



Subject: Music Progression Plan

Reception	Children will listen attentively, move to and talk about music, expressing their feelings and responses. They will sing in a group or on their own, increasingly matching the pitch and following the melody.					
	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing	Use their voice to sing, speak and chant. Follow instructions on how and when to sing/play an instrument. Take notice of others when performing. Make and control long and short sounds (duration). Imitate changes in pitch – high and low. Play tuned and untuned instruments musically.	Sing songs in ensemble following the tune (melody) well. Use voice to good effect, understanding the importance of warming up first. Perform in ensemble with instructions from the leader. Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).	Sing songs from memory with accurate pitch and in tune. Show control in voice and pronounce the words in a song clearly (diction). Maintain a simple part within an ensemble. Play notes on instruments clearly including steps/leaps in pitch. Improvise (including call and response) within a group using 1 or 2 notes.	Sing in tune, breathe well, pronounce words, change pitch and dynamics. Sustain a rhythmic ostinato/drone/melodic ostinato (riff) to accompany singing on an instrument. Change the tempo, duration and texture. Perform with control and awareness of what others are singing/ playing. Improvise within a group using more than 2 notes.	Show control, phrasing and expression in singing. Hold part in a round (pitch/structure). Perform in solo and ensemble contexts using a variety of techniques confidently, expressively and in tune. Improvise on their own with increasing aural memory.	Sing or play from memory with confidence. Take turns to lead a group. Maintain their own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. Play more complex instrumental parts. Improvise using 5 notes of the pentatonic scale.
Vocabulary	Sing, voice, instrument, perform, pitch, melody, improvise		Pitch, control, diction, ensemble, improvise, call and response		Control, phrasing, expression, pitch, structure, round, expressive, improvise, round, harmony, pentatonic scale	
Composing	Make a sequence of long and short sounds with help. Clap longer rhythms with help. Make different sounds that are high and low pitch. Use dynamics to make sounds loud and quiet. Change the tempo to fast and slow. Change the timbre to smooth,	Carefully choose sounds to achieve an effect (including use of ICT). Order sounds to create an effect. Plan the structure of a piece including the beginning and ending. Create short musical patterns. Create sequences of long and short sounds-	Compose and perform melodies using two or three notes. Use sound to create abstract effects (including using ICT). Create and improvise repeated patterns (ostinati) with a range of instruments.	Compose and perform melodies using three or four notes. Make creative use of the way sounds can be changed, organised and controlled (including ICT). Create accompaniments for tunes using drones or melodic ostinati (riffs). Create (dotted) rhythmic patterns with awareness	Compose and perform melodies using four or five notes. Use a variety of different musical devices including melody, rhythms and chords. Record their own compositions. Create their own songs and raps, thinking about the structure.	Compose and perform melodies using five or more notes. Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. Create music reflecting given intentions and record using standard notation.

Subject: Music Progression Plan

	crisp, scratchy, rattling, tinkling etc.	rhythmic patterns (duration). Control playing instruments so they sound as they should. Use pitch changes to communicate an idea. Start to compose with two or three notes.	Effectively choose, order, combine and control the texture and structure.	of timbre and duration.	Identify where to place emphasis and accents in a song to create effects.	Use ICT to organise musical ideas (where appropriate).
Vocabulary	Rhythm, pitch, dynamics, loud, quiet, tempo, fast, slow, timbre, smooth, sharp, compose, notes		Compose, perform, melody, notes, ostinato, texture, structure, rhythm, pitch, dynamics, tempo, timbre		Compose, melody, rhythm, chord, structure, emphasis, accents, pitch, dynamics, tempo, timbre	
Appraising	Hear the pulse in music. Hear different moods in music. Identify texture– one sound or several sounds? Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).	Identify the pulse in music. Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). Start to recognise different instruments.	Internalise the pulse in music. Know the difference between pulse and rhythm. Start to use musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure. Use these words to identify where music works well/ needs improving.	Know how the pulse stays the same but rhythm changes in a piece of music. Listen to several layers of sound (texture) and talk about the effect on mood and feelings. Use more musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. Identify orchestral family timbres. Identify cyclic patterns.	Know how pulse, rhythm and pitch fit together. Use a range of words to describe music (e.g. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo). Use these words to identify strengths and weaknesses in one's own and others' music.	Know how the other dimensions of music are sprinkled through songs and pieces of music. Use musical vocabulary confidently to describe music. Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing. Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions. Refine and improve own and others' work.
Vocabulary	Pulse, mood, texture, timbre, dynamics, tempo, instruments		Pulse, rhythm, duration, timbre, pitch, dynamics, tempo, texture, structure, layers, riff, ostinato, melody, harmony, orchestral family, cyclic pattern		Pulse, rhythm, pitch, duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo	



Subject: Music Progression Plan

Knowledge: History of Music	Listen to high-quality pieces of music by a range of composers with concentration and understanding.	Appreciate a range of high-quality music by a range of great composers and musicians. Listen to music from different time periods and comment on how music has changed over time.	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Study composers from different musical eras. Develop an understanding of the history of music.
Vocabulary			Medieval, Renaissance, Baroque, Classical, Romantic, 20th/21st Century



Subject: Music Progression Plan

Year 1

A Year 1 Musician should:

- use their voice to speak, sing and chant
- use instruments to perform
- clap short rhythmic patterns
- make different sounds with their voice and with instruments
- repeat short rhythmic and melodic patterns
- make a sequence of sounds
- respond to different moods in music
- say whether they like or dislike a piece of music
- choose sounds to represent different things
- follow instructions about when to play and sing

Year 2

A Year 2 Musician should:

- sing and follow a melody
- perform simple patterns and accompaniments keeping a steady pulse
- play simple rhythmic patterns on an instrument
- sing or clap increasing and decreasing tempo
- order sounds to create a beginning, middle and an end
- create music in response to different starting points
- choose sounds which create an effect
- use symbols to represent sounds
- make connections between notations and musical sounds
- listen out for particular things when listening to music
- improve their own work



Subject: Music Progression Plan

Year 3

A Year 3 Musician should:

- sing a tune with expression
- play clear notes on instruments
- use different elements in their composition
- create repeated patterns with different instruments
- compose melodies and songs
- create accompaniments for tunes
- combine different sounds to create a specific mood or feeling
- use musical words to describe a piece of music and compositions
- use musical words to describe what they like and do not like about a piece of music
- recognise the work of at least one famous composer
- improve their work; explaining how it has been improved

Year 4

A Year 4 Musician should:

- perform a simple part rhythmically
- sing songs from memory with accurate pitch
- improvise using repeated patterns
- use notation to record and interpret sequences of pitches
- use notation to record compositions in a small group or on their own.
- explain why silence is often needed in music and explain what effect it has
- identify the character in a piece of music
- identify and describe the different purposes of music
- begin to identify the style of work of Beethoven, Mozart and Elgar



Subject: Music Progression Plan

Year 5

A Year 5 Musician should:

- breathe in the correct place when singing
- maintain their part whilst others are performing their part
- improvise within a group using melodic and rhythmic phrases
- change sounds or organise them differently to change the effect
- compose music which meets specific criteria
- use notation to record groups of pitches (chords)
- use their music diary to record aspects of the composition process.
- choose the most appropriate tempo for a piece of music
- describe, compare and evaluate music using musical vocabulary
- suggest improvements to their own work and that of others
- contrast the work of a famous composer with another and explain their preferences

Year 6

A Year 6 Musician should:

- sing in harmony confidently and accurately
- perform parts from memory
- take the lead in a performance
- use a variety of different musical devices in their composition (including melody, rhythms and chords)
- evaluate how the venue, occasion and purpose affect the way a piece of music is created
- analyse features within different pieces of music
- compare and contrast the impact that different composers from different times have had on people of that time