



Music Progression Framework



EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Early Learning Goal</p> <p>EAD: Being Imaginative and expressive</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</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. 			

Controlling sounds through singing and playing (performing)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Take part in singing</p> <p>Follow instruction s on when to sing or to play an instrument</p>	<p>Explore the use of the voice in different ways such as singing, speaking and chanting</p> <p>Take part in singing showing awareness of melody</p> <p>Find out how to sing with expression, confidence and creativity to an audience</p> <p>Follow instructions on how and when to sing/play an instrument</p> <p>Take notice of others when performing</p> <p>Discover how the voice can produce rhythm and pulse, high and low sounds (pitch) to create different effects e.g. imitate changes in pitch – high and low</p> <p>Make and control long and short sounds (duration) in different ways including hitting, blowing and shaking</p>	<p>Sing songs in ensemble following the tune (melody); with a sense of a shape of the melody</p> <p>Use voice to good effect understanding the importance of warming up first</p> <p>Perform in ensemble with instructions from the leader</p> <p>Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation</p> <p>Carefully choose instruments to combine layers of sound, showing awareness of the combined effect</p> <p>Perform songs with creativity and expression and create dramatic effect</p> <p>Use own voice in different ways including a loud or soft voice and sing simple repeated phrases</p>	<p>Sing songs from memory with accurate pitch and in tune</p> <p>Show control in voice and pronounce the words in a song clearly (with correct dictation) and perform with confidence</p> <p>Maintain a simple part within an ensemble</p> <p>Play notes on instruments clearly including steps/leaps in pitch</p> <p>Improvise with call and response within a group using one or two notes</p> <p>Improvise repeated patterns.</p> <p>Perform simple melodic and rhythmic parts with increased control and accuracy when singing or playing both tuned and untuned instruments</p> <p>Sing songs confidently both solo and in groups</p>	<p>When singing, sing in tune, breathe correctly, pronounce words, change pitch and dynamics to show an awareness of others</p> <p>Sustain a rhythmic ostinato/drone/melodic ostinato (riff) on an instrument (tempo, duration and texture) to accompany singing</p> <p>Perform simple melodic and rhythmic parts with control and awareness of what others are singing/playing</p> <p>Improvise repeated patterns growing in sophistication.</p> <p>Improvise within a group using more than two notes</p> <p>Perform significant parts from memory and from notation, either on a musical instrument or vocally</p> <p>Maintain a simple part within an ensemble</p> <p>Play notes on instruments with care so they sound clear.</p>	<p>Show control, phasing and expression in singing; perform songs with an awareness of the meaning of the words and reflects the occasion</p> <p>Create songs with an understanding of the relationship between lyrics and melody.</p> <p>Hold part in a round maintaining pitch and structure</p> <p>Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune</p> <p>Improvise on own with increasing aural memory</p> <p>Whilst performing by ear and from notations, maintain own parts with awareness of how the different parts fit together and the need to achieve an overall effect.</p> <p>Maintain a more complex part within an ensemble e.g. sing in a round or use harmony</p>	<p>Perform significant parts from memory and from notations with awareness of own contribution, singing or playing from memory with confidence, expressively and in tune.</p> <p>Refine and improve own work.</p> <p>Takes turns to lead a group</p> <p>Maintain own part in a round, sing a harmony and play accurately with awareness of what others are playing</p> <p>Play more complex instrumental parts</p> <p>Take the lead in performances and provide suggestions to others</p> <p>Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performances</p> <p>Improvise using 5 notes of the pentatonic scale</p>

					Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).	
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Creating and developing musical ideas (composing)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Clap short, rhythmic patterns</p> <p>Make different sounds with different pitch (high and low sounds), different dynamics (loud and quiet), different tempo (fast and slow), different qualities (smooth, crisp, rattling, tinkling etc)</p>	<p>Carefully choose sounds to achieve an effect (including the use of IT)</p> <p>Investigate making sounds that are very different (loud and quiet, high and low etc.).</p> <p>Order sounds to create an effect; structure beginnings and endings</p> <p>Create short musical patterns</p> <p>Create sequences of long and short sounds – rhythmic patterns – in different ways, e.g. hitting, blowing, clapping and shaking</p> <p>Control playing instruments so they sound as they should; play instruments showing an awareness of others</p> <p>Repeat and investigate simple beats and rhythms.</p> <p>Use pitch changes to communicate an idea</p> <p>Start to compose with two or three notes</p> <p>Create a simple rhythm by clapping or using percussion</p> <p>Learn to play sounds linking with symbols.</p>	<p>Compose and perform melodies using two or three notes</p> <p>Use sound to create abstract effects including the use of IT</p> <p>Create/improvise repeated patterns (ostinato) with a range of instruments</p> <p>Effectively choose, order, combine and control sounds to give texture and structure</p> <p>Explore changes in pitch to communicate an idea</p> <p>Choose carefully and order sounds in a beginning, middle and end</p> <p>Perform simple patterns and accompaniments keeping to a steady pulse</p> <p>Recognise and explore how sounds can be organised</p> <p>Respond to starting points that have been given</p>	<p>Compose and perform melodies using three or four notes</p> <p>Make creative use of the way sounds can be changed, organised and controlled including the use of IT</p> <p>Create accompaniments for tunes using drones or melodic ostinato (riffs)</p> <p>Create dotted rhythmic patterns with awareness of timbre and duration</p> <p>Create and repeat extended rhythmic patterns, vocally or by clapping</p> <p>Carefully choose sounds to achieve an effect.</p>	<p>Compose and perform melodies using four or five notes</p> <p>Use a variety of different musical devices including melody, rhythms and chords</p> <p>Record own compositions</p> <p>Create own songs including raps</p> <p>Identify where to place emphasis and accents in a song to create effects</p> <p>Create and repeat extended rhythmical patterns using a range of percussion and tuned instruments</p> <p>Use sound to create abstract effects</p> <p>Carefully choose order, combine and control sounds with awareness of their combined effect</p>	<p>Compose and perform melodies using five or more notes</p> <p>Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea</p> <p>Create music reflecting given intentions and record using standard notation</p> <p>Use IT to organise musical ideas</p> <p>Combine all musical dimensions</p> <p>Create simple rhythmic patterns with awareness of timbre (quality of sound) and duration (length of notes and intervals)</p> <p>Use the venue and sense of occasion to create performances that are well appreciated by the audience.</p>	<p>Improvise using five or more notes to compose and perform melodies</p> <p>Incorporate different sounds when creating melodies: high/low sounds (pitch), loud/quiet sounds (dynamics), fast/slow sounds (tempo), smooth/crisp/scratchy/rattling/tinkling sounds (timbre – quality of sounds)</p> <p>Use a variety of different musical devices including melody, rhythms, and chords.</p> <p>Create complex rhythmic patterns using a variety of instrumentation with an awareness of timbre (quality of sound) and duration (length of notes and intervals)</p>

Responding and reviewing (appraising)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Take note of others when performing	<p>Hear the pulse in music</p> <p>Hear different moods in music</p> <p>Identify texture: one sound or several sounds?</p> <p>Choose sounds to represent different things, including ideas, thoughts, feelings and moods</p> <p>Say what they like or dislike about a piece of music</p>	<p>Identify the pulse in music</p> <p>Recognise changes in: timbre – the sound quality, e.g. smooth, crisp, scratchy, rattling, tinkling</p> <p>dynamics – loud and quiet</p> <p>tempo – fast and slow</p> <p>pitch – high and low</p> <p>Start to recognise different instruments</p> <p>Explain what they like about a piece of music</p>	<p>Internalise the pulse in music</p> <p>Know the difference between pulse and rhythm</p> <p>Start to use the musical dimensions vocabulary to describe music: duration, timbre, pitch, dynamics, tempo, texture, structure</p> <p>Use musical dimensions vocabulary (above) to identify where music works well or needs improving</p>	<p>Know how pulse stays the same but rhythm changes in a piece of music</p> <p>Listen to several layers of sound (texture) and talk about the effect on mood and feelings</p> <p>Use more musical dimensions vocabulary to describe music: duration, timbre, pitch, dynamics, tempo, texture, structure, metre, riff, ostinato, melody, harmony</p> <p>Identify orchestral family timbers</p> <p>Identify cyclic patterns</p>	<p>Know how pulse, rhythm and pitch fit together</p> <p>Use a range of musical dimensions vocabulary to describe music: duration, timbre, pitch, dynamics, tempo, texture, structure, metre, riff, ostinato, melody, harmony, chord, flat, sharp, dotted, rhythm, staccato, legato, crescendo, diminuendo</p> <p>Use musical dimensions vocabulary (above) to identify strengths and weaknesses in their own and others' music</p>	<p>Know how the other dimensions of music are sprinkled through songs and pieces of music</p> <p>Use musical vocabulary confidently to describe music</p> <p>Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing</p> <p>Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions</p> <p>Refine and improve their own and others' work</p>

Listening and applying knowledge and understanding (Musical dimensions and notation)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Choose sounds to represent different things e.g. thunder, the sea	<p>Listen for different types of sounds</p> <p>Know how sounds are made and changed</p> <p>Make sounds with a slight difference, with help</p> <p>Use voice in different ways to create different effects</p> <p>Begin to represent sounds with drawings</p> <p>Listen to a piece of music and describe if it is fast or slow, happy or sad etc</p> <p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.)</p> <p>Reflect on music and say how it makes people feel, act and move</p> <p>Respond to different composers and discuss different genres of music</p>	<p>Listen carefully and recall short rhythmic and melodic patterns</p> <p>Use changes in dynamics, timbre and pitch to organise music</p> <p>Change sounds to suit a situation</p> <p>Make own sounds and symbols to make and record music</p> <p>Start to look at basic formal notation and play by ear first</p> <p>Know that music can be played or listened to for a variety of purposes e.g. history/cultures</p> <p>Follow a simple piece of written rhythmic notation</p> <p>Describe basic elements of a piece of music, e.g. pace, volume and emotion</p> <p>Describe how an instrument has been used to represent a sound or object, e.g. a flute for a bird or a drum for thunder</p> <p>Notice how music can be used to create different moods and effects and to communicate ideas</p> <p>Sort composers in to different genres and instruments in to different types</p>	<p>Use musical dimensions together to compose music</p> <p>Begin to recognise and identify instruments being played</p> <p>Know number of beats in a minim, crochet, quaver and semibreve, and recognise symbols associated with duration</p> <p>Play with a sound then symbol approach</p> <p>Use silence for effect and know the symbol for 'rest' (duration)</p> <p>Describe different purposes of music in history/other cultures</p> <p>Use written symbols both standard and invented to represent sounds</p> <p>Use relevant musical vocabulary, e.g. pitch, rhythm, tempo and pulse, when talking about the elements of music a piece</p> <p>Recognise changes in the music using words like 'pitch' (high/low), 'timbre' (sound quality), 'dynamics' (loud/soft) and 'tempo' (fast/slow)</p> <p>Notice and explore the way sounds can be combined and used expressively</p> <p>Listen to different types of composers and musicians.</p>	<p>Combine sounds expressively using all dimensions</p> <p>Begin to recognise and identify instruments and numbers of instruments and voices being played</p> <p>Read notes and know how many beats they represent (minim, crochet, semibreve, quaver, dotted crochet, rests)</p> <p>Know the sense of occasion affects performance</p> <p>Describe different purposes of music in history/other cultures</p> <p>Follow a basic melody line, using standard notation</p> <p>Describe and compare and then evaluate different kinds of music using appropriate musical vocabulary</p> <p>Describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with an increasing aural memory</p> <p>To notice, analyse and explore the way sounds can be combined and used expressively</p> <p>To comment on musicians use of technique to create effect</p>	<p>Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively, e.g. use of pitch, texture, structure</p> <p>Read/work out the musical stave (notes as in Year 4)</p> <p>Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it</p> <p>Describe different purposes of music in history/other cultures</p> <p>Perform from simple notation on tuned/untuned instruments</p> <p>Use musical vocabulary to explain some of the reasons why a piece of music might have been composed</p> <p>Explain how different musical elements such as pitch, tempo, rhythm, melody and dynamics have been used to create mood and effects</p> <p>Notice and explore how music reflects different intentions.</p>	<p>Use increased aural memory to recall sounds accurately</p> <p>Use knowledge of musical dimensions to know how to best combine them</p> <p>Know and use standard musical notation to perform and record own music, adding dotted quavers</p> <p>Use different venues and occasions to vary performances</p> <p>Understand/use staff and use unconventional notation when composing</p> <p>Describe how music can be used to create expressive effects and convey emotion</p> <p>Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music</p> <p>Notice and explore how music reflects time, place and culture</p> <p>Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural</p> <p>Notice, comment on and compare the use of musical devises</p>