

Burton Agnes Music Progression and Assessment Grids

Music							
EYFS	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected	Year 6 Greater depth
Singing and using instruments expressively							
Use voice in different ways e.g. speaking, chanting and singing. ELG children sing songs , make music and experiment with ways of changing them	Sing songs expressively using a melody at their own pitch.	Sing with a sense of awareness of pulse and control of rhythm.	Sing with control of pitch e.g. follow the shape of the melody.	Sing with an awareness of pulse and control of rhythm.	Sing expressively with an awareness and control of musical elements e.g. timbre, tempo and dynamics.	Sing songs with increasing control of breathing, posture and sound projection.	Show an awareness of improvisation with the voice.
Freely explore a range of instruments in order to create sounds in response to a given stimuli e.g. to represent different moods.	Experiment with ways to produce and change sounds to represent an intended purpose.	Create, repeat, adapt and extend simple rhythmic and melodic patterns.	Create short improvisations, arrangements and compositions from a broad range of given or chosen musical and non-musical stimuli.	Improvise within given or chosen parameters e.g. structures, using particular scales/notes	Work out and develop simple rhythmic, melodic and harmonic accompaniments and patterns e.g. ostinato, drones, pentatonic melodies, showing an awareness of how different parts fit together.	Create increasingly more complex, effective and coherent improvisations, arrangements and compositions which display an awareness of musical structures.	Create musical responses which are increasingly coherent and show flair and imagination.
Composing: creating and developing musical ideas							
Suggest symbols to represent sounds	Demonstrate an awareness of the link between shapes and pitch physical movements.	Demonstrate an awareness of the link between shapes and pitch using graphic notation.	Recognise, respond to and use basic symbols (standard and invented) within a short structure. E.g. crotchets and quavers.	Create texture by combining sounds in different ways using standard and invented notation.	Follow and create a piece of music with a recognisable shape using standard and invented notation.	Use a variety of notation to plan, revise and refine musical material.	Decode and encode short rhythmic patterns using standard and invented notation.
Listening, responding and appraising							
Say whether or not they like a piece of music.	Express how music makes you feel through speech,	Express thoughts and feelings about music giving simple	Express thoughts and feelings about music giving more specific	Discuss how time and place can influence the way	Listen to music from different periods, parts of the world	Evaluate how venue, occasion and purpose affects the	Relate music across time to other factors such

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	drawings or movement.	justifications.	justifications.	music is created, performed and heard and begin to develop a basic musical timeline of music explored.	and comment upon how they differ in terms of how it is performed and how they respond to it and further develop a musical timeline of music explored.	way that music is created, performed and heard.	as world events.
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