



# Music Progression

	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>
<b>Early Years</b>	<ul style="list-style-type: none"> <li>Sing to self</li> <li>Improvise using voice and instruments- make up own rhythms</li> <li>Sing or sing along with nursery rhymes and action songs</li> <li>Begin to explore funk music (Summer 2 in preparation for Year 1)</li> <li><b>ELG: Sing a range of well-known nursery rhymes and songs</b></li> </ul>	<ul style="list-style-type: none"> <li>Explore the different sounds of instruments- loud, quiet</li> <li>Learn to play an instrument within a song using glockenspiels or claves</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond to different styles of music: classical, pop, rock, soul- Listen to a piece of music, discuss how it sounds, how it makes you feel and how you would move to it</li> <li>Begin to build a repertoire of songs: Perform a song to a group- showcase at the end of every lesson</li> <li><b>ELG: Perform songs, rhymes, poems and stories with others, and- when appropriate move in time with music</b></li> </ul>	<ul style="list-style-type: none"> <li>Tap out simple repeated rhythms</li> <li>Explore how sounds can be changed</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Make different sounds with voice and with instruments</li> <li>Follow instructions about when to play and sing</li> <li>Use voice to do: humming, whispers, whistles.</li> <li>Explain which of two sounds is higher or lower.</li> <li>Sing in tune.</li> <li>Sing in unison with a group.</li> </ul>	<ul style="list-style-type: none"> <li>Use instruments to perform and choose sounds to represent different things</li> <li>Make patterns with sounds</li> <li>Use short given patterns in compositions.</li> </ul>	<ul style="list-style-type: none"> <li>Say whether they like or dislike a piece of music</li> <li>Perform to an audience and improve performance by practising.</li> </ul>	<ul style="list-style-type: none"> <li>Clap and repeat short rhythmic and melodic patterns</li> <li>Make a sequence of sounds and respond to different moods in music</li> <li>Use body to make sounds</li> <li>Make sounds that reflect a topic</li> <li>Identify a beat and join in.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Sing or clap increasing and decreasing tempo</li> <li>Perform simple patterns and accompaniments keeping a steady pulse</li> <li>Use: high voice, middle voice, low voice.</li> <li>Sing in tune.</li> <li>Sing in unison with a group.</li> </ul>	<ul style="list-style-type: none"> <li>Play simple rhythmic patterns on an instrument</li> <li>Use given symbols to record long and short sounds.</li> <li>Make and change sound on an instrument</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between notations and musical sounds</li> <li>Say what they like and do not like about others' performances.</li> <li>Identify the mood of a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>Order sounds to create a beginning, middle and an end</li> <li>Create music in response to different starting points</li> </ul>

	<b>Performing</b>	<b>Compose</b>	<b>Listen</b>
	<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>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Play clear notes on instruments and use different elements in composition</li> <li>• Use voice and copy a given scale.</li> <li>• Sing expressively in time to the beat and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine different sounds to create a specific mood or feeling</li> <li>• Improvise repeated patterns</li> <li>• Compose three note patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen carefully and recognise high and low phrases</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Sing songs from memory with accurate pitch</li> <li>• Perform as part of a group and individually to an audience.</li> <li>• Perform simple rhythmic and melodic patterns on an instrument to accompany a song.</li> <li>• Evaluate others' work, thinking about pitch, mood, rhythm and tempo.</li> </ul>	<ul style="list-style-type: none"> <li>• Use notation to record compositions in a small group or individually</li> <li>• Create own symbols to represent different sounds and instruments in compositions.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why silence is often needed in music and explain what effect it has</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Maintain own part whilst others are performing their part</li> <li>• Understand when to use varying volumes, pitch and expression in voice to portray an idea or mood.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose music which meets specific criteria</li> <li>• Choose the most appropriate tempo for a piece of music</li> <li>• Layer sounds to create effects.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat a phrase from the music after listening intently.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Sing expressively combining dynamics, tempo and pitch.</li> <li>• Perform parts from memory</li> <li>• Take the lead in a performance</li> <li>• Perform own rhythmic and melodic patterns on an instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of different musical devices in composition</li> <li>• Compose a soundscape</li> <li>• Reflect on own composition's dynamics, tempo and timbre.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately recall a part of the music listened to</li> </ul>

	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>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Create repeated patterns with different instruments</li> <li>• Improve my work; explaining how it has been improved</li> <li>• Perform given compositions/songs from memory.</li> <li>• Take part in two-part songs and harmonies.</li> </ul>	<ul style="list-style-type: none"> <li>• Use musical words to describe a piece of music and compositions</li> <li>• Use musical words to describe what they like and do not like about a piece of music</li> <li>• Reflect on, and improve own work</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the work of at least one famous composer</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Begin to identify how many beats are in a bar when listening to pieces of music.</li> <li>• Take part in two-part songs and harmonies.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe the different purposes of music</li> <li>• Compare pieces, thinking about pitch, mood, rhythm and tempo.</li> <li>• Express opinions about music from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify the style of work of Beethoven, Mozart and Elgar</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Perform given compositions/songs from memory.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe, compare and evaluate music thinking about texture, structure, timbre and dynamics.</li> <li>• Explain why they think music is successful or unsuccessful</li> </ul>	<ul style="list-style-type: none"> <li>• Contrast the work of a famous composer with another and explain preferences</li> <li>• Begin to explore reasons for composers' tempo choices.</li> <li>• Explain how music has changed over time.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Analyse features within different pieces of music</li> <li>• Starting to interpret musical notation</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate how the venue, occasion and purpose affects the way a piece of music is created</li> <li>• Evaluate others' work thinking about texture, structure, timbre and dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast the impact that different composers from different times have had on people of that time</li> <li>• Explain how the music of the past reflected the society of the time.</li> </ul>