

Progression Document – Music

Early Years	KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6
Controlling Sounds through singing and playing (Play and Perform)								
Use voices in different ways	Use voices expressively	Use voices in different ways such as speaking, singing and chanting	Use voices expressively and creatively. To sing with the sense of shape of the melody	Sing songs in unison and two parts	To sing in unison, becoming aware of pitch.	To sing in unison maintaining the correct pitch and using increasing expression.	To sing in unison with clear diction, controlled pitch and sense of phrase.	To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase
Explore making and playing simple musical instruments using a range of materials including natural objects	Play tuned and un-tuned instruments	To create and choose sounds To perform simple rhythmical patterns, beginning to show an awareness of pulse.	To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse.	To play tuned and un-tuned instruments with control and accuracy	To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.	To play and perform with accuracy, fluency, control and expression

To watch, listen and join in with others performing	Rehearse and perform with others	To think about others when performing.	To practise, rehearse and present performances with an awareness of the audience	To think about others while performing.	To maintain my own part and be aware how the different parts fit together.	To think about the audience when performing and how to create a specific effect.		
Creating and developing musical ideas (Create and Compose)								
Experiment with sounds using man made and natural objects	Create musical patterns	To know about and experiment with sounds	Repeat short rhythmic and melodic patterns	Improvise, developing rhythmic and melodic material when performing	To create simple rhythmical patterns that use a small range of notes.	To create rhythmical and simple melodic patterns using an increased number of notes.	To create increasingly complicated rhythmic and melodic phrases within given structures.	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.
Explore how to make sounds change eg louder softer higher lower	Explore, choose and organise sounds and musical ideas	To recognise and explore how sounds can be organised, To identify and organise sounds using simple criteria e.g. loud, soft, high low.	To begin to explore and choose and order sounds using the inter-related dimensions of music	Explore, choose, combine and organise musical ideas with musical structures	To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.		
Responding and reviewing appraising skills								
Have freedom to respond and move to music	Explore and express ideas and feelings about music using movement, dance and expressive	To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc.	To respond to different moods in music and explain thinking about changes in sound.	Analyse and compare sounds Explore and explain ideas and feelings about music using	To explore and comment on the ways sounds can be used expressively.	To recognise and explore the ways sounds can be combined and used expressively	To describe, compare and evaluate different types of music beginning to use musical words.	To describe, compare and evaluate different types of music using a range of musical

	and musical language.			movement, dance and expressive and musical language.		and comment on this effect.		vocabulary including the inter-related dimensions of music*.
Watch and listen to how others respond to music	To make improvements to my own work	To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder.	To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.	To reflect on and improve own and others work in relation to its intended effect	To comment on the effectiveness of own work, identifying and making improvements.	To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.	To comment on the success of own and others work, suggesting improvements based on intended outcomes.	To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.
Listening and applying knowledge and understanding								
Learn a song and/or rhyme with others	To listen with concentration and recall sounds within increasing aural memory.	To begin to identify simple repeated patterns and follow basic musical instructions.	To identify and recognise repeated patterns and follow a wider range of musical instructions To listen with attention to detail and to internalise and recall sounds	To listen with attention to detail and to internalise and recall sounds.	To listen with attention and begin to recall sounds.	To listen to and recall patterns of sounds with increasing accuracy.	To listen to and recall a range of sounds and patterns of sounds confidently.	To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
Listen to songs/music of different	To know how the combined musical elements of pitch,	To begin to understand that musical elements can be used to create	To understand how musical elements create different moods and effects.	To know how the combined musical elements of pitch,	To begin to understand how different musical elements are	To understand how different musical elements are	To begin to identify the relationship between sounds and	To identify and explore the relationship between

genres and moods	duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures.	different moods and effects.		duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.	combined and used to create an effect.	combined and used expressively.	how music can reflect different meanings.	sounds and how music can reflect different meanings.
Watch someone write music Then have manuscript paper available for child initiated activities	To understand that sounds can be made in different ways and described using given and invented signs and symbols.	To begin to represent sounds with simple sounds including shapes and marks.	To confidently represent sounds with a range of symbols, shapes or marks.	To know that music is produced in different ways and described through relevant established and invented notations.	To begin to recognise simple notations to represent music, including pitch and volume.	To understand and begin to use established and invented musical notations to represent music.	To recognise and use a range of musical notations including staff notation.	To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.
To listen to music and discuss what they hear	To know how music is used for particular purposes	To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.	To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g.	To understand how time and place can influence the way music is created.	To listen to and begin to respond to music drawn from different traditions and great composers	To listen to, understand a wide range of high quality live and recorded music drawn from different traditions,	To listen to a range of high quality, live and recorded music from different traditions, composers and	To develop an understanding of the history of music from different, cultures, traditions, composers and

			It's quiet and smooth so it would be good for a lullaby.		and musicians.	great composers and musicians.	musicians and begin to discuss their differences and how music may have changed over time.	musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.
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Working at Greater Depth			
	Performing	Composing	Appraising
Foundation	Can they perform a rhythm?	Can they begin to sequence sounds to create a rhythm or beat? Can they repeat (short rhythmic and melodic) patterns? Can they begin to read pictorial representations of music? (e.g. colour coded bells, music story maps)	Can they identify reasons why they like some music more than others?
Year 1	Can they perform a rhythm to a steady pulse? Can they repeat (short rhythmic and melodic) patterns?	Can they give a reason for choosing an instrument? Can they identify what different sounds could represent and give a reason why?	Can they identify texture - listening for whether there is more than one sound at the same time? Can they identify musical structure in a piece of music (verse, chorus etc.)?
Year 2	Can they understand the importance of a warm up? Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse?	Can they use simple structures (e.g. repetition and order) in a piece of music? Do they know that phrases are where we breathe in a song?	Can they tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect?

Year 3	Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?	Can they create accompaniments for melodies? Can they compose a simple piece of music that they can recall to use again? Do they understand metre in 4 beats; then 3 beats?	Can they recognise changes in sounds that move incrementally and more dramatically? Can they compare repetition, contrast and variation within a piece of music?
Year 4	Can they use selected pitches simultaneously to produce simple harmony?	Can they explore and use sets of pitches, e.g. 4 or 5 note scales? Can they show how they can use dynamics to provide contrast?	Can they identify how a change in timbre can change the effect of a piece of music?
Year 5	Can they use pitches simultaneously to produce harmony by building up simple chords? Can they explain how tempo changes the character of music?	Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?	Can they identify where a gradual change in dynamics has helped to shape a phrase of music? Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?
Year 6	Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?	Can they show how a small change of tempo can make a piece of music more effective? Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?	Can they appraise the introductions, interludes and endings for songs and compositions they have created?

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239037/PRIMARY_national_curriculum_-_Music.pdf

Keywords			
A capella	Without accompaniment from musical instruments	bridge/middle 8	Contrasting section which leads back to main material

appraising	Listening carefully	chord	More than one note played at the same time
arrangement	How voices and instruments are used in a song where they occur within the song.	chorus	A repeated section in a song which gives the main message.
back beat	Beats 2 and 4 in a drum-line or if we are clapping along with the music.	coda	Short section which brings the song or piece to an end
backing	The accompaniment to a song	cover	A version of a song performed by someone other than the original artist that might sound a bit – or very – different
balance	The level of volume at which players sing or play; if the balance is good then everyone can be heard	composing	Creating and developing musical ideas and 'fixing' these
band	Playing/singing/performing together	dynamics	How loud or quiet the music is.
ensemble	word used to describe playing/singing/performing together.	harmony	Different notes, sung or played at the same time, to produce chords.
hook	A term used in pop music to describe a short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we remember	improvise	To make up a tune and play it on the spot; there is an assumption that it can never be recreated
introduction	Music heard at the beginning of a song or piece of music	bridge	a section of music that can take us from a verse to a chorus, just as a bridge over a river takes us from one place to another.
lyrics	The words of a song. melody Another name for a tune.	notation	Ways to visually represent music
original	The first ever version of a song.	ostinato	A short repeated pattern
pentatonic scale	A fixed five-note pattern eg the five black keys on a piano.	performing	Singing and playing instruments.
Pre-chorus	A short section in a song, before the chorus	pitch	The range of high and low sounds
Pulse/beat	The heartbeat or steady beat of a song/piece of music	rhythm	The combination of long and short sounds to make patterns

riff	A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone	solo	An Italian word used to describe playing/singing/performing on our own
structure/form/shape	How the sections (verses and choruses etc) of a song are ordered to make the whole piece	texture	Layers of sound in music.
tempo	An Italian word used to describe how fast/slow the music goes	timbre	The quality and character of the sound
verse	A section in a song which has the same tune but different words		