



## Progression in Music

|                      |                            | EYFS  | Children sing songs, make music and dance, and experiment with ways of changing them.<br>They represent their own ideas, thoughts and feelings through design music and dance.   |  |
|----------------------|----------------------------|---|--|--|
|                      |                            | Year 1/2  | Year 3/4   | Year 5/6   |
| Performing - Singing | Vocal Expression / Effects | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> </ul>   | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>                                      |  |
|                      |                            | <p>Year 1</p> <ul style="list-style-type: none"> <li>I can make a sequence of sounds.</li> <li>I can make different sounds with my voice and with instruments.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>I can choose sounds which create an effect.</li> </ul>       | <p>Year 3</p> <ul style="list-style-type: none"> <li>I can combine different sounds to create a specific mood or feeling.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>I can improvise using repeated patterns.</li> </ul>  | <p>Year 5</p> <ul style="list-style-type: none"> <li>I can improvise within a group using melodic and rhythmic phrases.</li> <li>I can change sounds or organise them differently to change the effect.</li> </ul> <p>Year 6</p> <ul style="list-style-type: none"> <li>I can sing in harmony confidently and accurately.</li> </ul> |
|                      |                            | <p>Year 1</p> <ul style="list-style-type: none"> <li>I can use my voice to speak, sing and chant.</li> <li>I can repeat short rhythmic and melodic patterns.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>I can sing or clap increasing and decreasing tempo.</li> </ul> | <p>Year 3</p> <ul style="list-style-type: none"> <li>I can create repeated patterns with different instruments.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>I can perform a simple part rhythmically.</li> <li>I can improvise using repeated patterns.</li> </ul> | <p>Year 5</p> <ul style="list-style-type: none"> <li>I can maintain my part whilst others are performing their part.</li> <li>I can improvise within a group using melodic and rhythmic phrases.</li> </ul> <p>Year 6</p> <ul style="list-style-type: none"> <li>I can perform parts from memory.</li> </ul>                         |

## Progression in Music

|                                |          | Year 1/2  | Year 3/4   | Year 5/6  |
|--------------------------------|----------|---|--|---|
| Performing - Singing continued | Pitching | <p>Year 1</p> <ul style="list-style-type: none"> <li>I can make a sequence of sounds.</li> <li>I can make different sounds with my voice and with instruments.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>I can sing and follow a melody.</li> </ul> | <p>Year 3</p> <ul style="list-style-type: none"> <li>I can sing a tune with expression.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>I can sing songs from memory with accurate pitch.</li> </ul> | <p>Year 5</p> <ul style="list-style-type: none"> <li>I can maintain my part whilst others are performing their part.</li> </ul> <p>Year 6</p> <ul style="list-style-type: none"> <li>I can sing in harmony confidently and accurately.</li> </ul>                                 |
|                                | Singing  | <p>Year 1</p> <ul style="list-style-type: none"> <li>I can make a sequence of sounds.</li> <li>I can follow instructions about when to play and sing.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>I can sing and follow a melody.</li> </ul>          | <p>Year 3</p> <ul style="list-style-type: none"> <li>I can sing a tune with expression.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>I can sing songs from memory with accurate pitch.</li> </ul> | <p>Year 5</p> <ul style="list-style-type: none"> <li>I can breathe in the correct place when singing.</li> </ul> <p>Year 6</p> <ul style="list-style-type: none"> <li>I can sing in harmony confidently and accurately.</li> <li>I can take the lead in a performance.</li> </ul> |

## Progression in Music

|                      |                                      | Year 1/2   | Year 3/4   | Year 5/6  |
|----------------------|--------------------------------------|--|--|---|
| Performing - Playing |                                      | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>play tuned and un-tuned instruments musically</li> </ul>   | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>  |   |
|                      | Identify Instruments / Sound Effects | <p>Year 1</p> <ul style="list-style-type: none"> <li>I can choose sounds to represent different things.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>I can choose sounds which create an effect.</li> <li>I can listen out for particular things when listening to music.</li> </ul>  | <p>Year 3</p> <ul style="list-style-type: none"> <li>I can combine different sounds to create a specific mood or feeling.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>I can identify the character in a piece of music.</li> <li>I can explain why silence is often needed in music and explain what effect it has.</li> </ul> | <p>Year 5</p> <ul style="list-style-type: none"> <li>I can change sounds or organise them differently to change the effect.</li> </ul> <p>Year 6</p> <ul style="list-style-type: none"> <li>I can analyse features within different pieces of music.</li> </ul>   |
|                      | Control                              | <p>Year 1</p> <ul style="list-style-type: none"> <li>I can clap short rhythmic patterns.</li> <li>I can repeat short rhythmic and melodic patterns.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>I can perform simple patterns and accompaniments keeping a steady pulse.</li> <li>I can play simple rhythmic patterns on an instrument.</li> </ul> | <p>Year 3</p> <ul style="list-style-type: none"> <li>I can play clear notes on instruments.</li> <li>I can create repeated patterns with different instruments.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>I can perform a simple part rhythmically.</li> <li>I can improvise using repeated patterns.</li> </ul>             | <p>Year 5</p> <ul style="list-style-type: none"> <li>I can maintain my part whilst others are performing their part.</li> <li>I can improvise within a group using melodic and rhythmic phrases.</li> </ul> <p>Year 6</p> <ul style="list-style-type: none"> <li>I can perform parts from memory.</li> <li>I can take the lead in a performance.</li> </ul> |

## Progression in Music

|                                |            | Year 1/2  | Year 3/4   | Year 5/6   |
|--------------------------------|------------|---|--|--|
| Performing - Playing continued | Notation   | <p>Year 1</p> <ul style="list-style-type: none"> <li>I can make a sequence of sounds.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>I can order sounds to create a beginning, middle and an end.</li> <li>I can use symbols to represent sounds.</li> <li>I can make connections between notations and musical sounds.</li> </ul> | <p>Year 3</p> <ul style="list-style-type: none"> <li>I can use musical words to describe a piece of music and compositions.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>I can use notation to record and interpret sequences of pitches.</li> <li>I can use notation to record compositions in a small group or on my own.</li> </ul>  | <p>Year 5</p> <ul style="list-style-type: none"> <li>I can use notation to record groups of pitches (chords).</li> </ul> <p>Year 6</p> <ul style="list-style-type: none"> <li>I can use a variety of different musical devices in my composition (including melody, rhythms and chords).</li> </ul>  |
|                                | Evaluating | <p>Year 1</p> <ul style="list-style-type: none"> <li>I can say whether I like or dislike a piece of music.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>I can improve my own work.</li> </ul>  | <p>Year 3</p> <ul style="list-style-type: none"> <li>I can use musical words to describe what I like and do not like about a piece of music.</li> <li>I can improve my work; explaining how it has been improved.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>I can identify the character in a piece of music.</li> <li>I can identify and describe the different purposes of music.</li> </ul> | <p>Year 5</p> <ul style="list-style-type: none"> <li>I can describe, compare and evaluate music using musical vocabulary.</li> <li>I can explain why I think music is successful or unsuccessful.</li> <li>I can suggest improvement to my own work and that of others.</li> </ul> <p>Year 6</p> <ul style="list-style-type: none"> <li>I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.</li> </ul> |

## Progression in Music

|                               |                         | Year 1/2  | Year 3/4   | Year 5/6   |
|-------------------------------|-------------------------|---|--|--|
| Improvising and Experimenting |                         | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>   | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> </ul>   |  |
|                               | Explore and Make Sounds | <p>Year 1</p> <ul style="list-style-type: none"> <li>I can use my voice to speak, sing and chant.</li> <li>I can use instruments to perform.</li> <li>I can clap short rhythmic patterns.</li> <li>I can make different sounds with my voice and with instruments.</li> <li>I can repeat short rhythmic and melodic patterns.</li> <li>I can make a sequence of sounds.</li> <li>I can choose sounds to represent different things.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>I can perform simple patterns and accompaniments keeping a steady pulse.</li> <li>I can play simple rhythmic patterns on an instrument.</li> <li>I can sing or clap increasing and decreasing tempo.</li> </ul> | <p>Year 3</p> <ul style="list-style-type: none"> <li>I can play clear notes on instruments.</li> <li>I can create repeated patterns with different instruments.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>I can perform a simple part rhythmically.</li> <li>I can improvise using repeated patterns.</li> </ul> | <p>Year 5</p> <ul style="list-style-type: none"> <li>I can improvise within a group using melodic and rhythmic phrases.</li> <li>I can change sounds or organise them differently to change the effect.</li> </ul> <p>Year 6</p> <ul style="list-style-type: none"> <li>I can perform parts from memory.</li> <li>I can take the lead in a performance.</li> </ul> |

## Progression in Music

|   |                           | Year 1/2  | Year 3/4   | Year 5/6  |
|---|---------------------------|---|--|---|
| Improvising and Experimenting continued | Control and Change Sounds | <p>Year 1</p> <ul style="list-style-type: none"> <li>I can use my voice to speak, sing and chant.</li> <li>I can use instruments to perform.</li> <li>I can make different sounds with my voice and with instruments.</li> <li>I can make a sequence of sounds.</li> <li>I can choose sounds to represent different things.</li> <li></li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>I can sing and follow a melody.</li> <li>I can sing or clap increasing and decreasing tempo.</li> </ul> | <p>Year 3</p> <ul style="list-style-type: none"> <li>I can use different elements in my composition.</li> <li>I can compose melodies and songs.</li> <li>I can create accompaniments for tunes.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>I can sing songs from memory with accurate pitch.</li> <li>I can explain why silence is often needed in music and explain what effect it has.</li> </ul> | <p>Year 5</p> <ul style="list-style-type: none"> <li>I can improvise within a group using melodic and rhythmic phrases.</li> <li>I can change sounds or organise them differently to change the effect.</li> <li>I can compose music which meets specific criteria.</li> <li>I can choose the most appropriate tempo for a piece of music.</li> </ul> <p>Year 6</p> <ul style="list-style-type: none"> <li>I can sing in harmony confidently and accurately.</li> <li>I can use a variety of different musical devices in my composition (including melody, rhythms and chords).</li> </ul> |

## Progression in Music

|   |                             | Year 1/2   | Year 3/4   | Year 5/6   |
|---|-----------------------------|--|--|--|
| Improvising and Experimenting continued | Create Rhythms and Melodies | <p>Year 1</p> <ul style="list-style-type: none"> <li>I can use my voice to speak, sing and chant.</li> <li>I can clap short rhythmic patterns.</li> <li>I can make a sequence of sounds.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>I can order sounds to create a beginning, middle and an end.</li> <li>I can create music in response to different starting points.</li> </ul> | <p>Year 3</p> <ul style="list-style-type: none"> <li>I can use different elements in my composition.</li> <li>I can create repeated patterns with different instruments.</li> <li>I can compose melodies and songs.</li> <li>I can create accompaniments for tunes.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>I can improvise using repeated patterns.</li> <li>I can use notation to record compositions in a small group or on my own.</li> </ul>  | <p>Year 5</p> <ul style="list-style-type: none"> <li>I can compose music which meets specific criteria.</li> <li>I can choose the most appropriate tempo for a piece of music.</li> <li>I can use my music diary to record aspects of the composition process.</li> </ul> <p>Year 6</p> <ul style="list-style-type: none"> <li>I can use a variety of different musical devices in my composition (including melody, rhythms and chords).</li> </ul>       |
|   | Electronic (Garageband)     | <p>Year 1</p> <ul style="list-style-type: none"> <li>I can make a sequence of sounds.</li> <li>I can follow instructions about when to play and sing.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>I can order sounds to create a beginning, middle and an end.</li> <li>I can choose sounds which create an effect.</li> <li>I can improve my own work.</li> </ul>                 | <p>Year 3</p> <ul style="list-style-type: none"> <li>I can use different elements in my composition.</li> <li>I can compose melodies and songs.</li> <li>I can combine different sounds to create a specific mood or feeling.</li> <li>I can improve my work; explaining how it has been improved.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>I can use notation to record and interpret sequences of pitches.</li> <li>I can use notation to record compositions in a small group or on my own.</li> </ul> | <p>Year 5</p> <ul style="list-style-type: none"> <li>I can change sounds or organise them differently to change the effect.</li> <li>I can use notation to record groups of pitches (chords).</li> <li>I can choose the most appropriate tempo for a piece of music.</li> </ul> <p>Year 6</p> <ul style="list-style-type: none"> <li>I can use a variety of different musical devices in my composition (including melody, rhythms and chords).</li> </ul> |

## Progression in Music

|           | Year 1/2  | Year 3/4  | Year 5/6  |
|-----------|---|---|---|
| Composing | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>  | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>improvise and compose music for a range of purposes using the inter-related dimension of music</li> <li>use and understand staff and other musical notations</li> </ul>   |   |
|           | <p>Year 1</p> <ul style="list-style-type: none"> <li>I can make different sounds with my voice and with instruments.</li> <li>I can make a sequence of sounds.</li> <li>I can choose sounds to represent different things.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>I can order sounds to create a beginning, middle and an end.</li> <li>I can create music in response to different starting points.</li> <li>I can choose sounds which create an effect.</li> </ul> | <p>Year 3</p> <ul style="list-style-type: none"> <li>I can use different elements in my composition.</li> <li>I can create repeated patterns with different instruments.</li> <li>I can compose melodies and songs.</li> <li>I can create accompaniments for tunes.</li> <li>I can combine different sounds to create a specific mood or feeling.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>I can improvise using repeated patterns.</li> <li>I can use notation to record and interpret sequences of pitches.</li> <li>I can use notation to record compositions in a small group or on my own.</li> </ul> | <p>Year 5</p> <ul style="list-style-type: none"> <li>I can improvise within a group using melodic and rhythmic phrases.</li> <li>I can change sounds or organise them differently to change the effect.</li> <li>I can compose music which meets specific criteria.</li> <li>I can use notation to record groups of pitches (chords).</li> <li>I can use my music diary to record aspects of the composition process.</li> <li>I can choose the most appropriate tempo for a piece of music.</li> </ul> <p>Year 6</p> <ul style="list-style-type: none"> <li>I can use a variety of different musical devices in my composition (including melody, rhythms and chords).</li> <li>I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.</li> </ul> |



## Progression in Music

|   |           | Year 1/2  | Year 3/4  | Year 5/6   |
|---|-----------|---|---|--|
| Listening, Developing Knowledge and Understanding | Listening | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen with concentration and understanding to a range of high quality live and recorded music</li> </ul>   | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music</li> </ul>  |  |
|   |           | <p>Year 1</p> <ul style="list-style-type: none"> <li>I can repeat short rhythmic and melodic patterns.</li> <li>I can respond to different moods in music.</li> <li>I can follow instructions about when to play and sing.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>I can perform simple patterns and accompaniments keeping a steady pulse.</li> <li>I can listen out for particular things when listening to music.</li> </ul> | <p>Year 3</p> <ul style="list-style-type: none"> <li>I can create accompaniments for tunes.</li> <li>I can use musical words to describe a piece of music and compositions.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>I can sing songs from memory with accurate pitch.</li> <li>I can explain why silence is often needed in music and explain what effect it has.</li> <li>I can identify the character in a piece of music.</li> </ul> | <p>Year 5</p> <ul style="list-style-type: none"> <li>I can maintain my part whilst others are performing their part.</li> <li>I can improvise within a group using melodic and rhythmic phrases.</li> <li>I can describe, compare and evaluate music using musical vocabulary.</li> </ul> <p>Year 6</p> <ul style="list-style-type: none"> <li>I can perform parts from memory.</li> <li>I can analyse features within different pieces of music.</li> </ul> |

## Progression in Music

|   |                             | Year 1/2  | Year 3/4  | Year 5/6   |
|---|-----------------------------|---|---|--|
| Listening, Developing Knowledge and Understanding continued | Knowledge and Understanding | <p>Year 1</p> <ul style="list-style-type: none"> <li>I can respond to different moods in music.</li> <li>I can say whether I like or dislike a piece of music.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>I can make connections between notations and musical sounds.</li> <li>I can listen out for particular things when listening to music.</li> </ul> | <p>Year 3</p> <ul style="list-style-type: none"> <li>I can use musical words to describe a piece of music and compositions.</li> <li>I can use musical words to describe what I like and do not like about a piece of music.</li> <li>I can recognise the work of at least one famous composer.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>I can identify the character in a piece of music.</li> <li>I can identify and describe the different purposes of music.</li> <li>I can begin to identify the style of work of Beethoven, Mozart and Elgar.</li> </ul> | <p>Year 5</p> <ul style="list-style-type: none"> <li>I can describe, compare and evaluate music using musical vocabulary.</li> <li>I can explain why I think music is successful or unsuccessful.</li> <li>I can contrast the work of a famous composer and explain my preferences.</li> </ul> <p>Year 6</p> <ul style="list-style-type: none"> <li>I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.</li> <li>I can analyse features within different pieces of music.</li> <li>I can compare and contrast the impact that different composers from different times have had on people of that time.</li> </ul> |