

Music Progression Document

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Controlling sounds through singing and playing (performing)	<p>Uses intonation, rhythm and phrasing to make the meaning clear to others – spoken words (30 – 50 months)</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (30 – 50 months)</p> <p>Sings a few familiar songs. (30 – 50 months)</p> <p>Continues a rhyming string. (40 – 60 months)</p>	<p>Take part in singing.</p> <p>Follow instructions on how and when to sing/play an instrument.</p> <p>Take notice of others when performing.</p> <p>Make and control long and short sounds (duration).</p> <p>Imitate changes in pitch– high and low.</p>	<p>Sing songs in ensemble following the tune (melody) well.</p> <p>Use voice to good effect understanding the importance of warming up first.</p> <p>Perform in ensemble with instructions from the leader.</p> <p>Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).</p>	<p>Sing songs from memory with accurate pitch and in tune.</p> <p>Show control in voice and pronounce the words in a song clearly (diction).</p> <p>Maintain a simple part within an ensemble.</p> <p>Play notes on instruments clearly and including steps/ leaps in pitch.</p> <p>Improvise (including call and response) within a group using 1 or 2 notes.</p>	<p>Sing in tune, breathe well, pronounce words, change pitch and dynamics.</p> <p>Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture).</p> <p>Perform with control and awareness of what others are singing/ playing.</p> <p>Improvise within a group using more than 2 notes.</p>	<p>Show control, phrasing and expression in singing.</p> <p>Hold part in a round (pitch/structure).</p> <p>Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.</p> <p>Improvise on own with increasing aural memory.</p>	<p>Sing or play from memory with confidence.</p> <p>Take turns to lead a group.</p> <p>Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing.</p> <p>Play more complex instrumental parts.</p> <p>Improvise using 5 notes of the pentatonic scale.</p>
Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creating and developing musical ideas	<p>Explores the different sounds of instruments and learns how</p>	<p>Make a sequence of long and short sounds with help (duration).</p>	<p>Carefully choose sounds to achieve an effect (including use of ICT).</p>	<p>Compose and perform melodies using two or three notes.</p>	<p>Compose and perform melodies using three or four notes.</p>	<p>Compose and perform melodies using four or five notes.</p>	<p>Compose and perform melodies using five or more</p>

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<p>(composing)</p>	<p>sounds can be changed (40 – 60 months)</p> <p>Constructs music with a purpose in mind, using a variety of resources. (40 – 60 months)</p> <p>Selects appropriate resources and adapts work where necessary. (40 – 60 months)</p>	<p>Clap longer rhythms with help.</p> <p>Make 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).</p>	<p>Order sounds to create an effect (structure– beginnings/endings).</p> <p>Create short musical patterns.</p> <p>Create sequences of long and short sounds– rhythmic patterns (duration).</p> <p>Control playing instruments so they sound as they should.</p> <p>Use pitch changes to communicate an idea.</p> <p>Start to compose with two or three notes.</p>	<p>Use sound to create abstract effects (including using ICT).</p> <p>Create/ improvise repeated patterns (ostinati) with a range of instruments.</p> <p>Effectively choose, order, combine and control sounds (texture/ structure).</p>	<p>Make creative use of the way sounds can be changed, organised and controlled (including ICT).</p> <p>Create accompaniments for tunes using drones or melodic ostinati (riffs).</p> <p>Create (dotted) rhythmic patterns with awareness of timbre and duration.</p>	<p>Use a variety of different musical devices including melody, rhythms and chords.</p> <p>Record own compositions.</p> <p>Create own songs (raps- structure).</p> <p>Identify where to place emphasis and accents in a song to create effects (duration).</p>	<p>notes.</p> <p>Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea.</p> <p>Create music reflecting given intentions and record using standard notation.</p> <p>Use ICT to organise musical ideas (where appropriate).</p> <p>(Combine all musical dimensions).</p>
<p>Skill</p>	<p>Reception</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>
<p>Responding and reviewing</p>	<p>Beginning to move rhythmically. (30-</p>	<p>Hear the pulse in music.</p>	<p>Identify the pulse in music.</p>	<p>Internalise the pulse in music.</p>	<p>Know how pulse stays the same but rhythm changes in a</p>	<p>Know how pulse, rhythm and pitch</p>	<p>Know how the other dimensions of</p>



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<p>(appraising)</p>	<p>50 months)</p> <p>Imitates movement in response to music (30-50 months)</p>	<p>Hear different moods in music.</p> <p>Identify texture— one sound or several sounds?</p> <p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</p>	<p>Recognise changes in timbre (sound quality— smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).</p> <p>Start to recognise different instruments.</p>	<p>Know the difference between pulse and rhythm.</p> <p>Start to use musical dimensions vocabulary to describe music— duration, timbre, pitch, dynamics, tempo, texture, structure.</p> <p>Use these words to identify where music works well/ needs improving.</p>	<p>piece of music.</p> <p>Listen to several layers of sound (texture) and talk about the effect on mood and feelings.</p> <p>Use more musical dimensions vocabulary to describe music— duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo).</p> <p>Identify orchestral family timbres.</p> <p>Identify cyclic patterns.</p>	<p>fit together.</p> <p>Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo).</p> <p>Use these words to identify strengths and weaknesses in own and others' music.</p>	<p>music are sprinkled through songs and pieces of music.</p> <p>Use musical vocabulary confidently to describe music.</p> <p>Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing.</p> <p>Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions.</p> <p>Refine and improve own/ others' work.</p>
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Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and applying knowledge and understanding	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>(30 – 50 months)</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity</p> <p>(40-60 months)</p>	<p>Listen for different types of sounds.</p> <p>Know how sounds are made and changed.</p> <p>Make sounds with a slight difference, with help.</p> <p>Use voice in different ways to create different effects.</p>	<p>Listen carefully and recall short rhythmic and melodic patterns.</p> <p>Use changes in dynamics, timbre and pitch to organise music.</p> <p>Change sounds to suit a situation.</p> <p>Make own sounds and symbols to make and record music.</p> <p>Start to look at basic formal notation- play by ear first.</p> <p>Know music can be played or listened to for a variety of purposes (in history/ different cultures).</p>	<p>Use musical dimensions together to compose music.</p> <p>Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration).</p> <p>Play with a sound-then-symbol approach.</p> <p>Use silence for effect and know symbol for a rest (duration).</p> <p>Describe different purposes of music in history/ other cultures.</p>	<p>Combine sounds expressively (all dimensions).</p> <p>Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests).</p> <p>Know that sense of occasion affects performance.</p> <p>Describe different purposes of music in history/ other cultures.</p>	<p>Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure).</p> <p>Read/ work out the musical stave (notes as Year 4).</p> <p>Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it.</p> <p>Describe different purposes of music in history/ other cultures.</p>	<p>Use increased aural memory to recall sounds accurately.</p> <p>Use knowledge of musical dimensions to know how to best combine them.</p> <p>Know and use standard musical notation to perform and record own music (adding dotted quavers).</p> <p>Use different venues and occasions to vary performances.</p> <p>(Combining all musical dimensions).</p> <p>Describe</p>

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							different purposes of music in history/ other cultures.
Key Vocabulary	<p>Sound Listen Voice Beat Rhythm Rhyme Instrument</p>	<p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.</p>	<p>Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.</p>	<p>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco</p>	<p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.</p>	<p>Notation Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics,</p>	<p>Expressive style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.</p>



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						timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.	
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