



Sharpness Primary School - Music Progression

	YR	KS1	KS2
Early Learning Goals National Curriculum	- 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 the music	- Use voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and untuned instruments musically - Listen with concentration and understanding to a range of high-quality live and recorded music - Experiment with, create, select and combine sounds using the inter-related dimensions of music	- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - Improvise and compose music for a range of purposes using the inter-related dimensions of music - Listen with attention to detail and recall sounds with increasing aural memory - Use and understand staff and other musical notations - 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



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EYFS Listen and Respond Y1-6 Listen and Appraise	YR	Y1/2	Y3/4	Y5/6
	Explore and express feelings: - Say if they like or dislike a piece of music - Begin to say why they like or dislike a piece of music - Begin to talk about how music makes them feel - Move or dance in time to the music Listen and talk about sounds: - Begin to identify and distinguish between sounds - Begin to describe sounds (e.g. loud, quiet, high, low, fast, slow)	Explore and express ideas and feelings about music using movement, dance and expressive and musical language: - Respond to different moods in music - Move and dance to the music - Hear the pulse in a piece of music - Hear the pulse in a piece of music independently - Talk about how a piece of music makes them feel or want to move - Say whether they like or dislike a piece of music - Begin to say what they like and dislike Listen with concentration and understanding to detail: - Describe how sounds are made and changed - Recognise repeated patterns - Recognise and identify repeated patterns - Recall short rhythmic patterns - Recognise some band or orchestral instruments Listen and apply knowledge of inter-related dimensions of music: - Begin to understand that musical dimensions can be used to create different moods and effects - Understand how musical dimensions create different moods and effects	Explore and explain ideas and feelings about music using movement, dance and expressive and musical language: - Describe and give their opinion on a piece of music using musical vocabulary - Invent different actions to move in time Listen with concentration and understanding to detail and recall sounds: - Explore the ways sounds can be combined and used expressively - Recall patterns of sounds - Recognise a range of instruments by ear - Identify the structure of a piece of music Listen and apply knowledge of inter-related dimensions of music: - Understand how different musical dimensions are combined and used to create an effect/expressively - Identify and describe musical dimensions used in a piece of music using the correct vocabulary - Begin to identify changes (e.g. timbre, texture) and their effect Style, features and purpose: - Talk about the style of the piece of music and its features	Explore and explain ideas and feelings about music using movement, dance and expressive and musical language: - Describe, compare and evaluate different styles of music using an appropriate and broad musical vocabulary - Consider how one piece of music may be interpreted in different ways Listen with concentration and understanding to detail and recall sounds: - Listen to and recall a range of sounds and patterns of sounds confidently and with accuracy - Begin to identify/identify and explore the relationship between sounds and how music can reflect different meanings - Identify instruments by ear and through a range of media - Discuss the structure of a piece of music Listen and apply knowledge of inter-related dimensions of music: - Recognise how different inter-related dimensions of music are combined and used expressively Style, features and purpose: - Recognise different styles of music and their distinguishing features



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		- Describe the tempo as fast or slow - Describe dynamics as loud and quiet - Begin to recognise changes in timbre, dynamics and pitch Style and purpose: - Start to talk about the style of a piece of music - Talk about when they might hear a piece of music Make improvements to own work: - Think about and make simple suggestions about what could make their own work better (e.g. playing faster or louder) - Identify what improvements could be made to their own work and make these changes (e.g. altering use of voice, playing of and choice of instruments)	- Begin to compare different styles of music - Recognise different styles of music and their distinguishing features - Recognise differences between music of different times and cultures - Understand the cultural and social meaning of lyrics - Know that music can be played to or listened to for a variety of purposes - Describe and identify the different purposes of music Make improvements to own work: - Evaluate and improve their own work	- Analyse features within different pieces of music - Choose the most appropriate tempo for a piece of music - Contrast the work of established composers and show preferences - Compare and contrast the impact that different composers from different times will have had on the people of the time Make improvements to own work: - Suggest improvements to their own work or others' work - Refine and improve their own work
Compose (including notation)	- Make a range of sounds with their voice - Make a range of sounds with instruments - Begin to represent sounds pictorially - Begin to sequence sounds - Begin to repeat patterns	- Make different sounds with their voice - Make different sounds with instruments - Identify changes in sounds - Recognise and explore how sounds can be organised (e.g. long and short, high and low) - Identify and organise sounds - Make a sequence of sounds - Order/sequence sounds to create a beginning, middle and end - Repeat short rhythmic and melodic patterns	- Create repeated patterns using a range of instruments - Combine different sounds to create a mood or feeling - Compose melodic songs - Create accompaniments for melodies - Choose, order, combine and control sounds to create different textures - Understand that the tempo of a piece of music can provide contrast	- Create rhythmic patterns with an awareness of timbre and pitch - Create songs with verses and a chorus - Change sounds or organise them differently to change the effect - Compose music which meets a specific criterion (specific features or a style) - Use notation to record groups of pitches (chords)



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		• Begin to compose short melodic patterns using two or three notes • Create short rhythmic patterns (sequences of long and short sounds) • Choose sounds which create an effect • Represent sounds pictorially • Make connections between notations and musical sounds • Give reasons for choosing an instrument • Know that phrases are where we breathe in a song	• Use and combine different dimensions of music (e.g. fast/slow, high/low, loud/soft) • Indicate when to play and rest • Recognise standard musical notation and say how many beats they represent • Use notations to record and interpret sequences of pitches • Begin to use standard notation • Use notation to record compositions in a small group or on their own • Use notation in a performance • Explore and use sets of pitches (e.g. 4 or 5 note scales) • Use dynamics to provide contrast	• Choose the most appropriate tempo for a piece of music • Use and combine a variety of musical devices in their compositions including melody, rhythm and chords • Select elements for a piece to gain a defined effect • Recognise that different forms of notation serve different purposes • Use different forms of notation • Combine groups of beats • Use a range of range of musical notation (e.g. minim, crotchet, semibreve) • Use and understand simple time signatures
Perform	• Use their voice to speak, sing or chant • Join in with singing • Clap short rhythmic patterns • Begin to experiment with creating sounds with instruments • Begin to perform a rhythm	• Use voices in different ways (speak, sing, chant) • Use voices expressively and creatively • Join in with singing and follow the melody • Sing accurately at a given pitch • Use instruments to perform • Perform simple patterns and accompaniments keeping to a steady pulse • Follow instructions to perform (how and when to sing or play an instrument) • Clap/sing short rhythmic patterns	• Sing songs from memory with accurate pitch • Sing songs from memory with increasing expression, accuracy and fluency • Sing with control and pronounce words clearly • Maintain a simple part within an ensemble • Maintain a simple part within an ensemble rhythmically • Play clear notes on instruments with increasing clarity and accuracy • Improvise using repeated patterns	• Sing and play from memory with increased confidence and use understanding of meaning to add expression • Maintain a part whilst performing in a group • Perform parts from memory • Perform 'by ear' and from simple notations • Perform using notation • Take the lead in a performance • Perform a solo or as part of an ensemble • Improvise in a group using melodic and rhythmic phrases • Provide rhythmic support



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		• Clap/sing short rhythmic patterns increasing or decreasing the tempo • Clap/sing rhythmic patterns in contrasting tempo, keeping to the pulse • Play simple rhythmic patterns on an instrument • Make and control long and short sounds • Experiment creating different sounds with different instruments (loud/quiet, high/low) • Perform with others • Perform with an awareness of the audience	• Improvise using repeated patterns with increased accuracy and fluency • Collaborate to create a piece of music • Collaborate to create a piece of music using more than one instrument • Begin to use selected pitches simultaneously to produce simple harmony • Perform with control and an awareness of others • Engage with the audience	• Recognise and use basic structural forms e.g. rounds, variations, rondo form • Use pitches simultaneously by building up simple chords • Sing a harmony part confidently and accurately • Think about the audience when performing and how to create a specific effect
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