

Progression in Music

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing	<p>Sing songs, make music and dance, and experiment with ways of changing them.</p> <p>Perform movements to a steady beat</p>	<p>Explore the use of their voices creatively by singing simple songs and speaking chants and rhymes</p> <p>Simple echo singing and clapping</p> <p>Play tuned and untuned instruments to repeat and investigate simple beats and rhythms</p>	<p>Use their voices to perform songs, chants and rhymes with increasing creativity and expression</p> <p>Play tuned and untuned instruments to perform simple patterns and accompaniments keeping to a steady beat.</p>	<p>Use their voices with increasing accuracy, control and expression</p> <p>Breathe well and pronounce words when singing</p> <p>Play tuned and un-tuned instruments to perform simple melodic and rhythmic parts with increasing accuracy</p> <p>Sustain an ostinato</p> <p>Listen and recall sounds with increasing aural memory</p>	<p>Use their voices to perform in ensemble contexts, with overall accuracy, control and expression</p> <p>Maintain a simple part within a group</p> <p>Play tuned and un-tuned instruments to perform simple melodic and rhythmic parts with increasing accuracy</p> <p>Listen and recall songs and sounds with increasing aural memory</p>	<p>Use their voices to perform in solos and ensemble contexts, with overall accuracy, control and expression showing an awareness of occasion and meaning</p> <p>Maintain their own part with awareness of how the different parts fit together</p> <p>Play tuned and un-tuned instruments in solo and ensemble contexts, to perform simple melodic and rhythmic parts with increasing accuracy, expression and fluency</p> <p>Listen with increasing attention to detail and recall sounds with increasing aural memory</p>	<p>Use their voices to perform in ensemble contexts, with overall accuracy, control and expression showing an awareness of occasion and meaning</p> <p>Perform significant parts from memory and from notation</p> <p>Play tuned and un-tuned instruments in solo and ensemble contexts, to perform simple melodic and rhythmic parts with increasing accuracy, expression, fluency and control</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>
Vocabulary	<p>Song, rhyme, beat, voice, fast, slow, vocabulary related to feelings, e.g. happy, sad, joyful, excited</p>	<p>Dynamics: loud, quiet Pitch: high, low Pulse, beat</p>	<p>Dynamics: very loud, very quiet Tempo: very fast, very slow Pitch: very high, very low Melody</p>	<p>Dynamics: getting louder, getting quieter Tempo: getting faster, slowing down Pitch: getting higher, getting lower Timbre: rough/smooth Accompaniment, ostinato</p>	<p>Dynamics: forte (=loud), piano (=quiet) Tempo: moderate, steady, constant Pitch: ascending, descending Texture Scale, step, leap (skip) Solo, ensemble, unison</p>	<p>Dynamics: fortissimo – (=very loud), pianissimo (=very quiet) Tempo: getting faster (=accelerando), ritenuto (=slowing down) Style: legato (=smoothly), staccato – (=short and spikey)</p>	<p>Dynamics: mezzo forte (=moderately loud), mezzo piano (=moderately quiet), Crescendo (= getting louder), diminuendo (=getting quieter) Style: accented</p>
Composing and Notation	<p>Represent their own ideas, thoughts and feelings through music and dance.</p>	<p>Experiment with different instruments and different sounds focusing on dynamic and pitch.</p> <p>Create a short sequence of long and short sounds</p>	<p>Experiment with different instruments and different sounds focusing on dynamic, tempo and pitch.</p> <p>Create a sequence with a</p>	<p>Improvise and compose short music patterns by selecting, creating and combining sounds focusing on dynamics, tempo, pitch, and timbre.</p>	<p>Improvise and compose music to a given structure (e.g. binary, ternary, rondo) by selecting, creating and combining sounds</p>	<p>Improvise and compose music that combines several layers by selecting, creating and combining sounds (texture). Read the musical staff</p>	<p>Improvise and compose music for a range of purposes or to convey an idea using the full range of inter-related dimensions of music: pitch, duration,</p>

		with help Record own musical ideas through signs, symbols or pictures	beginning, middle and end Notate musical ideas graphically	Carefully select sounds to create an effect Notate musical ideas on a graphic score	Know how many beats in a minim, crotchets, semibreve and quaver and recognise the symbols Know the symbol for a rest in music Begin to use some symbols for dynamics (e.g. <i>f</i> = forte, <i>P</i> = piano)	and can work out notes: EGBDF and FACE Draw a treble clef at the correct position on the stave Use a wider range of symbols for dynamics (e.g. <i>ff</i> =fortissimo, <i>pp</i> =pianissimo)	dynamics, tempo, timbre, texture and structure Read notes with increasing confidence and accuracy Use the full range of symbols for dynamics including <i>mp</i> = mezzo piano, <i>mf</i> = mezzo forte, < =cresc, > = dim Use ICT/ electronic devices to compose, change and manipulate sounds
	Song, rhyme, beat, voice, fast, slow, vocabulary related to feelings, e.g. happy, sad, joyful, excited	Dynamics: loud, quiet Tempo: fast, slow Pitch: high, low Timbres: rough, smooth Pulse, beat, rhythm, compose, mood,	Dynamics: very loud, very quiet Tempo: very fast, very slow Pitch: very high, very low Texture: thick/thin, Structure: verse, chorus, sections, beginning, middle, end Graphic notation	Dynamics: getting louder, getting quieter Tempo: getting faster, slowing down Pitch: getting higher, getting lower Timbres: harsh, mellow, shrill, rasping, smooth Duration: pulse, metre, rests Accompaniment, harmony, pentatonic	Dynamics: forte (=loud), piano (=quiet) Tempo: moderate, steady, constant Pitch: ascending, descending Scale, pentatonic, step, leap (skip) Solo, ensemble, unison Staff notation: notes, crotchets, quavers, minims, semibreves, stave, treble clef Structure: binary ternary, rondo	Dynamics: fortissimo – (=very loud), pianissimo (=very quiet) Tempo: getting faster (= accelerando), ritenuto (=slowing down) Texture: monophonic, biphonic, polyphonic Style: legato (=smoothly), staccato (=short and spikey) Major/minor, chords, bass line,	Dynamics: mezzo forte (=moderately loud), mezzo piano (=moderately quiet), Crescendo (= getting louder), diminuendo (=getting quieter) Scalic melody, Style: accent Texture: homophonic, Tonal, atonal , scalic, 3/4, 4/4-time signatures, intro, middle, outro
Listening and appreciating	Music linked to topics covered e.g. Indian music at Diwali, Christmas music, Vivaldi seasons, Chinese new year dragon dance music.	Listen with concentration to a range of high-quality live and recorded music and describe on a simple level the dynamics, pitch, mood and instruments. Reflect on music and say how it makes people feel	Listen with concentration and understanding to a range of high-quality live and recorded music commenting on dynamics, pitch, tempo and instruments. Notice how music can be used to create different moods and effects and can communicate ideas	Appreciate and understand a wide range of high-quality live and recorded music commenting on dynamics, pitch, tempo and timbre Understand that there are many different styles of music and that music has changed over time	Appreciate and understand a wide range of high-quality live and recorded music commenting on dynamics, pitch, tempo, timbre and texture Comment on the effect of pitch, dynamic, tempo, timbre, duration and texture	Appreciate and understand a wide range of high-quality live and recorded music commenting on dynamics, pitch, tempo, timbre, texture and structure Develop a more detailed understanding of the history of music, naming great	Appreciate and understand a wide range of high-quality live and recorded music drawn from different cultures, traditions and from great composers and musicians Notice and explore how music reflect time, place and culture

			Sort instruments into different groups Comment on likes and dislikes	Comment on likes and dislikes with reasons	Have a very basic knowledge of a musical timeline Compare music and express growing tastes in music	composers/musicians and examples of pieces of music	
	song, rhymes, beat, voice, vocabulary related to feelings, e.g. happy, sad, joyful, excited	Dynamics: loud, quiet Pitch: high, low Tempo: fast, slow Mood, names instruments depending on the music listened to	Dynamics: very loud, very quiet Tempo: very fast, very slow Pitch: very high, very low Timbres: rough, smooth Texture: thick/thin, Strings (e.g. violins, cellos, guitars) Brass (e.g. trumpets, trombones, tenor horn) Woodwind (e.g. flutes, clarinets, saxophone), Percussion (e.g. timpani, xylophone, glockenspiel)	Dynamics: getting louder, getting quieter Tempo: getting faster, slowing down Pitch: getting higher, getting lower Timbres: harsh, mellow, shrill, rasping, smooth Duration: pulse, metre, rests Western classical (1600-1910) (e.g. Baroque, classical, romantic), contemporary music, pop, blues, jazz, swing, rock n roll, disco, dance	Dynamics: forte (=loud), piano (=quiet) Tempo: moderate, steady, constant Pitch: ascending, descending Solo, ensemble, unison	Dynamics: fortissimo – (=very loud), pianissimo (=very quiet) Tempo: getting faster (=accelerando), ritenuto (=slowing down) Style: legato (=smoothly), staccato (=short and spikey) Structure: binary ternary, rondo Texture: monophonic, polyphonic instrumental,	Dynamics: mezzo forte (=moderately loud), mezzo piano (=moderately quiet), Crescendo (= getting louder), diminuendo (=getting quieter) Scalic melody, Style: accent Texture: homophonic, atonal signatures, fanfare, symphony intro, middle, outro