



Carr Hill Community Primary School
Music Progression Steps LKS2

Strand	Developing	Expected	Exceeding	Vocabulary
Singing Songs with Control and using the voice expressively	<ul style="list-style-type: none"> Begin to Sing using a wider vocal range Beginning to Sing in tune Sing with some awareness of pulse and control of rhythm Start to Sing songs with some difference in vocal effects Begin to Understand how mouth shapes can affect voice sounds 	<ul style="list-style-type: none"> Sing using a wider vocal range Sing in tune Sing with an awareness of pulse and control of rhythm Sing expressively with awareness and control at the expressive elements E.g. Timbre, tempo, dynamics Sings songs and create different vocal effects Understand how mouth shapes can affect voice sounds 	<ul style="list-style-type: none"> Sing with confidence using a wider vocal range Sing consistently in tune Confidently Sing with an awareness of pulse and control of rhythm Sing expressively with awareness and control at the expressive elements E.g. Timbre, tempo, dynamics Consistently Sings songs and create different vocal effects A clear Understanding how mouth shapes can affect voice sounds Internalise sounds by singing parts of a song in their heads 	Pulse Control Rhythm Pitch Beat Song Pattern Composing Ostinato pentatonic scale notation perform melodic interlude ending Timbre Tempo Dynamics
Listening, Memory and Movement	<ul style="list-style-type: none"> Some awareness of melodic phrases and play them by ear Beginning to Create sequences of movements in response to sounds Start to explore and choose different movements and sounds to describe animals Begin to use language that could be used as an introduction, interlude and ending. 	<ul style="list-style-type: none"> Identify melodic phrases and play them by ear Create sequences of movements in response to sounds Explore and choose different movements and sounds to describe animals Select phrases that could be used as an introduction, interlude and ending. 	<ul style="list-style-type: none"> Confidently Identify melodic phrases and play them by ear Independently create sequences of movements in response to sounds Competently explore and choose different movements and sounds to describe any stimulus Identify phrases that could be used as an introduction, interlude and ending. 	
Controlling Rhythm and Pulse	<ul style="list-style-type: none"> Identify some rhythmic patterns With support perform a repeated pattern to a steady pulse Begin to identify and recall basic rhythmic and melodic patterns With support identify repeated patterns used in a selection of music. (ostinato) 	<ul style="list-style-type: none"> Recognise rhythmic patterns Perform a repeated pattern to a steady pulse Identify and recall rhythmic and melodic patterns Identify repeated patterns used in a variety of music. (ostinato) 	<ul style="list-style-type: none"> Confidently identify rhythmic patterns Confidently perform a repeated pattern to a steady pulse Confidently identify and recall rhythmic and melodic patterns independently. Independently identify repeated patterns used in a variety of music. (ostinato) 	
Exploring sounds, melody and accompaniment	<ul style="list-style-type: none"> Begin to identify ways sounds are used to accompany a song Comment on how sounds are used to create different moods With support explore and perform different types of accompaniment Begin to explore and select different melodic patterns 	<ul style="list-style-type: none"> Identify ways sounds are used to accompany a song Analyse and comment on how sounds are used to create different moods Explore and perform different types of accompaniment Explore and select different melodic patterns 	<ul style="list-style-type: none"> Confidently Identify ways sounds are used to accompany a song Consistently analyse and comment on how sounds are used to create different moods Confidently explore and perform different types of accompaniment Independently explore and select different melodic patterns Recognise and explore different combinations of pitch sounds 	
Control of instruments	<ul style="list-style-type: none"> Try to identify melodic phrases and play them by ear Begin to select instruments to describe visual images With support choose instruments on the basis of internalized sounds 	<ul style="list-style-type: none"> identify melodic phrases and play them by ear Select instruments to describe visual images Choose instruments on the basis of internalized sounds 	<ul style="list-style-type: none"> Naturally identify melodic phrases and play them by ear Choose instruments to describe visual images Confidently choose instruments on the basis of internalized sounds 	
Composition	<ul style="list-style-type: none"> Try to create textures by combing sounds in different ways Begin to create music that describes contrasting moods/ emotions Start and improvise simple tunes based on the pentatonic scale Start to compose simple music in pairs. Create a basic accompaniment to a known song 	<ul style="list-style-type: none"> Create textures by combing sounds in different ways Create music that describes contrasting moods/ emotions Improvise simple tunes based on the pentatonic scale Compose music in pairs and make improvements to their own work Create an accompaniment to a known song Create descriptive music in pairs or small group 	<ul style="list-style-type: none"> Consistently create textures by combing sounds in different ways Naturally create music that describes contrasting moods/ emotions Confidently improvise simple tunes based on the pentatonic scale Confidently compose music in pairs and make improvements to their own work Create an accompaniment to a known song using a variety of instruments Create descriptive music in pairs or small group using a variety of instruments 	
Reading and writing notation	<ul style="list-style-type: none"> Begin to perform long and short sounds in response to symbols. Start to create long and short sounds on instruments. With support Play and sing phrase from basic dot notation Record own ideas with support. Contribute some symbols as part of a class score. 	<ul style="list-style-type: none"> Perform long and short sounds in response to symbols. Create long and short sounds on instruments. Play and sing phrase from dot notation Record their own ideas. Make their own symbols as part of a class score. 	<ul style="list-style-type: none"> Consistently perform long and short sounds in response to symbols. Confidently create long and short sounds on instruments. Play and sing phrases confidently reading dot notation Record their own ideas confidently. Create their own symbols as part of a score. 	
Performing Skills	<ul style="list-style-type: none"> With support perform in different ways. Perform with some awareness of different parts 	<ul style="list-style-type: none"> Perform in different ways, exploring the way the performers are a musical resource. Perform with awareness of different parts 	<ul style="list-style-type: none"> Confidently perform in different ways, exploring the way the performers are a musical resource. Confidently perform with awareness of different parts 	
Evaluating and Appraising	<ul style="list-style-type: none"> A basic awareness of how music can reflect different intentions. 	<ul style="list-style-type: none"> Recognise how music can reflect different intentions. 	<ul style="list-style-type: none"> Naturally recognise how music can reflect different intentions. 	