

Progression Grid - Music

	EYFS	
	Nursery	Reception
<u>Singing / Performing</u>	<p>Use their voices to join in with well known songs from memory.</p> <p>Move to music with instruction to perform actions.</p> <p>Participate in performances to a small audience.</p> <p>Stop and start playing at the right time.</p>	<p>Remember and maintain a role within a group performance.</p> <p>Participate in performances to a larger audience.</p> <p>Perform solo.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>
	KS1	
	Year 1	Year 2
<u>Singing / Performing</u>	<p>Use voices expressively when singing and chanting.</p>	<p>Use voices expressively when singing and use basic dynamics (loud and quiet)</p> <p>Sing short songs from memory, demonstrating both melodic and rhythmic accuracy.</p>

	<p>Sing short songs from memory, keeping in time and with reasonable melodic accuracy.</p> <p>Maintain the pulse (steady beat) using hands / instruments.</p> <p>Copy back short rhythmic and melodic phrases.</p> <p>Respond to simple musical instructions - eg changes in tempo and dynamics.</p> <p>Perform from graphic notation</p>	<p>Sing back short melodic patterns by ear. (Copy cat / echo)</p> <p>Copy longer rhythmic patterns, keeping a steady pulse.</p> <p>Perform expressively with changes of dynamics and timbre to alter sounds as appropriate.</p>
	LKS2	
	Year 3	Year 4
<u>Singing / Performing</u>	<p>Sing songs in a variety of musical styles, demonstrating accuracy and control and a developing vocal technique.</p> <p>Sing and play in time with others, showing a degree of accuracy and an awareness of being part of a group performance.</p> <p>Perform from basic staff notation which uses rhythm and pitch. Identify these symbols using music terminology.</p>	<p>Sing longer songs from a variety of musical styles, demonstrating accuracy, control, fluency and a sense of expression which includes control of subtle dynamic changes.</p> <p>Sing and play in time with others, showing accuracy and an awareness of being part of a group performance.</p> <p>Play melody parts on tuned instruments with accuracy, control and a developing instrumental technique.</p>

		Play syncopated rhythms with increasing accuracy, control and fluency.
	UKS2	
	Year 5	Year 6
<u>Singing / Performing</u>	<p>Sing songs in two or more parts from a variety of musical styles, demonstrating accuracy, fluency, control, and expression.</p> <p>Work as a group to perform a piece of music, keeping in time with others, adapting dynamics and pitch following a graphic score and communicating within the group.</p> <p>Perform with accuracy and fluency from graphic and simple staff notation.</p> <p>Play a simple chord with increasing accuracy and fluency.</p>	<p>Sing songs in two or more secure parts from a variety of musical styles, demonstrating accuracy, fluency, control, and expression.</p> <p>Work as a group to perform a piece of music, keeping in time with others, adapting the various interrelated dimensions of music as necessary and communicating within the group.</p> <p>Perform with accuracy and fluency from graphic and staff notation as well as from their own notation.</p> <p>Perform a solo / take a leadership role within a performance.</p> <p>Perform by following a conductor's cues / directions.</p>
	EYFS	

	Nursery	Reception
<u>Listening</u>	<p>Respond to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.</p> <p>Listen to and follow a beat using body percussion and instruments.</p> <p>Listen to sounds and match them to the object / instrument.</p> <p>Listen to and repeat a simple rhythm.</p> <p>Listen to and repeat simple lyrics.</p>	<p>Explore lyrics by suggesting appropriate actions.</p> <p>Explore the story behind the lyrics / music.</p> <p>Consider whether a piece of music has fast, moderate or slow tempo.</p> <p>Listen to sounds and identify the high /low pitch.</p> <p>Understand that different instruments make different sounds and group them accordingly.</p>
	KS1	
	Year 1	Year 2

<p><u>Listening</u></p>	<p>Recognise and understand the difference between pulse and rhythm.</p> <p>Understand 'timbres' refers to the different types of sounds.</p> <p>Recognise basic changes in tempo, dynamic, and pitch. (faster/slower, louder/quieter, higher/lower).</p> <p>Describe the mood, character or 'story' of music they listen to both verbally and through movement.</p> <p>Recognise and describe the differences between two pieces of music.</p> <p>Express a basic opinion about music they hear (eg like/dislike).</p> <p>Listen to and repeat short, simple rhythmic patterns. Listen and respond to other performers when playing as part of a group.</p>	<p>Recognise changes in timbre when listening to music.</p> <p>Recognise structural features in music they listen to. Listen to and recognise which instruments are being played in a piece of music.</p> <p>Begin to use musical vocabulary to describe music. Identify melodies that move in steps.</p> <p>Listen to and repeat back a short, simple melody by ear. Suggest improvements to their own and others' work.</p>
	<p>LKS2</p>	
<p><u>Listening</u></p>	<p>Use appropriate musical vocabulary to discuss the stylistic features of different genres, styles and traditions of music.</p> <p>Understand that music from different parts of the world has different features.</p>	<p>Recognise the use and developments of motifs in music.</p> <p>Identify gradual changes in dynamics and tempo when listening to a piece of music.</p> <p>Recognise and discuss the stylistic features of different genres, styles and traditions.</p>
	<p>Year 3</p>	<p>Year 4</p>

	<p>Recognise and explain the changes within a piece of music using musical vocabulary.</p> <p>Describe the timbre, dynamic and textural details of music they listen to, both verbally and through movement.</p> <p>Begin to show an awareness of metre.</p> <p>Begin to use musical vocabulary when discussing improvements to their own and others' work.</p>	<p>Use appropriate musical vocabulary.</p> <p>Identify common features between different genres, styles and traditions of music.</p> <p>Recognise, name and explain the effect of the inter-related dimensions of music.</p> <p>Identify crescendo/decrescendo (scaled dynamics) within a piece of music.</p> <p>Use musical vocabulary to discuss the purpose of a piece of music.</p> <p>Use musical vocabulary when discussing improvements to their own and others' work.</p>
	UKS2	
	Year 5	Year 6
<u>Listening</u>	<p>Recognise and confidently discuss the stylistic features of different genres, styles and traditions. (eg African, Musical, Theatre, Blues, Dance remix etc.)</p> <p>Use appropriate musical vocabulary.</p> <p>Represent the features of a piece of music using graphic notation / colours. Justify their choice using musical vocabulary.</p>	<p>Recognise and confidently discuss the stylistic features of music and relate it to other aspects of the arts - pop art / film music.</p> <p>Discuss musical eras in context, identifying how they have influenced each other and consider the impact different composers had on the development of musical styles.</p>

	<p>Develop confidence in using more detailed musical vocabulary when comparing and discussing music and when evaluating their own and others' work.</p>	<p>Represent changes in pitch, dynamics and texture using graphic notation. Justify their choice using musical vocabulary.</p> <p>Use musical vocabulary confidently to describe and evaluate the features of a piece of music and when evaluating their own and others' work.</p> <p>Evaluate how venue, occasion, purpose can affect how a piece of music sounds.</p>
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	EYFS	
	Nursery	Reception
<u>Composing</u>	<p>Select classroom objects to use as instruments.</p> <p>Experiment with playing instruments in different ways.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Play untuned percussion 'in time' with a piece of music.</p> <p>Experiment with body percussion and vocal sounds to respond to music.</p> <p>Select appropriate instruments to represent action and mood.</p> <p>Explore and engage in music making.</p>
	KS1	
	Year 1	Year 2

<p><u>Composing</u></p>	<p>Select and create short sequences of sound using voices or instruments to represent a given idea or character.</p> <p>Combine vocal and instrumental sounds within a given structure.</p> <p>Create simple melodies using a few notes. Choose tempo, dynamics and timbre for a piece of music.</p> <p>Create a simple graphic score to represent their composition.</p> <p>Begin to make improvements to their work as suggested by the teacher.</p>	<p>Select and create longer sequences of appropriate sounds using voices or instruments to represent a given idea or character.</p> <p>Combine and layer several vocal and instrumental layers within a given structure.</p> <p>Create simple melodies from five or more notes.</p> <p>Choose appropriate tempo, dynamics and timbre for a piece of music.</p> <p>Use letter names and graphic notation to represent the details of their composition.</p> <p>Begin to suggest improvements to their own work.</p>
	<p>LKS2</p>	
	<p>Year 3</p>	<p>Year 4</p>
<p><u>Composing</u></p>	<p>Use voices and instruments to compose a piece of music in a given style.</p> <p>Combine melodies and rhythm to compose a multi-layered composition in a given style (eg pentatonic).</p> <p>Use letter name and rhythmic notation, graphic or staff, and key musical vocabulary to label and record their compositions.</p>	<p>Use voices, bodies and instruments to compose a coherent piece of music in a given style.</p> <p>Begin to improvise musically within a given style.</p> <p>Create a piece of music with at least four layers and a clear structure.</p> <p>Use letter name and rhythmic notation, graphic or staff, and key musical vocabulary to label and record their compositions.</p>

	Suggest and implement improvements to their own work, using musical vocabulary.	Suggest improvements to others' work, using musical vocabulary.
	UKS2	
	Year 5	Year 6
<u>Composing</u>	<p>Compose a more detailed piece of music from a given stimulus. Use voices, bodies and instruments.</p> <p>Develop improvising within a given style.</p> <p>Combine rhythmic patterns - as in ostinato to produce a multi-layered composition which uses the inter-related dimensions of music.</p> <p>Use staff notation to record rhythm and melody.</p> <p>Use musical vocabulary with increased confidence, selecting, discussing and refining musical choices when working with others as well as independently.</p>	<p>Use bodies, voices and instruments to compose a multi-layered piece of music from a given stimulus.</p> <p>Improvise creatively and coherently within a given style and incorporate given features.</p> <p>Compose an original song - lyrics, melody, accompanying features within a given structure. Develop melodies which use rhythmic variation, and changes in dynamics, pitch and texture.</p> <p>Record own compositions using appropriate notation and/or technology.</p>

	Suggest and demonstrate improvements to their own and others' work	Constructively evaluate their own and others' work using musical vocabulary.
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	LKS2	
	Year 3	Year 4
<u>History of Music (KS2 only)</u>	Understand that music from different times/eras has different features. (Also in the Listening strand)	Recognise and discuss the stylistic features of different genres, styles and traditions. Use appropriate musical vocabulary. (Also in the Listening strand)
	UKS2	
	Year 5	Year 6
<u>History of Music</u>	Confidently discuss the stylistic features of different genres, styles and traditions. Explain how these have developed over time. (Also in the Listening strand)	Discuss musical eras in context, identifying how they have influenced each other and consider the impact different composers had on the development of musical styles. (Also in the Listening strand)

Inter-related Dimensions of Music - Pitch, Duration, Dynamics, Tempo, Timbre, Texture, Structure, Notation (also known as the elements of music) are the building blocks of music and run throughout our scheme of work. They have been highlighted within each of the four areas in addition to what appears below.

	EYFS	
	Nursery	Reception
<u>Inter-related Dimensions of Music</u>	<p>Know that signals can tell us when to start or stop.</p> <p>Understand that instruments can be played proudly / softly.</p> <p>Recognise that music is fast or slow.</p>	<p>Understand what high and low notes are.</p> <p>Recognise that different sounds can be long or short.</p> <p>Understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.</p> <p>Know that different instruments can sound like a particular character.</p> <p>Know that music often has more than one instrument being played at the same time.</p> <p>Recognise the chorus in a familiar song.</p>
	KS1	
	Year 1	Year 2
<u>Inter-related Dimensions of Music</u>	<p>Use the term 'pitch' to explain how high or low a sound is.</p>	<p>Identify that there are lower and higher ranges of tuned instruments.</p>

	<p>Recognise that 'tuned' instruments are able to play more than one pitch of notes.</p> <p>Identify that a pattern of long and short notes produces a rhythm.</p> <p>Use the term 'dynamics' to describe how loud or soft a sound is.</p> <p>Understand that adapting the dynamics of a sound can change its mood.</p> <p>Recognise the steady beat that goes through music and that it is known as the 'pulse'.</p> <p>Know the difference between pulse and rhythm.</p> <p>Understand 'tempo' is the speed of the music.</p> <p>Know that 'timbre' means quality of a sound and that both voices and instruments can create different timbres to help tell a story.</p> <p>Recognise that music can have layers - 'texture'</p> <p>Appreciate that a piece of music can have more than one section.</p> <p>Know that music can be represented by pictures or symbols.</p>	<p>Understand melodies can be created from patterns of high and low sounds.</p> <p>Explain 'duration' in terms of how long a note, phrase or piece of music lasts.</p> <p>Understand that long and short sounds in spoken phrases can be represented by a rhythm.</p> <p>Recognise how dynamics can change the effect a sound has on the audience.</p> <p>Understand that the tempo of a musical phrase can be changed to achieve a different effect.</p> <p>Use instruments to create 'real life' sound effects.</p> <p>Demonstrate the 'texture' / layers of a piece of music using a graphic score.</p> <p>Identify structure as the organisation of sounds within music eg chorus and verse pattern.</p> <p>Know that 'notation' is writing music down so that someone else can play it and that graphic scores can show a picture of the structure /texture of music.</p>
	LKS2	

	Year 3	Year 4
<u>Inter-related Dimensions of Music</u>	<p>Recognise the 'key' (group of pitches) of a song/piece of music determines whether it sounds 'happy or sad'.</p> <p>Explore the 'pentatonic scale' and its use in traditional music.</p> <p>Understand that notes have different durations and that written music tells us how long to play a note for and which notes to play.</p> <p>Understand the term 'crescendo'</p> <p>Recognise that the timbre of instruments played can affect the mood and style of a piece of music.</p> <p>Understand that music from around the world can consist of more than one layer of sound and often has different structural features.</p>	<p>Understand the elements of pitch such as bass line, glissando and transposing.</p> <p>Combine different instruments / different rhythms to create layers of sound known as 'texture'. Explore how changing dynamics can change its texture.</p> <p>Group instruments according to their timbre to create contrasting textures.</p> <p>Understand that 'harmony' means playing more than one note at the same time which sound good together.</p> <p>Know repeated rhythms can be a motif. Understand the term 'ostinato'.</p> <p>Play 'in time' with others by observing correct duration and tempo.</p> <p>Observe 'performance directions' on notation as direction of how to play.</p>
	UKS2	
	Year 5	Year 6

Inter-related Dimensions of Music

Understand that a minor key can sound 'sad' and a major key 'happy'.

Explore how changing the pitch, dynamic, tempo of vocal sounds creates a variety of effects.

Know that written notation and graphic scores can show the duration of a note.

Understand that a slow / fast tempo is sometimes used to make music sound sad/happy .

Understand that human voices have their own individual timbre which can be adapted in many ways.

Explore layering several pitches together to produce chords.

Play many rhythms at once to create poly-rhythms. Know that a loop is a repeated rhythm or melody.

Understand that in written staff notation notes are placed on or between the lines to show the pitch of the note.

Understand that a minor key can suggest 'sadness' or 'tension' and a major key 'cheerfulness' and be upbeat.

Know that Solfa syllables represent pitches within an octave. (Doh ray me etc)

Understand the importance of silence or rests in written music.

Understand that a melody can be adapted by changing its dynamics, pitch or tempo.

Recognise that 'timbre' can also be thought of as 'tone colour' and described as warm/cold/rich/ bright etc.

Explore creating texture by adding / removing voices and/or instruments to produce a change in dynamics.

Know that a chord progression is a sequence of chords which repeats throughout a song.

Understand that 'graphic notation' involves writing music down using your own choice of pictures or symbols but that 'staff notation' means the more formal use of notes on staves.