

Music Progression

Each year group builds on the knowledge and skills acquired in prior year groups. These are not learning objectives but rather serve to guide teachers in the skills introduced in each year group.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performance	<p>To join in with simple songs and rhymes</p> <p>To experiment a range of sounds using their voice such as speak, sing, chant</p> <p>To experiment with making sounds with a range of instruments</p>	<p>To imitate changes in pitch (high/low) and control long and short sounds with their voice</p> <p>To follow a simple melody</p> <p>To respond to musical indications about when to sing or play an instrument</p> <p>To find and follow the pulse of a tune with adult support</p>	<p>To use their voice in different ways such as loud and soft and increasing and decreasing in tempo.</p> <p>To follow instructions from an ensemble leader and show awareness of others. E.g. Ensuring their voice is balanced amongst others.</p> <p>To find and follow the pulse of a tune independently</p> <p>To create layers of sounds with different instruments playing simple rhythmic patterns e.g. drum and xylophone</p>	<p>To sing songs from memory with accurate pitch and tune ensuring clarity of words.</p> <p>To sing with confidence and fluency in an ensemble.</p> <p>To play a consistent part in an ensemble.</p> <p>To improvise call and response using 1 or 2 notes in a continuous pattern e.g. c c c d d c d</p> <p>Playing on tuned and un-tuned instruments with increasing control and accuracy.</p>	<p>To sing in tune with controlled breathing.</p> <p>To perform in an ensemble showing awareness of others and with control and accuracy.</p> <p>To perform and sing from memory and from musical notation</p> <p>To create layers of sounds (tuned and untuned) to accompany singing.</p> <p>To improvise call and response using a range of rhythmic and melodic patterns over a wider range of notes.</p>	<p>To sing in unison and maintain individual part with clear diction, controlled pitch and sense of phrase.</p> <p>To show awareness of other parts while singing own parts.</p> <p>To improvise within a group using melodic and rhythmic phrases.</p> <p>To perform by listening to others and from simple notations.</p>	<p>To sing solo parts and in unison with others following musical notations.</p> <p>To sing solo parts and in unison with other by memory.</p> <p>To convey expression while singing.</p> <p>To lead a group providing rhythmic support.</p> <p>To identify how sounds can be combined and layered to enhance a performance.</p>
Musical knowledge	<p>To understand and find the beat of a simple tune and rhyme with support from an adult.</p> <p>To join in with copycat rhythm games.</p> <p>To understand and identify high and low sounds.</p>	<p>To find the beat of a simple tune independently.</p> <p>To create own rhythms.</p> <p>To understand and recognise fast and slow sounds (tempo)</p> <p>To recognise loud and soft sounds in a tune (dynamics)</p>	<p>To identify the structure of a tune with support from an adult.</p> <p>To begin identifying characteristics of the Renaissance and Baroque period and linking to history.</p> <p>To begin to make connections between musical notations and sounds.</p>	<p>To identify the structure of a tune.</p> <p>To begin identifying characteristics of the Classical and Romantic period and linking to history.</p> <p>To be introduced to musical notation showing long and short sounds, high and low sounds and rests.</p>	<p>To recognise and use musical notation including staff, a crochet, minim, quaver and semibreve.</p> <p>To write a simple tune using musical notation for solo playing.</p> <p>To identify music from the Classical and Romantic period and to</p>	<p>To write a simple tune using musical notation including dynamics to show different effects for an ensemble to follow.</p> <p>To become familiar with timbre and texture of music and how this influences the tune.</p> <p>To begin identifying characteristics of</p>	<p>To identify characteristics of Contemporary and Early and mid 20th Century music and how this reflects the time period.</p> <p>To name influential composers of this time period.</p> <p>To build on prior knowledge of musical notation and start to</p>

					name composers from this era.	Contemporary and Early and mid 20 th Century music.	introduce the use of sharp (#) and flat (b)
Composing	<p>To clap short, rhythmic patterns</p> <p>To make different sounds (altering pitch / dynamics / tempo / timbre)</p> <p>To begin to repeat short rhythmic and melodic patterns</p>	<p>To recognise and explore how sounds can be organised</p> <p>To represent sounds pictorially</p> <p>To make a sequence of sounds for a purpose</p> <p>To order sounds to create an effect, considering the structure (beginning and ending)</p> <p>To compose with two or three notes</p>	<p>To compose and perform melodies using two or three notes</p> <p>To create or improvise repeated patterns with a range of instruments (ostinato)</p> <p>To order sounds to create a beginning, middle and end</p> <p>To choose sounds to achieve an effect (including using technology)</p> <p>To control an instrument in order to create an intended effect</p> <p>To choose sounds to create an effect on the listener</p>	<p>To compose and perform melodies using three or four notes</p> <p>To combine different sounds to create a specific mood or feeling</p> <p>To begin to join simple layers of sound (e.g. a background rhythm and a solo melody)</p> <p>To experiment with how to use of tempo can provide contrast within a piece of music</p> <p>To begin to read and write musical notation</p> <p>To use silent beats for effect (rests)</p> <p>To combine the different inter-related dimensions of music in their composition (tempo, pitch, dynamics)</p>	<p>To compose and perform melodies using four or five notes</p> <p>To record own compositions</p> <p>To use notation to record and interpret sequences of pitches</p> <p>To create own songs (e.g. raps), considering the structure</p> <p>To identify where to place emphasis and accents in a song to create effects</p> <p>To create and repeat extended rhythmical patterns using a range of percussion and tuned instruments</p>	<p>To compose and perform melodies using five or more notes</p> <p>To begin to use standard notation</p> <p>To use their notations to record groups of pitches (chords)</p> <p>To show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea</p> <p>To create music reflecting given intentions and record using standard notation</p> <p>To use ICT to organise musical ideas</p> <p>To create increasingly complicated rhythmic and melodic phrases</p>	<p>To recognise that different forms of notation serve different purposes</p> <p>To combine groups of beats</p> <p>To use a variety of different musical devices in their compositions (e.g. melody, rhythms and chords)</p> <p>To demonstrate how a small change of tempo can make a piece of music more effective</p> <p>To use the full range of chromatic pitches to build up chords, melodic lines and bass lines</p> <p>To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures</p>
Appraising	<p>To say if they like a piece of music or not</p> <p>To identify and distinguish environmental sounds</p>	<p>To talk about how music makes them feel or want to move</p> <p>To recognise repeated patterns</p> <p>To identify some differences between</p>	<p>To identify particular features when listening to music</p> <p>To begin to associate sounds they hear with instruments</p>	<p>To use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music</p>	<p>To explain why silence is used in a piece of music and say what effect it has</p> <p>To start to identify the character of a piece of music</p>	<p>To describe, compare and evaluate music using musical vocabulary</p> <p>To suggest improvements to their own or others' work</p>	<p>To evaluate how venue, occasion and purpose affects the way music is created.</p> <p>To compare and contrast the impact and effect of different types of music.</p>

	To begin to describe sounds (e.g. loud, quiet, high, low, fast, slow)	tempo, dynamics and pitch (e.g. This song is fast but that song is slow) To describe how sounds are made and changed	To independently identify the pulse in a piece of music and tap along To recognise and name different instruments by sight To evaluate and improve their own work and give reasons To verbally recall what they have heard with simple vocabulary To begin to say what they like and dislike	To evaluate and improve their work, explaining how it has improved using success criteria To recognise a range of instruments by ear To internalise the pulse in a piece of music To recognise changes in sounds that occur gradually and more dramatically	To describe and identify the different purposes of music To use musical words to describe a piece of music and composition To identify how a change in timbre can change the effect of a piece of music	To identify and begin to evaluate the features within different pieces of music To contrast the work of established composers and show preferences To explain how tempo changes the character of music To know how pulse, rhythm and pitch fit together Use a wider range of music vocabulary to identify strengths and areas for improvement in their own and others' music	To compare and contrast the impact different composers from different times had in that time period. To analyse features of a piece of music from others' work and from different composers.
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KS1

use their voices expressively and creatively by singing songs and speaking chants and rhymes

play tuned and untuned instruments musically

listen with concentration and understanding to a range of high-quality live and recorded music

experiment with, create, select and combine sounds using the inter-related dimensions of music.

KS2

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

improvise and compose music for a range of purposes using the inter-related dimensions of music

listen with attention to detail and recall sounds with increasing aural memory ☑

use and understand staff and other musical notations ☑

appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ☑

develop an understanding of the history of music.

MELTON PRIMARY SCHOOL