



Music Progression

MUSIC National Curriculum – The Subject Content

Early Years Foundation Stage (EYFS)	Key Stage 1 (Years 1 and 2)	Key Stage 2 (Years 3,4, 5 and 6)
<p>The early learning goals</p> <p>Specific areas:</p> <ul style="list-style-type: none"> Expressive art and design <ul style="list-style-type: none"> ➤ Being imaginative <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use their 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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.

Nursery	Reception
<ul style="list-style-type: none"> I can explore and learn how sounds and movements can be changed. I join in singing songs I sing familiar songs e.g. pop songs, songs from tv programmes, rhymes and songs from home. I tap out simple repeated Rhythms I create sounds by rubbing, shacking, tapping, striking and blowing 	<ul style="list-style-type: none"> I create movement in response to music I can join in when singing a song I can make up simple songs I can make up rhythms

Year 1 Musicians	Year 2 Musicians	Year 3 Musicians
<p>Listening:</p> <ul style="list-style-type: none"> I can listen carefully to music and talk about the sounds that I have heard. 	<p>Listening:</p> <ul style="list-style-type: none"> I can listen to a variety of music and respond accordingly with my body. 	<p>Listening:</p> <ul style="list-style-type: none"> I can listen to music from a variety of traditions and understand their features.



Music Progression

<p>Pitch:</p> <ul style="list-style-type: none">• I can explain that pitch means high and low sounds• I can match pitch and sing melodies within a range of a 6th <p>Pulse and rhythm:</p> <ul style="list-style-type: none">• I can explain what pulse and rhythm are and the difference between them• I can maintain a steady pulse when performing• I can identify long and short sounds• I can compose sequences of long and short sounds• I can copy back a simple repeated pattern (ostinato) <p>Performing:</p> <ul style="list-style-type: none">• I can name percussion instruments and sort them into groups by how they are played• I know how to make sounds louder and quieter (dynamics)• I know that sounds can be represented by written symbols• I can follow a conductor• I can make a graphic score (sound picture) with my class and perform it	<p>Pitch:</p> <ul style="list-style-type: none">• I can understand higher than, lower than and middle pitch• I can respond to pitch accordingly with my body• I can match pitch and sing with increasing accuracy <p>Pulse and rhythm:</p> <ul style="list-style-type: none">• I can explain the difference between pulse and rhythm and demonstrate this• I can perform rhythms from written symbols• I can compose ostinati <p>Performing:</p> <ul style="list-style-type: none">• I can use dot notation to perform pitch and create sequences• I can choose instruments to reflect a specific purpose• I can record musical ideas using graphic scores• I can perform using knowledge of timbre/tempo/dynamics• I can evaluate performances and suggest ways of improving them	<p>Pitch:</p> <ul style="list-style-type: none">• I can sing songs in rounds and with an awareness of others• I can sing songs from other cultures around the world.• I can sing a pentatonic scale <p>Pulse and rhythm:</p> <ul style="list-style-type: none">• I can read and perform more complex rhythmic sequences• I can improvise short rhythms in time to the pulse• I can compose ostinati to accompany a melody• I understand how pulse and rhythm fit together <p>Performing:</p> <ul style="list-style-type: none">• I can perform three basic strokes on the Djembe drum• I can play a pentatonic scale on tuned percussion• I can maintain a simple part when playing with an ensemble• I can work with layers of sound and be aware of the effect that they create• I can record compositions as graphic scores• I can evaluate and suggest ways to improve my compositions
---	---	---



Music Progression

Year 4 Musicians	Year 5 Musicians	Year 6 Musicians
<p>Listening:</p> <ul style="list-style-type: none"> I can listen to live and recorded music from a variety of genres and composers. <p>Pitch:</p> <ul style="list-style-type: none"> I can accurately sing an octave with corresponding Kodaly hand signs I can sing a melody using dot notation I can sing and maintain a melody in multiple parts <p>Pulse and rhythm:</p> <ul style="list-style-type: none"> I can listen to simple rhythms and notate them using dot notation I can read and perform more complex rhythmic sequences in time to the pulse I can improvise more complex ostinati in time to the pulse <p>Performing:</p> <ul style="list-style-type: none"> I know that good posture and embouchure enable a clear tone on the trumpet I can play notes C-G on the trumpet I can play notes on the trumpet according to the corresponding Kodaly hand sign. 	<p>Listening:</p> <ul style="list-style-type: none"> I can listen to live and recorded music from a variety of genres and composers. I can begin to learn about some aspects of musical history. <p>Pitch:</p> <ul style="list-style-type: none"> I can accurately sing a range of a 10th and show corresponding Kodaly hand signs. I can recognise notes C-G on stave notation and sing the according pitch I can sing and maintain a melody in multiple parts I can compose and write my own, simple melodies using stave notation <p>Pulse and rhythm:</p> <ul style="list-style-type: none"> I can listen to more complex rhythms and notate them using dot notation I can read and perform more complex rhythmic sequences in time to the pulse and in rounds I can improvise complex ostinati in time to the pulse <p>Performing:</p> <ul style="list-style-type: none"> I know that good posture and embouchure enable a clear tone on the trumpet/trombone/euphonium I can play notes B-A on my instrument I can play my own compositions on an instrument I can play melodies in multiple parts. 	<p>Music in Year 6 is offered through a variety of opportunities: weekly singing assemblies which are themed (Christmas, Remembrance Day, Easter, Celebration singing, Sports based, PSHE themed), musical performances such as Christmas Carol singing concert, poetry recitation, musical productions, solo singing and group singing and instrumental performances.</p> <p>Skills and goals covered through the above opportunities include:</p> <ul style="list-style-type: none"> I know that the study of music is concerned with musical expression and communication I can sing songs in unison and in two or more parts I can perform as part of an ensemble I can perform with an awareness of audience I can improve my own work having regard to purpose I can listen attentively with attention to detail I can consider pieces of music in terms of meaning, mood, structure, place and time I understand that musicians use music to express emotions and experiences