



Music Progression

Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6				
National curriculum statements	1.Listen attentively, move to and talk about music, expressing their feelings and responses. 2.Watch and talk about dance and performance art, expressing their feelings and responses. 3.Sing in a group or on their own, increasingly matching the pitch and following the melody. 4.Explore and engage in music making and dance, performing solo or in groups.	Children are taught to: 1.Sing: use their voices expressively and creatively by singing songs and speaking chants and rhymes 2.Play: tuned and untuned instruments musically 3.Listen: with concentration and understanding to a range of high-quality live and recorded music 4.Compose by: experimenting with, creating, selecting and combining sounds using the inter-related dimensions of music.		Children are taught to: 1.Improvise and compose music for a range of purposes using the inter-related dimensions of music 2.Listen Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression with attention to detail and recall sounds with increasing aural memory 3.Use and understand staff and other musical notations 4.Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 5.Begin to develop an understanding of the history of music.							
Knowledge and skills: Performance	Take part in singing activities with enthusiasm	Take part in singing with growing accuracy of pitch.	Sing songs in ensemble with growing accuracy of pitch.	Sing songs showing control of dynamic, clear diction and quality of tone.	Use breath effectively for phrasing when singing.	Show control, phrasing and expression in singing.	Use increased aural memory to recall sounds accurately.				
Controlling sounds through singing and playing	Follow instructions on how and when to sing/play an untuned percussion instrument	Follow instructions on how and when to sing/play an untuned percussion instrument.	Understand the importance of warming up before singing.	Maintain a simple part within a two-part ensemble or round.	Begin to take turns to lead and direct a group.	Hold part in a round (pitch/structure).	Take turns to lead and direct a group.				
	Make and control loud and quiet sounds.	Take notice of others when performing.	Perform in an ensemble following instructions from a leader.	Play CBAG E and D notes on recorder with accuracy.	Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) to accompany singing.	Begin to take turns to lead and direct a group.	Maintain own part in an ensemble with awareness of what others are playing.				
	Begin to show awareness of difference in pitch and tempo using actions.	Make and control loud and quiet sounds and long and short sounds	Play BAG notes on recorder with accuracy notated either by letter or traditionally.	Begin to recognise these using traditional notation.	Ukulele- accompany songs using chords F, A min and C.	Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.	Ukulele: become more fluent changing between chords: use additional chords as appropriate:				
				Know quaver crotchet, minim notation and crotchet rest.	Use simple strumming patterns.	Ukulele: become more fluent changing between chords: use additional chords: eg G7	Improvise on own with increasing aural memory.				
				Know that sense of occasion affects performance.	Maintain own part in a round/ sing a harmony.	Know different venues and occasions affect performance. Improvise on own with increasing aural memory.	Notate and perform own composition.				
Improvise with confidence, (by using call and response) using a simple rhythm	Use silence for effect Improvise within a group using notes (use 4 notes from pentatonic scale) or chords.	Notate and perform own composition.									
Knowledge and skills: Composition	Imitate and create sequences of sounds.	Make a sequence of long and short sounds with help.	Carefully choose and order sounds to achieve an effect (including use of ICT).	Compose and perform and record (in written form) melodies using two or three notes.	With support, compose and perform rhythm grouped into bars of 4/4. Add pitch to rhythm.	With support, compose and perform rhythm grouped into bars of 4/4. Add pitch to rhythm	Compose and perform melodies using five or more notes.				
Creating organising sound.	Create sounds using ‘box’ notation. <table><tr><td>x</td><td>o</td><td>x</td><td>x</td></tr></table>	x	o	x	x	Create and clap/play longer rhythms using crotchet and quaver notes (walk and running) Experiment with making different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound smooth, crisp, scratchy, rattling, tinkling etc.– timbre)	Create short musical patterns.	Use sound to create abstract effects and to tell a story (including using ICT).	Make creative use of the way sounds can be changed, organised and controlled (including ICT) to tell or accompany a story.	Use a variety of different musical devices including melody, rhythms and chords.	Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea.
		x	o	x	x						
		Use sound to create abstract effects (including using ICT).	Create sequences of long and short sounds- rhythmic patterns (duration).	Create/ improvise repeated patterns (ostinato) with a range of instruments.	Record own compositions. Create own songs		Identify where to place emphasis and accents in a song to create effects.	Create music reflecting given intentions and record using standard notation, combining different musical dimensions.			
		Start to compose rhythm using tradition notation.	Effectively choose, order, combine and control sounds (texture/ structure).	Investigate how music is used to enhance story telling/scene setting film music/Shاون the sheep.				Investigate how music is used to enhance story telling/scene			



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		<div>Follow and create sounds using more complex ‘box’ notation.</div> <table><tr><td>x</td><td>o</td><td>x</td><td>x</td></tr><tr><td>0</td><td>0</td><td>x</td><td>x</td></tr></table>	x	o	x	x	0	0	x	x	Compose melody using two or three notes.		Collaborate to compose own creative piece.	Investigate how music is used to enhance story telling/scene setting film music/Shاون the sheep. Collaborate to compose own creative piece	setting film music/Shاون the sheep Collaborate to compose own creative piece.
x	o	x	x												
0	0	x	x												
Knowledge and skills: Listening and reviewing	<div>Experience quality recorded and live music.</div> <div>Identify /show awareness of dynamic changes in recorded music.</div> <div>Use recorded music as stimulus for expression – art, dance, drama or worship,</div> <div>Listen to music describing a character /animal: Carnival of the animals</div>	<div>Experience quality recorded and live music.</div> <div>Identify /show awareness of dynamic and pitch changes in recorded music.</div> <div>Use recorded music as stimulus for expression – art, dance, drama or worship,</div> <div>Listen to music describing a character /animal: Carnival of the animals and explain how well the music does this</div>	<div>Experience quality recorded and live music.</div> <div>Identify /show awareness of timbre in recorded music.</div> <div>Use music as stimulus for expression – art, dance, drama or worship.</div> <div>Begin to experience, compare and perform (where possible) music from history/ other cultures.</div>	<div>Experience quality recorded and live music.</div> <div>Identify /show awareness of timbre in recorded music.</div> <div>Use music as stimulus for expression – art, dance, drama or worship.</div> <div>Continue to experience, compare and perform (where possible) music from history/ other cultures.</div>	<div>Experience quality recorded and live music.</div> <div>Identify /show awareness of tempo and texture in recorded music.</div> <div>Use music as stimulus for expression – art, dance, drama or worship.</div> <div>Experience, compare and perform (where possible) music from history/ other cultures. (linked to Geography or History topics where possible)</div> <div>Express preference for musical style giving reasons.</div>	<div>Experience quality recorded and live music.</div> <div>Identify musical dimensions in music. How does rhythm add tension to music?</div> <div>Use music as stimulus for expression – art or drama</div> <div>Experience, compare and perform (where possible) music from history/ other cultures. (linked to Geography or History topics where possible)</div> <div>Express preference for musical style giving reasons.</div>	<div>Experience quality recorded and live music.</div> <div>Identify musical dimensions in music including structure and texture.</div> <div>. Use music as stimulus for expression – art or drama.</div> <div>Experience, compare and perform (where possible) music from history/ other cultures. (linked to Geography or History topics where possible)</div> <div>Express preference for musical style giving reasons.</div>								