



Music

PROGRESSION DOCUMENT

Subject Lead: A Finch

EYFS

End of Reception Expectations

By the end of Early Years, children should be able to;

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Nursery

- Begins to listen with increased attention to different sounds
- Begins to explore instruments
- Join in singing familiar songs
- Explores instruments discussing their different sounds and tapping a pulse
- Recognises change in pitch and tone and the melody of a song
- Play instruments to express feelings and ideas

Reception

- Listen attentively to music
- Begin to sing in a group
- Move in time to music and talk about it
- Sing songs matching pitch and melody
- Explores and engages in music making
- Perform music and songs alongside peers

| | KS1 | LKS2 | UKS2 | | | |
|-------------------|--|---|---|---|---|--|
| Performing | <p>KS1 Music National Curriculum</p> <p>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Children can:</p> <ul style="list-style-type: none"> • sing with good diction; • begin to be able to sing in tune songs with a limited range; • sing in time to a steady beat. <p>KS1 Music National Curriculum</p> <p>Pupils should be taught to play tuned and untuned instruments musically.</p> <p>Children can:</p> <ul style="list-style-type: none"> • name a variety of instruments; • perform with a good sense of beat and rhythm; • perform together in an ensemble; • change the tempo or dynamics while playing an instrument. | <p>KS2 Music National Curriculum</p> <p>Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Children can:</p> <ul style="list-style-type: none"> • sing with good diction; • sing in tune songs with a limited range; • sing a song with two or more parts; • perform with expression; • use correct technique to play instruments. | <p>KS2 Music National Curriculum</p> <p>Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Children can:</p> <ul style="list-style-type: none"> • sing with good diction; • sing in tune; • sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch; • perform with accuracy and expression, showing an understanding of the context of the music; • use correct technique to play instruments with improved confidence and accuracy. | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | <p>To use their voices to speak/sing/chant</p> <p>To join in with singing</p> <p>To use instruments to perform</p> <p>To look at their audience when they are performing</p> <p>To clap short rhythmic patterns</p> <p>To copy sounds</p> | <p>To sing and follow the melody (tune)</p> <p>To sing accurately at a given pitch</p> <p>To perform simple patterns and accompaniments keeping a steady pulse</p> <p>To perform with others</p> <p>To play simple rhythmic patterns on an instrument</p> <p>To sing/ clap a pulse increasing or decreasing in tempo</p> | <p>To sing in tune with expression</p> <p>To control their voice when singing</p> <p>To play clear notes on instruments</p> | <p>To perform a simple part rhythmically</p> <p>To sing songs from memory with accurate pitch</p> <p>To improvise using repeated patterns</p> | <p>To breathe in the correct place when singing</p> <p>To maintain their part whilst others are performing their part</p> <p>To perform 'by ear' and from simple notations</p> <p>To improvise within a group using melodic and rhythmic phrases</p> <p>To recognise and use basic structural forms e.g. rounds, variations, rondo form</p> | <p>To sing a harmony part confidently and accurately</p> <p>To perform parts from memory</p> <p>To perform using notations</p> <p>To take the lead in a performance</p> <p>To take on a solo part</p> <p>To provide rhythmic support</p> |

Listen & Appraise

KS1 Music National Curriculum

Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.

Children can:

- begin to recognise different genres of music;
- begin to recognise instruments being played in a piece of music;
- express their opinion about pieces of music.

KS2 Music National Curriculum

Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.

Children can:

- find the beat in a piece of music;
- explain the tempo, dynamics and duration of a piece of music;
- begin to recognise some orchestral instruments in a piece of music.

KS2 Music National Curriculum

Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Children can:

- recognise a range of music genres;
- recognise instruments being played in a piece of music;
- express their opinion about pieces of music using appropriate musical vocabulary;
- discuss similarities and differences in pieces of music.

KS2 Music National Curriculum

Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.

Children can:

- find the beat in a piece of music;
- explain the tempo, dynamics, metre, timbre and duration of a piece of music;
- recognise orchestral instruments and describe their effect in a piece of music.

KS2 Music National Curriculum

Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Children can:

- recognise a range of music genres (including from around the world) and describe their characteristics;
- name a variety of composers and artists associated with different genres of music;
- recognise instruments being played in a piece of music;
- express their opinion about pieces of music using appropriate musical vocabulary;
- discuss similarities and differences in pieces of music and explain how composers and performers achieve this..

Year 1

To respond to different moods in music
 To say how a piece of music makes them feel
 To say whether they like or dislike a piece of music
 To choose sounds to represent different things
 To follow instructions about when to play or sing

Year 2

To recognise repeated patterns
 To improve their own work
 To listen out for particular things when listening to music

Year 3

To improve their work explaining how it has improved
 To use musical words (the elements of music) to describe a piece of music and compositions
 To use musical words to describe what they like and dislike
 To recognise the work of at least one famous composer

Year 4

To explain the place of silence and say what effect it has
 To start to identify the character of a piece of music
 To describe and identify the different purposes of music
 To be able to identify with the style of work of Beethoven, Mozart and Elgar

Year 5

To describe, compare and evaluate music using musical vocabulary
 To explain why they think their music is successful or unsuccessful
 To suggest improvements to their own or others' work
 To choose the most appropriate tempo for a piece of music

Year 6

To be able to refine and improve their work
 To be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created
 To be able to analyse features within different pieces of music
 To be able to compare and contrast the impact that different composers from

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| | | | | | To contrast the work of famous composers and show preferences | different times will have had on the people of the time. |
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Composing

KS1 Music National Curriculum

Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.

Children can:

- compose a simple tune using three or four notes;
- create sound effects for a picture or story, thinking about how music can create a mood;
- write down their compositions using symbols, pictures or patterns.

KS2 Music National Curriculum

Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.

Children can:

- compose a tune using eight notes;
- compose music that has a recognizable structure (beginning, middle and end).
- recognise crotchets, quavers, semibreves and crotchet rests;
- begin to be able to recognise some notes on a treble clef staff.

KS2 Music National Curriculum

Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.

Children can:

- create more complex tunes, thinking about their audience;
- add lyrics to a composition;
- compose music that has a recognisable structure (beginning, middle and end) that shows variation in timbre and dynamics.
- recognise crotchets, quavers, semibreves, crotchet and quaver rests;
- recognise notes on a treble clef staff;
- understand that notes are positioned differently on a bass clef;
- read, and play from, music notation;
- record their own compositions using music notation.

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

To make different sounds with their voice
 To make different sounds with instruments
 To identify changes in sounds
 To change the sound
 To repeat (short rhythmic and melodic) patterns
 To make a sequence of sounds
 To show sounds by using pictures

Order sounds to create a beginning, middle and end
 Create music in response to (different starting points)
 Choose sounds which create an effect
 Use symbols to represent sounds

To use different elements in their composition
 To create repeated patterns with different instruments
 To compose melodies and songs
 To create accompaniments for tunes
 To combine different sounds to create a specific mood or feeling
 Begin to identify and read some notes on a treble clef staff

To use notations to record and interpret sequences of pitches
 To use standard notation
 To use notations to record compositions in a small group or on their own
 To use their notation in a performance
 To read some notes on a treble clef staff to perform using them.

To change sounds or organise them differently to change the effect
 To compose music which meets specific criteria
 To use their notations to record groups of pitches
 To use notation to perform
 To use a music diary to record aspects of the composition process
 To choose the most appropriate tempos for a piece of music

To be able to use a variety of different musical devices in their composition (including melody, rhythms and chords)
 To recognise that different forms of notation serve different purposes
 To use different forms of notation
 To be able to combine groups of beats
 To read notation confidently to be able to perform a piece of music

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| Knowledge of music | | | <p>KS2 Music National Curriculum</p> <p>Pupils should be taught to develop an understanding of the history of music.</p> <p>Children can:</p> <ul style="list-style-type: none"> name some composers and genres of music from different eras. | <p>KS2 Music National Curriculum</p> <p>Pupils should be taught to develop an understanding of the history of music.</p> <p>Children can:</p> <ul style="list-style-type: none"> name some composers and genres of music from different eras; name different musical periods. | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | | | <p>Pop</p> <p>Listen to songs from different composers</p> <p>Able to name the artist</p> | <p>Classical</p> <p>Listen to songs from different composers</p> <p>Able to name the artist</p> <p>Able to discuss the era of music</p> <p>Able</p> | <p>Rock</p> <p>Discuss a range of eras</p> <p>Discuss the composer</p> <p>Compare different songs within the same genre</p> <p>Able to identify the genre of music</p> | <p>Jazz</p> <p>Discuss a range of eras</p> <p>Discuss the composer and the history</p> <p>Compare different songs within the same genre</p> <p>Able to identify the genre of music</p> |