Music Progression

	Year 1	Year 2
Musicianship	● Recognise and name at least 5 common classroom percussion instruments (list A) and 5 common instruments from familiar cultural traditions by sight and sound ● Walk, move or clap to a steady beat/pulse, with support from a leader ● Respond physically to changes in tempo ● Copy short rhythm patterns led by the teacher using body percussion and instruments ● Respond physically to changes in pitch ● Respond physically to obvious changes in dynamics ● Use adjectives to describe different timbres ● Match contrasting music or sounds to an appropriate subject/mood/object ie. gentle triangle/glockenspiel = fairy, loud, low drum = giant	● Recognise and name at least 5 common classroom percussion instruments (list A) and 8 common instruments from familiar cultural traditions by sight and sound ● Walk, move or clap to the beat/pulse of music from different tempi, with growing independence ● Respond physically to changes in tempo ● **Respond physically to the metre** of music (pulse pattern) including music with 2,3 & 4 beats in a bar ● Copy short rhythm patterns led by the teacher using body percussion and instruments ● Respond physically to changes in pitch ● Respond physically to more subtle changes in dynamics ● Use adjectives to describe different timbres ● Match contrasting music or sounds to an appropriate subject/mood/object ie. gentle triangle/glockenspiel = fairy, loud, low drum = giant ● Begin to **identify the difference between pulse & rhythm** ● **Identify rhythmic durations & patterns** of one or two sounds per beat (i.e. crotchets/paired quavers) using appropriate rhythm names from an established musical pedagogy (eg. Dalcroze/Kodaly)
Performing (Instrumental and Singing)	● Explore a range of instrumental & vocal timbres & dynamics ● Keep in time with the pulse, with support when performing ● Play short (1 bar), repeating rhythm patterns (ostinato) based on word rhythms, whilst keeping in time with a steady beat ● Copy short, simple pitch patterns on tuned instruments ● Maintain good posture whilst singing ● Sing simple songs, chants and rhymes with a limited pitch range ● Sing loudly and softly, with a pleasing tone (singing vs speaking/shouting voice) ● Copy simple pitch patterns accurately (so-mi-la) ● Respond to simple visual directions (eg. stop, start, loud, quiet) ● Begin to internalise pulse & melody by using the 'thinking' voice when singing songs	● Explore instrumental & vocal timbre & dynamics, recognising how sounds can be changed ● Keep in time with the pulse, with support, when performing ● Play longer (2 bars), repeating rhythm patterns (ostinato), whilst keeping in time with a steady beat ● Copy short, simple pitch patterns on tuned instruments ● Maintain an appropriate dynamic level when performing ● Maintain good posture whilst singing ● Sing simple songs, chants and rhymes with a limited pitch range ● Sing loudly and softly, with a pleasing tone (singing vs speaking/shouting voice) ● Copy simple pitch patterns accurately (so-mi-la) ● Respond to simple visual directions (eg. stop, start, loud, quiet) ● Begin to internalise pulse & melody by using the 'thinking' voice when singing songs ● **Sing short phrases independently within a singing game or song**

Music Progression

Improvising and Composing	• Experiment with different ways to make sound (i.e. body, voice & instruments) • Improvise simple vocal chants or rhythmic phrases, using a question & answer structure (led by teacher) • Create musical sound effects and short sequences of sound in response to a non- musical stimulus (i.e. an event – rainstorm, a place – the seaside, text – poem/song lyrics/story) under the direction of a teacher • Create simple rhythm patterns, using words as a starting point • Create simple pitch patterns • Explore percussion sounds to enhance songs & storytelling • Use music technology, (where available) to capture, change & combine sounds	• Experiment with different ways to make sound (i.e. body, voice & instruments) • Work with a partner to improvise simple question & answer phrases (using voices & instruments) • Create musical sound effects and short sequences of sound in response to a non- musical stimulus (i.e. an event – rainstorm, a place – the seaside, text – poem/song lyrics/story • Create rhythms using words, phrases or movement as a starting point • Create simple pitch patterns • Combine and order sounds using a given structure • Use music technology, (where available) to capture, change & combine sounds
Notation	• Follow graphic notations & symbols, moving eyes from left to right, when listening & performing	• Read, clap & move rhythm patterns represented by stick notation, including crotchets (ta), paired quavers (ti-ti) and crotchet (ta) rests. • Using a simplified version of a stave (1 line) to read simple melodies with 2 or 3 different pitches • Follow graphic notations to guide singing and playing

	Year 3	**Year 4**
Musicianship	• Start to develop an understanding of the **cultural & historical context** of the music they listen to • **Describe how the interrelated dimensions of music can be used to create different moods and efcts** • Express their own opinion about the music that they listen to, using musical vocabulary • Identify simple structures used to shape songs and instrumental music • Walk, move or clap to a steady and changing beat/pulse • Respond physically to the metre of music (pulse pattern) including music with 2,3 & 4 beats in a bar • **Identify at least 2 of the orchestral instrumental families** by sight and sound, correctly naming at least 3 instruments in each family	• Continue to develop an understanding of the cultural & historical context of the music they listen to • **Identify some common stylistic features of music from different genres** • Describe how the interrelated dimensions of music can be used to create different moods and effects • Express their own opinion about the music that they listen to, using musical vocabulary • Identify simple structures used to shape songs and instrumental music • Walk, move or clap to a steady and changing beat/pulse • Identify all of the orchestral instrumental families by sight and sound, correctly naming at least 5 instruments in each family

Music Progression

	• Continue to respond physically to changes in the inter-related dimensions of music, including texture & structure • Understand the difference between pulse & rhythm • Identify rhythmic durations & patterns of one or two sounds per beat and two and three beats long (i.e. crotchets/paired quavers/minims/dotted minims) using appropriate rhythm names from an established musical pedagogy (eg. Dalcroze/Kodaly)	• Continue to respond physically to changes in the inter-related dimensions of music, including texture • Understand the difference between pulse & rhythm • Identify rhythmic durations & patterns of one or two sounds per beat and two and three beats long (i.e. crotchets/paired quavers/minims) using appropriate rhythm names from a musical pedagogy (Dalcroze/Kodaly) • Respond physically to the metre of music (pulse pattern) including music with simple & compound time signatures (4/4 & 6/8)
Performing (Instrumental and Singing)	• Change tempo, whilst performing • Play simple rhythmic ostinato parts on percussion instruments to accompany music and songs • Learn & perform simple melodies by ear on tuned instruments • Perform sudden and gradual dynamics changes when singing and playing instruments • Rehearse & perform with others, showing a growing awareness of different musical roles (conductor, performer, audience, ensemble) • Sing a widening range of unison songs of varying styles & structures, tunefully & with expression • Maintain good posture whilst singing • Breath correctly and control the outward breath • Perform actions & body percussion confidently and in time to a range of action songs • Experience singing canons, simple rounds and other partner songs • Show control of dynamics and tempo when singing	• Change tempo, whilst performing • Maintain an independent instrumental part, when playing in 2 or more parts • Copy simple melodic patterns by ear, on a tuned instrument, using a wider range of notes (3-5) • Play & perform in solo & ensemble contexts, demonstrating increasing accuracy, fluency, control & expression • Follow and lead performance directions accurately • Continue to sing a broad range of unison songs within an appropriate vocal range with clear diction, expression, mostly accurate tuning & control of breathing • Maintain good posture whilst singing • Sing canons, simple rounds and other partner songs with increasing accuracy & control • Show control of dynamics and tempo when singing
Improvising and Composing	• Improvise short melodies (using voices & instruments) using a given pitch range (2-3 pitches) • Compose simple rhythm patterns to accompany songs using body & untuned percussion • Structure musical ideas to create music that has a beginning, middle & end • Compose music in response to a range of stimuli (musical & non-musical) • Compose melodies by ear (using voices & instruments) using a given pitch range (i.e. pentatonic) • Create a multi-layered composition (2-3 layers) in a given style • Use music technology, (where available) to capture, change & combine sounds	• Become increasingly skilled in improvising melodies (using voices & instruments) within a given note range • Compose layers of rhythm (ostinato phrases) • Compose music in response to a range of stimuli (musical and non-musical) • Compose melodies by ear (using voices & instruments) using a given pitch range (i.e. pentatonic) • Create a multi-layered composition (up to 4 layers) in a given style, with a clear structure • Use music technology, (where available) to capture, change & combine sounds

Music Progression

Notation	• Read, clap, move & play rhythm patterns represented by stick notation, including crotchet notes & rests (ta), paired quavers (ti-ti), minims (to-o) and dotted minims (to-o-o) • Respond to expressive performance directions (dynamics) when playing or singing • Perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups. • Notate own compositions by combining known rhythmic notation & letter names, within a given pitch range • Follow graphic notations to guide singing and playing • Create graphic notation to represent two or more layers of sound	• Read & play rhythm patterns represented by stick notation, including crotchet notes & rests (ta), paired quavers (ti-ti),minims and dotted minims (to-o-o) • Respond to expressive performance directions (dynamics) when playing • Perform melodies with greater fluency following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups • Notate compositions by combining known rhythmic notation & letter names, within a given pitch range • Follow graphic notations to guide singing and playing • Create graphic notation to represent two or more layers of sound

	Year 5	**Year 6**
Musicianship	• Continue to develop an understanding of the cultural & historical context of the music they listen to • Confidently describe how the interrelated dimensions of music can be used to create different moods and effects • **Discuss music from different eras/cultures/genres in context, identifying how they have influenced each other** • Identify a growing number of instruments by sight and sound, including electronic instruments such as keyboards & synthesizers • Continue to respond physically to changes in the inter-related dimensions of music • Respond to the metre of music (pulse pattern) including music with irregular (as well as regular) time signatures eg. 5 or 7 beats in a bar • Identify rhythmic durations & patterns of 1,2,3 or 4 sounds per beat and sounds which are 1-4 beats long, using appropriate rhythm names from a musical pedagogy (Dalcroze/Kodaly) • Identify whether a piece of music is in a major or minor key	• *Continue to develop an understanding of the cultural & historical context of the music they listen to* • *Confidently describe how the interrelated dimensions of music can be used to create different moods and effects* • ***Discuss music from different eras/cultures/genres in context, identifying how they have influenced each other*** • *Identify a growing number of instruments by sight and sound, including electronic instruments such as keyboards & synthesizers* • *Continue to respond physically to changes in the inter-related dimensions of music* • *Respond to the metre of music (pulse pattern) including music with irregular (as well as regular) time signatures eg. 5 or 7 beats in a bar* • *Identify rhythmic durations & patterns of 1,2,3 or 4 sounds per beat and sounds which are 1-4 beats long, using appropriate rhythm names from a musical pedagogy (Dalcroze/Kodaly)* • *Identify whether a piece of music is in a major or minor key*
Performing (Instrumental and Singing)	• Play, sing or chant a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse.	• *Play, sing or chant a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse.*

Music Progression

	• Perform with a developing sense of ensemble, adjusting dynamics to create the desired balance • Maintain a syncopated rhythmic part against the beat • Copy longer melodic phrases by ear on tuned instruments • Play & perform melodic parts on instruments with developing fluency and control • Understand how major and minor triads are formed and play them collaboratively on tuned percussion, keyboards or within music software to accompany familiar songs • Play & perform in solo & ensemble contexts, demonstrating increasing accuracy, fluency, control & expression • Conform to the etiquette of performance situations as a musician and as an audience member • Maintain good posture whilst singing • Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing & phrasing, communicating an awareness of style • Sing three & four part rounds and simple harmony lines, showing an awareness of how the parts fit together • Refine use of dynamics, tempo & articulation when singing	• *Perform with a developing sense of ensemble, adjusting dynamics to create the desired balance* • *Maintain a syncopated rhythmic part against the beat* • *Copy longer melodic phrases by ear on tuned instruments* • *Play & perform melodic parts on instruments with developing fluency and control* • *Understand how major and minor triads are formed and play them collaboratively on tuned percussion, keyboards or within music software to accompany familiar songs* • *Play & perform in solo & ensemble contexts, demonstrating increasing accuracy, fluency, control & expression* • *Conform to the etiquette of performance situations as a musician and as an audience member* • *Maintain good posture whilst singing* • *Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing & phrasing, communicating an awareness of style* • *Sing three & four part rounds and simple harmony lines, showing an awareness of how the parts fit together* • *Refine use of dynamics, tempo & articulation when singing*
Improvising and Composing	• Improvise freely and coherently within a given style and pitch range, using voice & instruments • Compose music for a range of purposes, confidently & effectively, being conscious of how they can use the inter-related dimensions of music to create specific effects, moods, atmospheres & ideas • Compose extended melodies by ear (using voices & instruments) using a given pitch range (i.e. pentatonic) • Create a multi-layered composition (at least 4 layers) in a given style, with a clear structure • Explore & develop musical ideas using music technology (where appropriate) • Suggest & demonstrate improvements to their own & others work using musical vocabulary	• *Improvise freely and coherently within a given style and pitch range, using voice & instruments* • *Compose music for a range of purposes, confidently & effectively, being conscious of how they can use the inter-related dimensions of music to create specific effects, moods, atmospheres & ideas* • *Compose extended melodies by ear (using voices & instruments) using a given pitch range (i.e. pentatonic)* • *Create a multi-layered composition (at least 4 layers) in a given style, with a clear structure* • *Explore & develop musical ideas using music technology (where appropriate)* • *Suggest & demonstrate improvements to their own & others work using musical vocabulary*
Notation	• Read & play rhythm patterns represented by stick notation, including crotchet notes & rests (ta), paired quavers (ti-ti),minims and dotted minims (to-o-o) • Respond to expressive performance directions (dynamics) when playing	• *Read & play rhythm patterns represented by stick notation, including crotchet notes & rests (ta), paired quavers (ti-ti),minims and dotted minims (to-o-o)* • *Respond to expressive performance directions (dynamics) when playing*

Music Progression

	• Perform melodies with greater fluency following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups • Notate compositions by combining known rhythmic notation & letter names, within a given pitch range • Follow graphic notations to guide singing and playing • Create graphic notation to represent two or more layers of sound	• *Perform melodies with greater fluency following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups* • *Notate compositions by combining known rhythmic notation & letter names, within a given pitch range* • *Follow graphic notations to guide singing and playing* • *Create graphic notation to represent two or more layers of sound*