

Music Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Performing</u> <u>Pre-school (3-4 years)</u> -To remember and sing entire songs. - To sing the pitch of a tone sung by another person ('pitch match'). -To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. -To play instruments with increasing control to express feelings and ideas. <u>Reception (4 year olds)</u> -To sing in a group or on own, increasingly matching the pitch and following the melody. <u>Reception (ELG)</u> -To sing a range of well-known nursery rhymes and songs. -To perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.	<u>Performing</u> -To sing and chant with others in time, keeping a steady pulse. -To sing songs with some control of tuning, breathing and clarity of words. -To sing songs conveying different moods, eg. happy, sad, angry. -To explore the different sounds that can be produced from a range of instruments. (tuned / untuned) -To control playing to produce a long, short, quiet, loud sound. -To follow hand signals for start/stop and quieter/louder. -To play in time to a steady beat. -To play a repeated pattern to accompany a song. -To copy back a rhythm pattern.	<u>Performing</u> -To sing a range of songs and perform to an audience: *with accuracy of pitch (over a narrow range and short phrases) *with clear words appropriate to age and ability. *with understanding of when to breathe. *with control over dynamics and tempo. *with co-ordinated actions. -To copy back short phrase from a song. -To identify when pitch rises, falls or stays the same (and copy) -To play percussion instruments with more control, eg. getting louder/quieter, faster/slower, keeping a steady beat at different tempo. -To perform in a small group to the rest of the class. -To copy back a rhythm pattern on one note on tuned percussion instruments. - To copy back a rhythm pattern on untuned percussion instruments	<u>Performing</u> -To sing songs from different times and places with confidence and several from memory. -To control pitch and tuning accurately within an octave. -To sing with awareness of the shape of a melody, phrases in a song and the character and style of a song. -To copy back phrases of a song with accuracy of rhythm and pitch. -To understand why posture, breathing and diction are important. -To sing a round in 2 parts. -To play an instrument in a class group. -To play melodies and/or rhythm patterns in time with a beat. -To count 'rests' to know when to begin playing. -To demonstrate control of simple instruments. -To control playing at different dynamics, eg. loud, soft. -To copy back rhythms and melodies by listening carefully and repeating.	<u>Performing</u> -To sing with awareness of breathing to support the voice in longer phrases. -To sing with an increasing awareness of tone of voice and the shape of a melody. -To sing with expression. -To sing in a 2/3 part round with increasing accuracy. -To sing confidently in a small group or as a solo with awareness of posture and diction. -To play a band/orchestra instrument (ukulele) and control basic technique. -To pitch notes correctly on an instrument. (ukulele) -To develop the skills to play in time with a backing track. -To perform with confidence to an audience. -To follow a conductor to understand the structure of a piece and make accurate entries and endings when playing. -To play music in a range of styles from different cultures, countries and styles. -Play with expression at a simple level, eg. appropriate dynamics for a piece of music.	<u>Performing</u> -To sing confidently in a wide variety of styles with increased control of longer phrases. -To play or sing in a short piece solo, in time with a backing track or accompaniment. -To hold a part in an instrumental ensemble where others are playing a different part. -To identify how to improve own performance. -To follow a conductor to achieve accurate starts and endings. To memorise, clap, sing and playback straightforward rhythm and melodies using 2 or more adjacent notes.	<u>Performing</u> -To sing songs and play pieces from a variety of different countries and traditions with accuracy of notes, rhythms and tuning. -To perform with confidence to communicate the essence of music to an audience with expression and a sense of shape and direction. -To hold harmony parts and independent parts. -To adjust performing styles, techniques and expression as appropriate to music from different genres, cultures and traditions. -To show awareness of blending and balancing with other performers. -To hold own part in an instrumental ensemble. -To perform pieces from musical notation and from memory. -To follow hand signals from a conductor, responding with accurate timing, entries and with expression.

-To listen with increased attention to sounds. -To respond to what has been heard, expressing thoughts and feelings. <u>Reception (4 year olds)</u> -To listen attentively, move to and talk about music, expressing feelings and responses.	-To listen to a piece of music and move or clap in time to the pulse. -To begin to understand the difference between pulse and rhythm. -To begin to identify differences in tempo (slow/fast), dynamics (loud/quiet) and pitch (high/low). -To listen for signals to start and stop. -To respond to the mood and character of music through movement/dance/art. -To show awareness of when the mood or character of a piece changes. -To show how a range of music makes them feel.	-To pick out and clap along with the pulse of music from different styles. -To identify and name a range of instruments that create sound by hitting, plucking and blowing. -To listen with concentration to recorded or live music, recognising when musical ideas are repeated. -To identify when there are changes in tempo, dynamics and pitch. -To distinguish aurally between pieces of music from different times, places and traditions.	-To recognise common instruments in recorded music and identify them as belonging to a specific family, eg. violin = strings, trumpet = brass. -To listen attentively to music from different times and places and use simple musical vocabulary to describe what is heard. -To show through simple movement (conducting) whether there are 2 or 3 beats in a bar. -To memorise musical ideas, eg. a melody or chorus and identify when it repeats in a piece of music. - To show awareness of the meaning of key concepts already explored and relate these to examples in singing, performing, creating and listening.	-To identify across a range of music the place, time and cultural tradition that the music comes from. -To identify some key musical features of a time period or tradition. -To identify visually and aurally some of the instruments in an orchestra. -To understand the role of a conductor and be able to conduct in time with the beat using some standard conducting patterns. -To listen attentively to live or recorded music, using aural memory to identify details, eg. when a musical idea repeats, which instrument plays a specific feature.	-To show a basic understanding of the history of Western classical music by listening carefully and distinguishing between music from 17th/18th century, 19th century and 20th/21st century. -To identify how developments in musical instrument design and technology have influenced how composers create music. -To recognise types of ensembles from different countries and traditions, identifying instrument combinations and key features that give a unique sound, eg. string quartet, jazz band.	-To use musical vocabulary confidently and accurately to identify key features of music from a wide range of different genres, cultures and traditions. -To select a piece of music that they identify with and listen attentively to identify musical features to justify why it is special. -To memorise simple musical phrases by ear and work out how to play them on an instrument. -
	<u>Notation</u> To invent pictorial notation to represent different sounds	<u>Notation</u> -To invent pictorial notation to represent different sounds and instruments.	<u>Notation</u> -To represent and identify changes in pitch, dynamics and duration using invented pictorial notation.	<u>Notation</u> -To link sound with symbol using standard staff rhythmic notation for 1, 2 one 4 beat notes. -To play or clap simple rhythms from staff notation. -To play or sing notes falling or rising in pitch in response to hand signs or on a one-line staff.	<u>Notation</u> -To understand the 5 line stave as a way of representing pitch: *linking sound with symbol for rise and fall of pitch with note position on the stave, *identifying notes on specific lines or spaces on the stave with the relevant letter name for pitch, *recognising signs for sharp and flat notes. - To understand how rhythm and pitch can both	<u>Notation</u> -To work out how to play simple musical phrases from notation. -To be able to follow simple sheet music for a song or musical piece, understanding the link between sound and symbols for: *time signatures *treble clef, bass clef *rests for 1 beat and 2 beats *simple dynamic markings, eg. p, pp, f, ff

					be represented on a 5-line stave.	*expression marks, eg. crescendo, diminuendo, staccato, legato
Evaluation / Appraisal Talk about their performances and compositions.	Evaluation / Appraisal Comment on own performances and compositions. Describe how the music makes them feel and why.	Evaluation / Appraisal Talk about own and peers' work and make simple suggestions for improvement. Discuss how the music makes them feel and why. Describe music and sounds in simple terms using basic musical vocabulary including pulse/beat, rhythm/ duration and pitch.	Evaluation / Appraisal Make constructive comments on own and others' music to develop compositions and performances. Use active listening to make simple connections and comparisons between own compositions and performances, and those of other musicians. Begin to recognise how composers use the inter-related dimensions of music to create effects and mood.	Evaluation / Appraisal Make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music. Identify how composers use the inter-related dimensions of music to create effects and mood. Ask questions about music in other cultures and traditions.	Evaluation / Appraisal Make constructive comments on own and others' music to develop compositions and performances making use of interrelated dimensions of music. Use active listening to make simple connections and comparisons between own compositions and performances, identifying the use of musical devices (e.g., Canon, Ostinato, Repetition, Sequence).	Evaluation / Appraisal Make constructive and refined comments on own and others' music to develop compositions and performances using the full range of interrelated dimensions of music). Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to own cultures, traditions and experiences Confidently use a wide range of musical vocabulary
	<u>Key concepts:</u> *Pitch (high/low) *Dynamics (loud/quiet) *Timbre (different sounds from different instruments and voices) *Tempo (slow/fast) *Duration (long/short) *Pulse (regular beat underlying the music)	<u>Key concepts:</u> *Pitch (getting higher, lower, stays the same) *Changes in dynamics (getting louder, quieter) *Ostinato (repeated patterns) *Graphic score (visual representation of sound) *Tuned percussion (instruments that can play different pitches) *Timbre (different sounds created by hitting, blowing and plucking) *Difference between pulse and rhythm. *Tempo (music with a slow pulse, fast pulse)	<u>Key concepts:</u> *Pitch (differences between higher and lower sounds, represented in music being vertically higher or lower on a board) *Duration (notes lasting for different number of beats) *Rests of one beat or more *Number of beats in a bar, eg. 1- 2, 1- 2 or 1- 2-3, 1-2-3 *Dynamics (graduations from very quiet through to very loud)	<u>Key concepts:</u> *Standard notations 4 beat - semibreve 2 beat - minim 1 beat - crochet *Pitch (one line stave to record differences in pitch. *Conductor (standard conducting with hand movements) *Orchestral families (string brass, percussion)	<u>Key concepts:</u> *Structure (balance of repetition and contrast) *Pitch (5-line stave, sharp, flat) *Different types of ensembles (linked to different cultures and traditions) *Music history (changes in music across time periods) *Texture (the way different layers of music are laid out)	<u>Key concepts</u> *Chords *Signs and symbols in notation (p, pp, f, ff) * Expression (crescendo, diminuendo, legato, staccato) *Sight reading from notation *Musical features and characteristics of different styles, cultures and traditions.