



Music Progression

This document outlines the knowledge and skills the children will be learning

EYFS	LISTEN & RESPOND	EXPLORE & CREATE	SINGING	SHARE & PERFORM
	<ul style="list-style-type: none"> • Listen and respond to a different song or piece of music in a different style. Use this music to inspire imaginative movement, initially free and child-led movement • Follow and copy instructions. • Respond verbally and with movement. 	<ul style="list-style-type: none"> • Understand PULSE, RHYTHM and PITCH • Learn about the dimensions of music through games. 	<ul style="list-style-type: none"> • Listen and learn to sing Nursery Rhymes and action songs. • Use instruments to accompany the song. 	<ul style="list-style-type: none"> • Share with others what has been learnt.
Year 1 and 2	PERFORMING	LISTENING	COMPOSING	APPRAISING
	<ul style="list-style-type: none"> • Use their voice to speak/sing/chant. Join in with singing. Clap back rhythmic patterns. Respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse. Use untuned percussion to perform. Follow 	<ul style="list-style-type: none"> • Respond to different moods of music through different media (e.g. dancing, drawing, painting). Respond to different moods of music using appropriate language. • Listen to simple inter-related dimensions of music Verbally recall what they have heard with simple vocabulary – loud, soft, high, low, 	<ul style="list-style-type: none"> • Make, and experiment with, a range of sounds using their voice. Make, and experiment with, sounds on untuned percussion. Identify changes in sounds. Distinguish between long and short, high and low, loud and soft sounds. Represent sounds 	<ul style="list-style-type: none"> • Form an opinion to express how they feel about a piece of music. Recognise a repeated pattern (rhythmic or pitch). Tell the difference between fast and slow tempo, loud and quiet, high and low sounds. Listen for, and identify, the pulse in a piece of music. Describe how sounds are

	<p>simple conducting (e.g. start and stop.).</p> <ul style="list-style-type: none"> Follow the melody using their voice or an instrument. Sing songs as an ensemble following the melody. Perform in an ensemble with instructions from a leader (e.g. start/stop, pitch and duration). Play simple rhythmic patterns on untuned percussion. Recognise, sing or clap a pulse with increasing and decreasing tempo. Have control while playing untuned percussion. Perform musical patterns while keeping a steady pulse. 	<p>fast, slow. Begin to say what they like and dislike.</p>	<p>pictorially. Play a sequence of sounds for a purpose.</p> <ul style="list-style-type: none"> Order sounds to create a structure e.g. beginning, middle and end. Represent sounds pictorially with increasing relevance. Choose sounds to achieve an effect. Compose short melodic patterns of two or three notes on tuned percussion or voice. Create short rhythmic patterns. Control an instrument in different ways to create an intended effect. Create their own symbols to represent sound. 	<p>made and changed. Respond to different moods in music and say how a piece of music makes them feel</p> <ul style="list-style-type: none"> Identify particular features when listening to music. Begin to associate sounds with instruments. Independently identify the pulse in a piece of music and tap along. Listen carefully to recall short rhythmic patterns. Recognise changes in sonority, dynamics and pitch Recognise and name different untuned and tuned percussion by sight. Evaluate and improve their own work and give reasons.
Sticky Knowledge	<ul style="list-style-type: none"> Sing familiar songs as part of a group. Keeping a steady beat or pulse during a performance. 	<ul style="list-style-type: none"> Dance appropriately to a piece of music. Able to say why they liked or disliked a piece in simple terms. 	<ul style="list-style-type: none"> Play untuned percussion making different sounds. Create their own rhythmic patterns on untuned percussion. 	<ul style="list-style-type: none"> Recognise fast and slow and feel the pulse. Able to name percussion instruments by sight.
Year 3 and 4	PERFORMING	LISTENING	COMPOSING	APPRAISING
	<ul style="list-style-type: none"> Sing songs from memory with increasing expression, accuracy and fluency. Maintain a simple part within an ensemble. Control their voice while singing, and sing words clearly. Play notes on tuned and untuned instruments with increasing accuracy. Improvise (including call and response) within a group using the voice. Work as part of an ensemble to compose 	<ul style="list-style-type: none"> Describe music using appropriate vocabulary. Begin to compare different kinds of music. Recognise differences between music of different times and cultures. Describe what they hear using a wider range of appropriate musical vocabulary. Recognise how the inter-related dimensions of music are used by composers to create 	<ul style="list-style-type: none"> Create repeated patterns using a range of instruments. Combine different sounds to create a specific mood or feeling. Understand how the use of tempo can provide contrast within a piece of music. Begin to read and write musical notation (standard western classical, graphic score, rhythm grid etc.). Effectively choose, order and combine sounds to create different textures. Can 	<ul style="list-style-type: none"> Can use musical vocabulary (pitch, duration, dynamics, tempo) to describe and give their opinion of a piece of music. Evaluate and improve their work, explaining how it was improved using a success criterion. Know that music can be played or listened to for a variety of purposes (Including different cultures and periods in history). Recognise a range of instruments. Internalise the pulse in a piece of

	<ul style="list-style-type: none"> • Perform a simple rhythmic part in an ensemble. Sing songs from memory with increasing expression, accuracy and fluency. Improvise using repeated patterns with increasing accuracy and fluency. 	<p>different moods and effects. Understand the cultural and social meaning of lyrics. Appreciate harmonies, drone and ostinato. Explore the way in which sounds are combined towards certain effects. Understand the relationship between lyrics and melody.</p>	<p>use rests (measured silences). Can combine the inter-related dimensions of music in their composition (e.g. Fast/slow, low/high, loud/soft).</p> <ul style="list-style-type: none"> • Use notation to record and interpret sequences of pitches. Use notations to record compositions in a small group or on their own. Use notation in a performance. 	<p>music. Identify the features within a piece of music.</p> <ul style="list-style-type: none"> • Explain why silence is used in a piece of music and say what effect it has. Start to identify the character of a piece of music. Describe and identify the different purposes of music. Recognise a range of instruments by their sound. Use appropriate musical vocabulary to describe a piece of music
Sticky Knowledge	<ul style="list-style-type: none"> • Use tuned percussion to play a melody. • Improvise as part of a song. 	<ul style="list-style-type: none"> • Talk about music from different cultures. • Identify repeating patterns (Rhythmic or Melodic) in a piece of music. 	<ul style="list-style-type: none"> • Combine sounds, in response to stimulus, that create a feeling. • Use graphic scores to visually record a piece of music. 	<ul style="list-style-type: none"> • Recognise orchestral instruments by sight. • Identify orchestral and western instruments by their sound.
Year 5 and 6	PERFORMING	LISTENING	COMPOSING	APPRAISING
	<ul style="list-style-type: none"> • Sing using appropriate expressions for an intended purpose. Perform from aural understanding and memory or by using simple notation. Improvise within a group using melodic and rhythmic phrases. Recognise and use basic structural forms (Verse/Chorus, ABA). Maintain their part during an ensemble performance. • Begin to sing in harmony. Record music using either standard western notation or other notation form (Graphic score, rhythm grid 	<ul style="list-style-type: none"> • Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary. Analyse and compare features from a wide range of music. Discern and distinguish layers of sound and understand their combined effect. Identify cyclic patterns – verse and chorus, coda. Recognise how different inter-related dimensions of music are combined and used expressively in many different types of music. 	<ul style="list-style-type: none"> • Begin to use standard notation. Use notations to record groups of pitches (Chords and harmonies). Choose an appropriate tempo for a piece of music. Use technology to compose music which meets a specific criteria. • Evaluate differences in live and recorded performances. Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion. 	<ul style="list-style-type: none"> • Describe, compare and evaluate music using appropriate musical vocabulary. Suggest improvement to their own or others' work. Choose the most appropriate tempo for a piece of music. Identify and begin to evaluate the features within different pieces of music. Contrast the work of established composers and show preferences. • Refine and improve their work. Evaluate how the venue, occasion and purpose affects the way a

	<p>etc.). Perform using their notations or others notations. Take the lead in a performance. Take a solo part in a performance</p>	<ul style="list-style-type: none"> • Evaluate differences in live and recorded performances. Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion. 		<p>piece of music is created. Compare and contrast the impact that different composers from different times will have had on the people of the time. Analyse features within different pieces of music.</p>
<p>Sticky Knowledge</p>	<ul style="list-style-type: none"> • Identify the structure of a pop song through performing and listening. • Record music using simple standard western notation 	<ul style="list-style-type: none"> • Identify the structure of a pop song through performing and listening. • Use musical terms to discuss a performance. 	<ul style="list-style-type: none"> • Understand using tempo for a purpose. • Compose using different melodic and rhythmic features. 	<ul style="list-style-type: none"> • Explain the difference between two pieces of similar music. • Name a range of composers and their genre of music.