

Progression of Music

Bredbury Green Primary School



	Rhythm and Composition	Playing and Performing	Inter-Related Dimensions of Music
Year 1	Storytime Know how to keep a steady pulse, move in time to music, and use rhythm tags (e.g. cat, monkey, rest) to clap and perform simple patterns. Know the names and basic playing techniques of a range of untuned and tuned percussion instruments, and understand the difference between pulse, rhythm and pitch (high/low). Explain how to create and perform simple rhythm patterns and compositions, using dynamics (loud/quiet) and expression to improve a performance	Playing and Performing A Know how to hold and play a glockenspiel beater correctly, recognise high and low pitches, and play the note C in time with a steady pulse. Know how to perform and improvise simple rhythm patterns using rhythm tags (cat, monkey, rest) and play along with backing tracks or in pairs/groups. Explain how to create and perform rhythms using words, patterns and simple scales, understanding how pulse, pitch and rhythm work together to make a musical performance.	Sounds Interesting Know basic musical dimensions – rhythm, pulse, dynamics, tempo, pitch, duration, timbre, texture, and structure. Know key terms and how to use them in playing, improvising, and performing (e.g., rhythm tags, ostinato, tap/shake/scrape, loud/soft, fast/slow). Explain how these dimensions affect musical expression, composition, and performance (e.g., mood, texture, structure, and cohesion).
Year 2	Sequences Know how to recognise, name and use an extended set of rhythm tags (cat, monkey, rest, cow), and understand how these fit into a steady pulse, including distinguishing between pulse and rhythm. Know how to perform and compose using tuned percussion (xylophone, glockenspiel) alongside untuned, body and vocal percussion, with awareness of pitch, dynamics and correct technique. Explain how to create, notate and perform more complex rhythm patterns and compositions in groups or as a class, and how tempo, dynamics and ensemble awareness improve a shared performance.	Playing and Performing B Know how to hold and play a glockenspiel beater correctly, recognise high and low pitches, and play the notes C, D, and E in time with a steady pulse. Know how to perform, improvise and compose simple melodies using rhythm tags (cat, monkey, rest, cow) on multiple notes, including working with backing tracks and in pairs or groups. Explain how to create, notate and improve an 8-beat melody, applying knowledge of pulse, rhythm, pitch and dynamics to perform confidently as a class or in small ensembles.	Selecting and Combining Sounds Know how to create and perform soundscapes, including using body percussion, tuned and untuned instruments, and graphic notation to record ideas. Know musical elements including rhythm, pulse, pitch, dynamics, timbre, texture, tempo, and structure; understand binary form (AB) and how contrasting sections create variety. Explain how these dimensions contribute to storytelling and musical expression; how choices of timbre, texture, dynamics, and rhythm convey narrative, mood, and contrast in compositions.
End Points	Play and perform with control and purpose - Select and handle tuned and untuned percussion, body percussion, and vocal sounds confidently, using correct technique (e.g., holding beaters, striking instruments). - Apply rhythm, pulse, pitch, dynamics, and expression to perform music accurately, individually or in groups, including playing along with backing tracks. - Coordinate performing, clapping, or singing in ensembles, demonstrating awareness of tempo, texture, and dynamics. Explore, experiment, and develop musical ideas - Invent and experiment with rhythm patterns, melodies, scales, timbres, and textures, including simple compositions and soundscapes. - Combine musical elements thoughtfully to create mood, expression, and narrative, using tuned and untuned instruments, voice, and body percussion. - Improvise, compose, and notate rhythms, melodies, or soundscapes, including graphic notation and simple binary forms (AB), refining ideas to improve performance. Respond to and reflect on music - Recognise and talk about the work of composers, performers, or peers, describing musical features, dimensions, and effects. - Identify how musical elements (rhythm, pulse, pitch, dynamics, timbre, texture, tempo, and structure) communicate mood, story, or expression. - Explain their own musical choices, evaluate performances, and make improvements to enhance expression, ensemble cohesion, or accuracy.		
Year 3	Binary AB Know how to keep a steady pulse, move in time to music, and use an extended set of rhythm tags (cat, monkey, rest, cow, armadillo) to clap, improvise, and perform more complex patterns. Know the names and correct playing techniques of a range of tuned and untuned percussion instruments, and understand how rhythm, pulse, pitch, and timbre work together in ensemble performance.	Playing and Performing Instruments 1 Know how to hold the recorder correctly, produce a clear sound, and play simple notes (B, A, G) in time with a steady pulse. Know how to read basic rhythm patterns (crotchets, minims, and rests) and associate them with the corresponding fingerings. Explain how to perform simple melodies on the recorder using these notes and rhythms, maintaining steady pulse and controlling breath to create a clear tone.	Notating Dynamics and Tempo Know how to use dynamics and tempo to create and perform music, including using tuned and untuned percussion and graphic notation to record ideas. Know musical elements including dynamics (piano, forte, crescendo, diminuendo) and tempo (adagio, allegro), and understand how these can change within a piece to create contrast and structure. Explain how these dimensions contribute to storytelling and musical expression; how changes in tempo and dynamics, alongside instrument choice, can create mood, build tension, and communicate ideas in compositions.

	Explain how to create, notate, and perform compositions using rhythm tags, dynamics, texture, and binary form (AB), developing expression and cohesion in solo and group performances.		
Year 4	Ternary ABA Know how to keep a steady pulse, move in time to music, and use an extended set of rhythm tags (cat, monkey, rest, cow, armadillo, elephant) to clap, improvise, and perform more complex patterns. Know the names and correct playing techniques of tuned (glockenspiel) and untuned percussion instruments, and understand how rhythm, pulse, pitch, timbre, and dynamics work together in ensemble and solo performance. Explain how to create, notate, and perform compositions using rhythm tags, dynamics, texture, and ternary form (ABA), developing musical expression, cohesion, and performance confidence.	Playing and Performing Instruments 2 Know how to play an extended set of notes (B, A, G, C, D) on the recorder with correct posture, fingerings, and breath control. Know how to read and interpret traditional notation with treble clef, including simple rhythms, and apply this to perform short melodies. Explain how to perform more complex melodies confidently, maintaining pulse, rhythm, and tone, and begin to identify and correct simple mistakes in their playing.	Programme Music Know how to identify and describe programme music, recognising how composers use tempo, dynamics, timbre, and structure to represent a story or image. Know how to create and perform programme music compositions in groups, using tuned and untuned instruments, graphic notation, and appropriate musical elements to match a planned storyline. Explain how musical dimensions (such as tempo, dynamics, timbre, and structure) are used to convey narrative, mood, and character, and evaluate how effectively music represents a story in both their own and others’ compositions.
End Points	Play and perform with control and purpose • Select and play tuned and untuned instruments (including recorder and glockenspiel) with increasing accuracy, using correct technique, posture, and breath control where appropriate. • Perform rhythms and melodies using an extended range of notes and rhythm patterns, maintaining steady pulse, accurate timing, and clear tone individually and as part of an ensemble. • Coordinate ensemble performances with awareness of structure (binary AB and ternary ABA), dynamics, tempo, and texture, responding to others to achieve cohesion and confident delivery. Explore, experiment, and develop musical ideas • Improvise and compose using rhythm tags, melodic patterns, and structures including binary (AB) and ternary (ABA) forms, as well as programme music inspired by stories or images. • Combine musical elements (rhythm, pulse, pitch, dynamics, tempo, timbre, texture, and structure) to create contrast, expression, and narrative using tuned and untuned instruments and voice. • Use graphic and simple traditional notation to record compositions, including dynamics and tempo markings, and refine ideas to improve accuracy, structure, and musical intention. Respond to and reflect on music • Recognise and describe features of programme music, including how composers use musical elements to represent stories, characters, and images. • Identify and explain how musical dimensions (rhythm, pulse, pitch, dynamics, tempo, timbre, texture, and structure) contribute to mood, contrast, and expression in music. • Evaluate their own and others’ performances and compositions, identifying strengths and areas for improvement, including accuracy, ensemble coordination, and effectiveness in communicating musical ideas.		
Year 5	Rondo Composition Know how to recognise, perform, and compose using an extended set of rhythm tags (including anteatater and semibreve), understanding how these fit within a steady pulse and more complex rhythmic structures. Know how to compose and perform in rondo form, using untuned and tuned percussion, including drones, melodies, and chords, with awareness of notation, dynamics, and ensemble roles. Explain how compositional features such as structure (rondo form), rhythm, melody, harmony (drone/chords), and dynamics work together to create a cohesive piece, and evaluate and refine performances as part of an ensemble.	Playing and Performing Instruments 3 Know how to play all notes within a comfortable range on the recorder with accurate pitch, consistent tone, and controlled dynamics. Know how to read and interpret more complex rhythms and notation in the treble clef, including dotted rhythms and simple rests, applying them to perform melodies. Explain how to perform with others in an ensemble or with a backing track, demonstrating steady pulse, timing, and accuracy, and evaluate their own and peers’ performances to make improvements.	Understanding and Composing Ostinato Know how to analyse and evaluate programme music, identifying how tempo, dynamics, pitch, timbre, and texture are used to represent characters, animals, and ideas. Know how to compose, perform, and layer rhythmic ostinatos using voice, body percussion, instruments, and technology, selecting appropriate musical elements to match a chosen theme or image. Explain how musical dimensions and compositional techniques (such as ostinato, texture, dynamics, and tempo) create structure, mood, and meaning, and evaluate how effectively music communicates an intended idea or narrative.
Year 6	Song Writing – 12 Bar Blues Know how to recognise and perform a 12-bar blues structure, playing chords (I, IV, V) in time and understanding how repetition and variation form the basis of Blues music. Know how to improvise, compose, and perform a Blues piece using the Blues scale, combining chords, melody, lyrics, and improvisation within a group or ensemble. Explain how musical elements such as structure, harmony, melody, rhythm, and improvisation work together in Blues	Playing and Performing 4 Know how to read and interpret full pieces of traditional notation in treble clef, including a range of rhythms, rests, and pitches, applying them fluently in performance. Know how to perform as part of an ensemble, keeping in time with others and a backing track, demonstrating accurate pitch, expression, and controlled dynamics.	A Night on the Bare Mountain Know how to interpret and analyse programme music in detail, identifying how composers use tempo, dynamics, pitch, timbre, texture, and structure to tell a story and create atmosphere. Know how to plan, compose, and perform extended programme music in groups, using a range of instruments, graphic scores, and clear annotations to represent a narrative with control and accuracy. Explain how musical elements and compositional choices work together to communicate complex ideas and stories, and evaluate how effectively

	music, and evaluate how effectively a performance reflects the style and features of the genre.	Explain how to improvise and compose short melodic phrases using known notes, and how to identify, correct, and refine inaccuracies in their own playing and ensemble work.	compositions and performances reflect their intended narrative and musical structure.
End Points	Play and perform with control and purpose • Select, handle, and perform on tuned and untuned percussion, recorders, and other instruments with accurate pitch, tone, and controlled dynamics, demonstrating correct technique and posture. • Perform rhythms, melodies, chords, and accompaniments confidently in a range of styles, including rondo, ostinato, and 12-bar blues, maintaining steady pulse, accurate timing, and ensemble cohesion. • Coordinate ensemble performances, following a conductor or backing track, managing entrances, dynamics, and expression, and performing improvisations or solos within group contexts. Explore, experiment, and develop musical ideas • Improvise, compose, and layer rhythmic, melodic, and harmonic ideas using instruments, voice, body percussion, and technology, including rondo form, ostinatos, drones, and Blues structures. • Combine musical elements (rhythm, pulse, pitch, dynamics, timbre, texture, tempo, structure, and harmony) thoughtfully to create expression, mood, narrative, and cohesion in original compositions. • Use traditional notation, graphic scores, and scaffolded systems to record musical ideas, experiment with structure and instrumentation, and refine compositions to improve clarity, performance, and effectiveness. Respond to and reflect on music • Analyse and evaluate a wide range of music, including programme music, Blues, and minimalist compositions, identifying how composers use musical elements to create mood, character, narrative, or stylistic effects. • Explain how compositional features—such as structure, harmony, melody, rhythm, dynamics, tempo, and texture—work together to communicate meaning, style, or story. • Critically appraise their own and others’ performances and compositions, reflecting on effectiveness, ensemble coordination, accuracy, and stylistic expression, and making informed improvements.		