

Progression grid for MUSIC

Music – Learning Progression							
Key Area	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Controlling sounds through singing and playing	<p>Know how to use voices expressively Remember and sing entire songs. Sing the pitch of a tone sung by another person. Sing the melodic shape of familiar songs.</p> <p>Know how to play instruments with increasing control to express their feelings and ideas.</p> <p>Know how to sing in a group or on their own, increasingly matching the pitch and following a melody.</p>	<p>Know how to use voices in different ways such as speaking, singing and chanting. Sing in unison, becoming aware of pitch.</p> <p>Know how to create and choose sounds To perform simple rhythmical patterns, beginning to show an awareness of pulse. Know how to demonstrate different ways of making sounds.</p> <p>Know how to think about others when performing, having a sense of occasion.</p>	<p>Know how to use voices expressively and creatively. To sing with the sense of shape of the melody with a greater awareness of pitch. Begin to sing in two parts (echo).</p> <p>Know how to create and choose sounds for a specific effect. Know how to perform rhythmical patterns and accompaniments, keeping a steady pulse.</p> <p>Know how to think about others when performing, having a sense of occasion.</p>	<p>Know how to sing in unison, becoming aware of pitch. Begin to sing in two parts.</p> <p>Know how to perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.</p> <p>Know how to think about others while performing, having a sense of occasion.</p>	<p>Know how to sing solo, in small groups and in unison, maintaining the correct pitch and using increasing expression.</p> <p>Know how to play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.</p> <p>Know how to think about others while performing, having a sense of occasion.</p>	<p>Know how to sing solo, in small groups and in unison with clear diction, controlled pitch and sense of phrase.</p> <p>Know how to play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</p> <p>Know how to think about the audience when performing, considering how to engage the audience.</p>	<p>Know how to sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.</p> <p>Know how to play and perform with accuracy, fluency, control and expression.</p> <p>Know how to think about the audience when performing, and how to create a specific effect in order to engage the audience.</p>



<p>Creating and developing musical ideas</p>	<p>Know how to explore with and find their own ways of recording music they have made. Know how to copy and keep a steady beat.</p>	<p>Begin to know how to use graphic notation. Begin to recognise some standard notation for notes being used on the glockenspiels.</p> <p>To know about and experiment with sounds. Begin to know how to improvise. Recognise and explore how sounds can be organised, identify and organise sounds using simple criteria e.g. loud, soft, high, low.</p>	<p>Use graphic notation. Begin to use some standard notation for some notes being used on the glockenspiels and recorders.</p> <p>Know how to repeat short rhythmic and melodic patterns. Begin to know how to improvise. Begin to know how to explore and choose and order sounds using the inter-related dimensions of music*</p>	<p>Know how to use graphic notation. Begin to know how to recognise standard notation for notes being used on the glockenspiels and recorders of rhythm and pitch</p> <p>Know how to create simple patterns that use a small range of notes. Begin to know how to join simple layers of sound, e.g. a background rhythm and a solo melody.</p>	<p>Begin to know how to recognise standard notation of rhythm and pitch.</p> <p>Know how to create rhythmic and simple melodic patterns using an increased number of notes. Know how to join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</p>	<p>Begin to know how to recognise standard notation of rhythm and pitch.</p> <p>Know how to create increasingly complicated rhythmic and melodic phrases within given structures.</p>	<p>Know how to use standard notation of rhythm and pitch.</p> <p>Know how to create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.</p>
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<p>Responding and reviewing appraising skills</p>	<p>Know how to respond to what they have heard, expressing their thoughts and feelings. Know how to move to different kinds of music, expressing their feelings and responses.</p>	<p>Know how to talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout.</p>	<p>Know how to respond to different moods in music and explain thinking about changes in sound beginning to use musical words.</p>	<p>Know how to explore and comment on the way sounds can be used expressively, beginning to use vocabulary of inter-related dimensions of music*</p>	<p>Know how to recognise and explore the ways sounds can be combined and used expressively and comment on this effect beginning to use vocabulary of inter-related dimensions of music*</p>	<p>Know how to describe, compare and evaluate different types of music, beginning to use vocabulary of inter-related dimensions of inter-related dimensions of music*</p>	<p>Know how to describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*</p>
<p>Listening and applying knowledge and understanding</p>	<p>Know how to listen with increased attention to sounds. Copy simple rhythms. Know how to listen to a range of music and talk about when and what it might be used for. Know how to listen to a variety of music and talk about how the</p>	<p>Begin to know how to identify simple repeated patterns and follow basic musical instructions. Know how to copy back short simple rhythms and melodies. Know how to listen to short, simple pieces of music and talk about when and why they may</p>	<p>Know how to identify and recognise repeated patterns and follow a wider range of musical instructions. Know how to copy back short simple rhythms and melodies. Know how to listen to pieces of music and discuss where and when they may be heard,</p>	<p>Know how to listen with attention and begin to recall sounds. Know how to copy back short rhythms and melodies – body, voice, instruments. Know how to listen to and begin to respond to music drawn from different traditions and great</p>	<p>Know how to listen to and recall patterns of sounds with increasing accuracy. Know how to copy back short rhythms and melodies – body, voice, instruments. Know how to listen to and understand a wide range of high quality live and recorded music drawn from different traditions,</p>	<p>Know how to listen to and recall sounds and patterns of sounds with accuracy and confidence. Know how to copy back short rhythms and melodies- body, voice, instruments. Know how to listen to a range of high quality live and recorded music from different traditions,</p>	<p>Know how to listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence. Know how to copy back short rhythms and melodies – body, voice, instruments. Begin to know about the history of music from different cultures, traditions, composers and</p>

	music makes them feel and what mood it creates.	hear it e.g. a lullaby or march. Begin to know that musical elements can be used to create different moods and effects.	explaining why using simple musical vocabulary, e.g. it's quiet and smooth so it would be good for a lullaby. Know how musical elements create different moods and effects.	composers and musicians. Begin to know how different musical elements are combined and used to create an effect.	great composers and musicians. Know how different musical elements are combined and used expressively.	composers and musicians, and begin to discuss their differences, and how music may have changed over time. Begin to know about the relationship between sounds and how music can reflect different meanings.	musicians, evaluating how venue, occasion and purpose affects the way that music is created and performed. Know how to identify and explore the relationship between sounds and how music can reflect different meanings.
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***Inter-related dimensions of music:**

PULSE: the steady beat of piece of music

PITCH: the way the notes change from low to high and vice versa

RHYTHM: duration – the pattern of long and short sounds in a piece of music

DYNAMICS: Loud and quiet

TEMPO: Fast and slow

TIMBRE: the type of sound (plucking of string, sound of drum)

TEXTURE: Layers of sound

STRUCTURE: The way the music is laid out, e.g. verse, chorus, verse