



Music Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3 - NC
S i n g i n g	<ul style="list-style-type: none"> • Singing song together as a group • Singing call and response 	<ul style="list-style-type: none"> • Sing a song with contrasting high and low melodies. • Control vocal dynamics, duration and timbre. • Sing a song together as a group. • Combine voices and movement to perform a chant and a song. • Use voices to create descriptive sounds. 	<ul style="list-style-type: none"> • Chant and sing in two parts while playing a steady beat. • Sing with expression, paying attention to the pitch shape of the melody. • Understand pitch through singing, movement, and note names. • Prepare and improve a performance using movement, voice and percussion. 	<ul style="list-style-type: none"> • Sing in two-part harmony. • Copy and create a wide range of vocal sounds to incorporate into a song. • Sing in two parts (two different melodies) with movements and percussion. • Perform a round in three parts. 	<ul style="list-style-type: none"> • Sing a song with three simple independent parts. • Combine singing, playing and dancing in a performance. 	<ul style="list-style-type: none"> • Prepare for a performance by considering narration, performance space, setting up and other logistics. • Develop techniques of performing rap using texture and rhythm. • Sing and play scales and chromatic melodies accurately. • Sing and play percussion in a group piece with changes in tempo and dynamics. • Sing a song in unison and three-part harmony. • Sing with attention to accuracy in rhythm, pitch and dynamics. 	<ul style="list-style-type: none"> • Demonstrate understanding of pitch through singing from simple staff notation. • Demonstrate understanding of beat and syncopation through singing and body percussion. • Convey lyrical meaning through expressive singing in a part-song with echoes. • Learn to sing major and minor note patterns accurately. • Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers. • Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement. • Refine vocal performance with consideration of posture, breathing and enunciation. • Perform complex song rhythms confidently. • Change vocal tone to reflect mood and style 	<ul style="list-style-type: none"> • Play and perform confidently in a range of solo and ensemble contexts using their voice with expression.

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- Recognising fast and slow
- Making noise on a selection of untuned instruments.

- Identify and keep a steady beat using instruments.
- Explore and control dynamics, duration, and timbre with instruments.
- Play percussion instruments at different speeds (tempi).
- Play and control changes in tempo.
- Explore sounds on instruments and find different ways to vary their sound.
- Use instruments to create descriptive sounds.
- Play fast, slow, loud, and quiet sounds on percussion instruments.

- Listen to and repeat rhythmic patterns on body percussion and instruments.
- Play pitch lines on tuned percussion.
- Accompany a song with vocal, body percussion and instrumental ostinato.
- Use instruments expressively in response to visual stimuli.

- Accompany a song with a melodic ostinato on tuned percussion.
- Perform a pentatonic song with tuned and untuned accompaniment.
- Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion.
- Perform rhythmic ostinati individually and in combination.
- Understand and use pitch notations.
- Read simple rhythm notation.
- Create and perform from a symbol score.
- Read graphic notation to play a melody on tuned instruments.

- Combine four body percussion ostinati as a song accompaniment.
- Play a pentatonic song with leaps in pitch on tuned percussion.
- Play repeated patterns (ostinati) from guitar tablature notation.
- Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and guitar tablature notations.

- Read a melody in staff notation.
- Interpret graphic notation with an understanding of their qualities and capabilities.
- Perform music together in synchronisation with a backing track and a group.
- Develop ensemble playing, focusing on steady beat and placing notes accurately together.
- Control short, loud sounds on a variety of instruments.

- Play a chordal accompaniments.
- Play tuned instrumental parts confidently from graphic scores.
- Play tuned instruments recognising note names and their impact on playing.
- Develop ability to follow a time signature on tuned instruments.

- Play and perform confidently in a range of solo and ensemble contexts playing instruments musically, fluently and with accuracy.

I m p r o v i s i n g / E x p l o r i n g	<ul style="list-style-type: none"> Respond to music through movement. Explore different sound sources and materials. 	<ul style="list-style-type: none"> Improvise descriptive music. Respond to music through movement. Create a soundscape using instruments. Explore different sound sources and materials. Explore sounds on instruments and find different ways to vary their sound. 	<ul style="list-style-type: none"> Explore timbre and texture to understand how sounds can be descriptive. Combine sounds to create a musical effect in response to visual stimuli. Explore voices to create descriptive musical effects. Explore different ways to organise music. 	<ul style="list-style-type: none"> Improvise descriptive music. Improvise to an ostinato accompaniment. Explore simple accompaniments using beat and rhythm patterns. 	<ul style="list-style-type: none"> Improvise in response to visual stimuli, with a focus on timbre. Improvise melodies with a given set of chords. Explore layers and layering using a graphic score. 	<ul style="list-style-type: none"> Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion. Learn about jazz scat singing and devise scat sounds. Play and improvise using the whole tone scale. Create musical effects using contrasting pitch. Interpret graphic notation with an understanding of their qualities and capabilities. Learn about and explore techniques used in movie soundtracks. 	<ul style="list-style-type: none"> Devise, combine and structure rhythms through dance. Improvise descriptive music on instruments and other soundmakers. 	<ul style="list-style-type: none"> Improvise and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
C o m p o s i n g	<ul style="list-style-type: none"> Improvise music to respond to visual stimuli 	<ul style="list-style-type: none"> Invent and perform new rhythms to a steady beat. Create, play and combine simple word rhythms. Create a picture in sound. 	<ul style="list-style-type: none"> Compose music to illustrate a story. Perform and create simple three- and four-beat rhythms using a simple score. 	<ul style="list-style-type: none"> Select descriptive sounds to accompany a poem. Choose different timbres to make an accompaniment. Make choices about musical structure. Create and perform from a symbol score. Arrange an accompaniment with attention to balance and musical effect. Use a score and combine sounds to create different musical textures. 		<ul style="list-style-type: none"> Develop a structure for a vocal piece and create graphic scores. Use the musical dimensions to create and perform music for a movie. Evaluate and refine compositions with reference to the inter-related dimensions of music. Create sounds for a movie, following a timesheet. 	<ul style="list-style-type: none"> Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music. Compose music from a visual stimulus. Develop ability to write staff notation. 	<ul style="list-style-type: none"> Compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions

<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">L i s t e n i n g</p>	<ul style="list-style-type: none"> ● Recognise loud and quiet ● Recognise fast and slow 	<ul style="list-style-type: none"> ● Recognise and respond to changes in tempo in music. ● Identify changes in pitch and respond to them with movement. ● Understand how music can tell a story. ● Understand musical structure by listening and responding through movement. 	<ul style="list-style-type: none"> ● Match descriptive sounds to images. ● Listen to and repeat back rhythmic patterns on instruments and body percussion. 	<ul style="list-style-type: none"> ● Listen to and learn about Hindustani classical music. ● Learn how sounds are produced and how instruments are classified. ● Listen to and learn about traditional Chinese music. ● Listen to and learn about a Romantic piece of music. ● Listen to and learn about a medieval antiphon. ● Listen to, learn about, play and dance to Tudor dance music. 	<ul style="list-style-type: none"> ● Understand how rhythmic articulation affects musical phrasing. ● Explore the descriptive music of two famous composers of the 20th and 21st century. ● Copy rhythms and a short melody. ● Match short rhythmic phrases with rhythm notation. 	<ul style="list-style-type: none"> ● Hear and understand the features of the whole tone scale. ● Listen to and learn about modern classical/avant garde music (20th century). ● Learn about the music of an early Baroque opera. ● Demonstrate understanding of the effect of music in movies. 	<ul style="list-style-type: none"> ● Follow and interpret a complex graphic score for four instruments. ● Experience and understand the effect of changing harmony. ● Listen to and understand modulation in a musical bridge. 	<ul style="list-style-type: none"> ● Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. Listen with increasing discrimination to a wide range of music from great composers and musicians. ● Develop a deepening understanding of the music that they perform and to which they listen, and its history.
<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">A p p r a i s i n g</p>	<ul style="list-style-type: none"> ● identify different instrument playing. 	<ul style="list-style-type: none"> ● Identify a sequence of sounds (structure) in a piece of music. ● Listen in detail to a piece of orchestral music (e.g. identify instruments). ● Identify metre by recognising its pattern. ● Identify a repeated rhythm pattern. 	<ul style="list-style-type: none"> ● Identify ways of producing sounds (e.g. shake, strike, pluck). ● Identify rising and falling pitch. ● Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season). ● Use simple musical vocabulary to describe music. ● Listen, describe and respond to contemporary orchestral music. 	<ul style="list-style-type: none"> ● Identify the metre in a piece of music. ● Recognise rhythm patterns in staff notation. ● Recognise pitch shapes. 	<ul style="list-style-type: none"> ● Identify different instrument groups from a recording. ● Describe the structure of a piece of orchestral music. ● Compare and contrast the structure of two pieces of music. ● Identify the metre of a new song or piece. 	<ul style="list-style-type: none"> ● Listen to and analyse 19th century impressionist music using musical vocabulary. ● Compare and contrast two pieces of 19th century Romantic music. ● Identify changes in tempo and their effects. ● Evaluate and refine compositions with reference to the inter-related dimensions of music. ● Explore and analyse a song arrangement and its structure. ● Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time. 	<ul style="list-style-type: none"> ● Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music. ● Discuss the music of a composer with reference to a painting from the same period. 	