repeated patterns with different instruments <ul style="list-style-type: none"> •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.