

Music Progression



	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing	<p>ELG: Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and...try to move in time with music.</p>	<p>NC: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.</p>		<p>NC: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>			
	<p>Sing a range of well-known nursery rhymes and songs;</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p>	<p>Use voices in different ways such as speaking, singing and chanting.(P)</p> <p>Explore vocal sounds (P)</p>	<p>Sing expressively; accurately following the melody. (P)</p> <p>Imitate changes in pitch timbre and dynamics with voice. (P)</p>	<p>Sing expressively and tunefully within an ensemble. (P)</p> <p>Sing accurately, with good diction. (P)</p> <p>Confidently hold a vocal part within a round.(P)</p>	<p>Sing expressively and tunefully, showing greater vocal control (volume, breath, tone, diction)(P)</p> <p>Perform songs in 4/4 2/4 and 6/8 time signatures---show the pulse in different ways. (P/D)</p>	<p>Sing expressively, creatively and tunefully, showing greater vocal control (volume, breath, tone and an awareness of style). (P)</p> <p>Perform songs in 4/4 2/4 6/8 and ¾ time signatures---show the pulse in different ways P/D)</p>	<p>Sing expressively, creatively and tunefully, showing greater vocal control (volume, breath, tone and an awareness of style) within an ensemble or solo (P)</p> <p>Sing confidently and accurately in two or more parts, keeping the pulse and maintaining Pitch (P)</p>

	<p>Play instruments with increasing control to express their feelings and ideas</p>	<p>Hold and play a selection of instruments correctly Eg claves, triangle, guiro, castanets, (P)</p>	<p>Hold and play a wider selection of instruments correctly and with control.(P)</p>	<p>Play a range of tuned and untuned instruments using growing technique (using correct amount of breath for the recorder, striking bars of a glockenspiel in the centre etc) (P)</p>	<p>Play notes on an instrument with improving technique.(P)</p>	<p>Play notes on an instrument with improving technique and clarity of tone (using correct amount of breath for higher and lower notes on the recorder)(P)(P0)</p>	<p>Select and use an appropriate technique to reflect the style and mood of the music-eg choice of beaters, legato or staccato(P)</p>
	<p>Explore and engage in music making and dance, performing solo or in groups</p>	<p>Maintain a steady beat throughout a well-known piece of music or song (P)</p> <p>Make and control long and short sounds, using voice and instruments.(P)</p> <p>Copy and create rhythms using body percussion and untuned percussion.(P)</p>	<p>Maintain a rhythmic pattern against a steady beat using body percussion or untuned percussion. (P)</p>	<p>Maintain a 4-beat rhythmic pattern against other 4-beat patterns. (P)</p> <p>Sustain a drone or a rhythmic ostinato to accompany singing(P)</p> <p>Improvise a melodic pattern using the pentatonic scale (P)</p>	<p>Accurately sustain a drone or a rhythmic ostinato to accompany singing. (P)</p>	<p>Sustain a drone or a melodic ostinato to accompany singing(P)</p> <p>Play a simple melody or accompaniment on an instrument with greater awareness of others and with control and expression(P)</p>	<p>Sustain a drone, melodic ostinato or simple chords to accompany singing.(P)</p> <p>Improvise a melodic line within a piece using a given selection of notes based on a range of scales) (P)</p> <p>Play with sensitivity, reflecting the style and mood of the music. (T)</p> <p>Confidently perform solos or as part of an ensemble (P)</p>
	<p>Follow instructions, including hand signals, showing when to sing or play an instrument.(P)</p>	<p>Follow instructions, including hand signals, on how and when to sing or play an instrument(P)</p>	<p>Perform in ensembles, with control and awareness of others (P/T)</p>	<p>Conduct a small ensemble, ensuring the group starts and stops at the same</p>	<p>Conduct a small ensemble, ensuring the group starts and stops at the same time, indicating dynamics,</p>	<p>Conduct a small ensemble, ensuring the group starts and stops at the same time, indicating</p>	

					time, indicating dynamics and pulse.(P)	pulse and changes in tempo.(P)	changing dynamics, pulse and tempo.(P)
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Composing		<i>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</i>	<i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i>				
	<p>Create their own songs, or improvise a song around one they know.</p> <p>Create collaboratively</p>	<p>Choose and create sound effects for a story or song from a limited selection of percussion instruments and vocal sounds</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>Use digital technologies to explore and arrange sounds in different ways.</p>	<p>Experiment with, create, select and combine sounds using the interrelated dimensions of music to create a desired effect eg a stormy sea, a moonscape</p> <p>Improvise short, musical patterns using voice, body percussion and percussion instruments.</p> <p>Plan and perform a sequence of long and short sounds that reflect the rhythm of the words.</p>	<p>Use sound to create abstract effects</p> <p>Compose and perform melodic motifs and patterns.</p> <p>Use gesture and body percussion to support a composition.</p> <p>Create repeated patterns with a wide range of instruments.</p> <p>Compose music for different occasions— eg a fanfare</p>	<p>Thoughtfully select elements for a piece in order to gain a defined effect</p> <p>Compose music that has a recognisable structure.</p> <p>Create a drone or rhythmic ostinato to accompany a song</p> <p>Compose music for different occasions using appropriate musical devices eg to accompany a story or picture.</p>	<p>Choose, order, combine and control sounds to create an effect</p> <p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Improvise and record melodic patterns using a given range of notes.</p> <p>Write new lyrics to fit a particular well-known rhythm.</p> <p>Compose music for different occasions using appropriate musical devices and notations, showing variation in timbre and dynamics.</p> <p>Use digital technologies to compose pieces of music.</p>	<p>Combine a variety of musical devices, including melody, rhythm, structure and root position chords.</p> <p>Explore a range of melodic frameworks for improvisation and composition--eg Blues scale, RAGA, root position triads, major and minor scales.</p> <p>Create a drone or a melodic ostinato to accompany singing</p> <p>Compose music for different occasions using appropriate musical devices and notations</p>

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		Make choices by using a rapidly widening repertoire to create original, imaginative, composing and performance work.	Make choices by using a rapidly widening repertoire to create original, imaginative, composing and performance work.	Make informed choices by using a rapidly widening repertoire to create original, imaginative and distinctive composing and performance work.	Make informed choices by using a rapidly widening repertoire to create original, imaginative and distinctive composing and performance work.	Make informed and deeply musical choices by using a rapidly widening repertoire to create original, imaginative, fluent and distinctive composing and performance work.	Make informed and deeply musical choices by using a rapidly widening repertoire to create original, imaginative, fluent and distinctive composing and performance work.
				<i>use and understand staff and other musical notations</i>			

Transcribing	Begin to use non - standard symbols to represent vocal sounds	Devise nonstandard symbols to represent vocal sounds (indicating when to play and rest). (D)	Devise nonstandard symbols within a graphic score, to indicate when and how to play a short piece of music. (D)	Use symbols to represent a composition and use them to help with a performance. (D)	Recognise and scribe the notes EGBDF and FACE on the musical staff (D)	Devise non-standard symbols within a graphic score, to indicate timbre. Texture and structure.	Understand the purpose of the treble and bass clefs.(D)
			Produce graphic pitch patterns to indicate changes in pitch within a simple, familiar melody (D)	Recognise the notes EGBDF and FACE on the treble clef musical staff (D)	Recognise the symbols for a minim, crotchet , quaver and semibreve and say how many beats they represent (D)	Write a simple melody in steps or leaps using the treble clef staff. (D)	Understand and use the # (sharp) and b (flat) symbols. (D)
			Begin to recognise crotchet and quaver rhythms. (D)		Recognise the symbols for a minim, crotchet, quaver and semibreve and say how many beats they represent. (D)	Use the standard musical notation of crotchet, minim, quaver and semibreve to indicate how many beats to play. (D)	Use and understand simple time signatures.(D)

			Arrange crotchet and quavers to represent the rhythm of a word or phrase.(D)	Write simple rhythms using crotchet, quaver and minim note values and rests. (D)	Write rhythms using crotchet, quaver, minim and semibreve note values and rests(D).		
Evaluating		<i>Listen with concentration and understanding to a range of high quality live and recorded music</i>		<i>Listen with attention to detail and recall sounds with increasing aural memory 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.</i>			
	Listen attentively, move to and talk about music, expressing	Say what they like or dislike about a piece of music. (D/T)	Compare and express preferences about two contrasting pieces of music.(D/T)	Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music (including live and recorded music).. (D/T)	Evaluate music using musical vocabulary to identify areas of likes and dislikes (D/T)(including live	Choose from a wide range of musical vocabulary to accurately describe and appraise music (including live and	Describe how lyrics often reflect the cultural and historical context of music and have social meaning. (D)

	<p>their thoughts, feelings and responses (T)</p>	<p>Describe the mood of a piece of music. (T)</p> <p>Suggest improvements to their own and others' work (D/T)</p>	<p>Identify the pulse of a tune or song (including live and recorded music). (D)</p> <p>Identify a limited range of instruments within a piece of music. (D)</p> <p>Recognise changes in dynamics, pitch and tempo (D)</p> <p>Suggest improvements to their own work and the work of others.(D/T/P)</p>	<p>Identify a wider range of instruments within a piece of music. (D)</p> <p>Make improvements to their own work, commenting on the intended effect. (D/T/P)</p>	<p>and recorded music)..</p> <p>Understand layers of sounds and discuss their effect on mood and feelings.(D)</p> <p>Follow the structure of a simple piece of music on a music map. (P)</p> <p>Suggest improvements to their own and others' work, commenting on how intentions have been achieved. (D/T/P)</p>	<p>recorded music). including: pitch, dynamics , tempo, timbre, texture, lyrics and melody, solo, rounds, structure (D)</p> <p>Identify a range of instruments within a piece of music. (D)</p> <p>Refine and improve their work. (D/T/P)</p>	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music (including live and recorded music). including: pitch, dynamics , tempo, timbre, texture, lyrics and melody, solo, rounds, structure (D)</p> <p>Evaluate how venue, occasion and purpose affect the way music (including live and recorded music) is created, performed and heard. . (D/T)</p> <p>Refine and improve their work. (D/T/P)</p>
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Cultural	Lullabies from around the world.	Traditional Chinese Music/instruments	African Call and response songs—A Keelie, Si si si Traditional Songs from around the world	First Nations' music of Australia Chinese traditional music	West African Djembe drumming African songs-- Halima Pakashalo Oleo	Samba/Calypso	Indian RAGA/tabla classical music
Traditional / historical	Traditional nursery rhymes and songs	Sea Shanties	British folksongs	Marches/Fanfares	Tudor dance music Greensleeves	Victorian music hall songs	WWII Songs--- Vera Lynn/Glenn Miller BigBands/swing style Gospel/Blues music
Music that tells a story	Rimsky Korsakov--- <i>Flight of the Bumble Bee</i>	Delibes— <i>Coppelia</i> (extracts)	Prokofiev-- <i>Peter and the Wolf</i>	Villa Lobos-- <i>Little Train of Caipira</i>	Humperdinck— <i>Hansel and Gretel</i>	G&S- <i>Pirates of Penzance</i>	Grieg--- <i>Peer Gynt</i>
Great composers	Saint Saens--- <i>Aquarium</i>	Saint-Saens <i>Carnival of the animals</i>		Saint-Saens--- <i>Fossils, Kangaroos</i>		Waltz and polka Strauss	

			Mozart –Horn <i>concerto</i> Holst-- <i>The</i> <i>Planets</i> Britten: <i>Storm</i> <i>Interlude</i>	Holst--- <i>Planets</i> Britten : <i>Storm</i> <i>Interlude</i>	Mozart--- <i>The</i> <i>Magic Flute</i> <i>(extracts)</i>		
Living Composers		Pascal Ayerbe (b.1976-----) <i>Toy</i> <i>Music</i>	Hans Zimmer (b.b1957-----)- <i>Earth</i>	Anna Meredith (b.1978--) <i>Connect It</i> Steve Reich (b.1936-----) <i>Piece for 18</i> <i>musicians</i>		David Arkenstone (b.1952-----) <i>Path of the</i> <i>Jaguar</i>	John Adams- (b.1947---)- <i>Short Ride in a</i> <i>fast machine</i>
Other				Leroy Anderson--- <i>The</i> <i>syncopated</i> <i>clock.</i> .			Delia Derbyshire--- <i>Dr Who theme</i> Florence Price- - <i>Symphony No</i> <i>1</i>