

Music Whole School Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and Appraising	I can enjoy listening to the music and respond through dancing or other movements. <i>I can find the pulse naturally.</i> I can recognise and name some of the characters in the stories and songs. I can invent imaginary characters through movement or dancing. I can respond to different speeds through dancing or other movements.	I can find the pulse and understand that it is the heartbeat of the music. I can recognise and name two or more instruments and voices I hear. I can find the pulse and understand that it is the heartbeat of the music. I can identify 5 different music styles: Blues, Baroque, Latin, Irish Folk and Funk. I can name some of them. I can dance to each style or move to the pulse. I know that music has a steady pulse. I can find the pulse in the unit song and understand that it is the heartbeat of the music. <i>I can find the pulse in other unit songs.</i> I can recognise two or more instruments I hear.	I can find the pulse and understand that it is the heartbeat of the music. I can recognise and name two or more instruments I hear. I can understand that songs have a musical style. I know that the unit is about Rock music and that songs have different musical styles. I know that the unit is about Reggae music and that songs have different musical styles. <i>I know that songs have a musical style.</i>	I can identify the pieces' structure e.g. introduction, verse and chorus. I can identify the instruments and voices. I can find the pulse whilst listening.	I can identify a piece's structure: intro, verse, bridge, chorus, I can identify the instruments and voices. I can find the pulse whilst listening. I can identify the instruments and voices including digital and electronic sounds. <i>I can identify tempo changes, changes in dynamics and texture.</i> I can copy increasingly challenging rhythms using body percussion and untuned instruments I can move in time with a beat, recognising the accentuated first beat of the bar. I can hear a note and suggest its length in relation to other notes over a steady pulse. I can identify some pitched note names on the treble stave.	Musicianship warm-ups, vocal warm-ups and games I can identify a piece's structure: intro, verse, bridge, chorus, I can identify the instruments and voices. I can find the pulse whilst listening.	I can describe the style indicators of the song/music. I can describe the structure of a song. I can describe the instruments/ voices I can hear. I can talk about the musical dimensions used within a song. <i>I can describe the mood and the story told.</i> I can use body percussion, instruments and my voice with confidence in response to musical stimuli. I can actively respond to and understand musical activities centred around the keys of C major, G major, D major, A minor and D minor. The time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8. I understand and can respond to music in simple and complex time signatures.

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Inter-related dimensions of music	I can find the pulse in different ways and show this through actions e.g. marching, jumping or moving like a character from a story. <i>I can enjoy thinking up and sharing my own ideas for actions.</i> I can copy back the rhythm of my name. <i>I can clap the name of a friend for others to copy.</i> I can copy sounds I hear to distinguish between high pitched sounds and low-pitched sounds. <i>I enjoy finding and moving the pitch of my voice.</i> I can copy back a rhythm from the words of a song. <i>I can clap some of the words from the song for others to copy.</i> I can copy phrases from the songs to discuss high pitched from low pitched sounds. I can play a pitched note or sound in time with the pulse. <i>I enjoy finding patterns on the instrument.</i> <i>I can choose one phrase from the song and have a go at clapping it.</i>	I can march in time with the pulse. I can be an animal finding the pulse. I can copy back rhythms I hear. I can clap the rhythm of my name over a track. I can rap and sing in time to the music. I can play C on a Glockenspiel. I know that pitch is high and low sounds. I know that we can create rhythms from our words, our names, favourite foods, colours and animals. I can clap the rhythm of my favourite food. I can make up my own rhythm. I can play C and D on the glockenspiel. I can clap the rhythm of my name. I can play D, F C and D on the glockenspiel. I know that we can create rhythms through our words, names, favourite food, colours and animals.	I can march in time with the pulse. I can be an animal finding the pulse. I know that rhythm is different to the pulse. I can copy and clap back rhythms. I can clap the rhythm of my name. I can recognise that songs often have a question-and-answer section and a chorus. I can play accurately and in time using G, A and C on my recorder. I can be a rapper and find the pulse. I can freestyle finding the pulse. I know that pitch is high or low sounds. I can freestyle finding the pulse. I can be a rockstar and find the pulse. I can create my own rhythm for the class to copy back. I know that pitch is high or low sounds. I can play accurately and in time using D and C on my recorder (some will use G, F and C).	I can copy back, play and invent rhythmic and melodic patterns. I can play C on a glockenspiel, sometimes with D and reading notes. I can play the easy part by ear (F, G and C) on my glockenspiel. I can play the medium part (E, F, G, A, B and C) by ear and from notation. I can read the notes C, D, E and F. I can play the notes C, D, E, F, G on a glockenspiel.	I can copy back, play and invent rhythmic and melodic patterns. I can play rhythm patterns using G, sometimes A and reading notes. I can play instrumental parts accurately and in time and as part of a performance. I can play the easy part (G) by ear. I can play the medium part (G + A) by ear and from notation. I can learn more complex rhythm patterns. I can play rhythm patterns using C, D, E, F and G. I can revise the notes C, D, E, F, G. I can play the notes C, D, E, F, G on a glockenspiel. I can read the notation of C, D, E, F, G. I can learn more complex rhythm patterns. I can read the notes C and D. <i>I can make my own musical decisions for groups to copy or follow.</i>	Introduction to the brass instrument family How to assemble and hold the instruments correctly Appropriate posture Sound production technique Deciding on brass instrument most appropriate for each individual Learning how to play note C and perform a call and response piece using it Learning how to play notes D and E. Introduction to musical notation and reading C D and E Introduction to semibreve, minim and crotchet rhythms Learning how to play a short piece using one note (C, D or E) Learning a song that uses two sections (binary form) I can maintain good posture and appropriate holding of brass instruments. I can understand breath control needed to move up the harmonic series and sustain higher notes. I can begin to develop dynamic control whilst playing.	I know how to keep the internal pulse of the music. I can complete rhythm and pitch copy back and question and answer. I can play A, then A and G and reading notes, sometimes with B. I can play the easy part (A + G) by ear and from notation. I can play the medium part (A, G + B) from ear and notation. I can learn to clap some of the rhythms used within the song. I can learn to clap some of the musical phrases that I will sing in the song. I know what the pulse is in music. I know what the pitch is in music. I know what a rhythm is in music. I can play the harder part (G, A, B, C, D + E) by ear and from notation. <i>I can take musical leadership, creating musical ideas for the group to copy and respond to.</i> I can read notes A and G (A, G, E).
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	I can play a 1-note pattern in time with the pulse. I enjoy inventing a 2-note repeated pattern.	I know how to create my own rhythms.	I can create my own rhythm for the class to copy back. I know that pitch is high or low sounds that we add to pulse or rhythm when we sing or play an instrument. I can play accurately and in time using D and C on my recorder.		I can play the easy part by ear C + F. I can play the medium part E, F and G by ear and from notation. I know the difference between the different parts and can play both.	I can become increasingly confident reading musical notation. I can confidently play several pieces using B, C, D, E, F and G including more movement between notes. I can play C, D and E on my brass instrument. I can play F and G on my brass instrument. I can play low A and B on my brass instrument.	I can play G, A and B by ear/ from notation. I can play C, D, E and F by ear/ from notation. I can play D, E, F, G, A, B and C by ear and from notation. I can justify a personal opinion, making reference to the musical elements. To identify 2/4, 4/4, 3/4, 6/8 and 5/4. I can explain what a bridge passage is and identify its position within a song. I can confidently recognise the difference between major and minor tonalities, primary chords and intervals within a major scale.
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Notation	Body percussion	Graphic notation I can recognise long/short sounds and silence	Dot notation I can read simple rhythms with ta (J) and ti-ti (J J), and rest (t) I can understand 2-beat and 4-beat patterns	Rhythm notation I can be introduced to 5-line staff, treble clef (G), and line/space notes (EGBDF / FACE) I can recognise pitch direction (up/down/same)	Rhythm notation I can read quarter (J), eighth (J), half (o), whole (o) notes and rests I can recognise 4/4 and 3/4 time signatures	Staff notation I can read melodies in C and G major (one sharp) -I can recognise dynamics (p, mf, f) and articulation (staccato, legato) I can understand ties and dots	Staff notation I can read and performs in C, G, F major I can recognise compound time (6/8) and syncopation I can interpret tempo markings (Allegro, Andante, etc.) I can understand formal, written notation which includes semibreves, triplets and dotted notes and recognise their position on a stave.
Singing	I can sing the song in unison with support. I can add actions or substitute a word in some sections. <i>I can sing a song from memory.</i>	I can sing accurately and in time and as part of a performance I can sing and play the glockenspiel accurately and in time as part of a performance. I can sing together and in time.	I can sing and dance together, in time using actions.	I can sing in 2 parts.	I can sing in unison. I can sing and rap in unison. I can sing and rap in parts. I can sing songs that have different simple time signatures.		I can sing in 2 parts. I can sing in unison. I can sing the song in its original style and the Urban Gospel version.

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Improvising and composing		I can improvise in lessons and as part of a performance. I can compose a simple melody using simple rhythms and use this as part of a performance. I can compose using C and D on a Glockenspiel. I can improvise in lessons and as part of a performance. I can improvise using D. I can improvise using D and E.	I can improvise in the lessons and performance using C on my recorder. I can compose a simple melody using simple rhythms and use this as part of the performance. I can compose using C and D on my recorder. I can improvise in the lessons and performance using G on my recorder. I can compose a simple melody using simple rhythms and use this as part of the performance. I can compose using G, A and B on my recorder. I can improvise in the lessons and performance using F on my recorder (some will use F and G). I can compose using F, G and A on my recorder. I can improvise in the lessons and performance using C and D on my recorder (some will use just C). I can compose a simple melody using simple rhythms and use this as part of the performance.	I can improvise in lessons and as part of a performance using C on the glockenspiel and sometimes D. I can compose a simple melody using simple rhythms and use it as part of a performance using C, D and E and sometimes F and G. I can improvise with Dee Cee's Blues using the notes C + D. I can compose using the notes C, D, E + F.	I can improvise in lessons and as part of a performance using G and sometimes A. I can compose a simple melody, using simple rhythms and as part of a performance using G, A and B, sometimes D and E (pentatonic scale). I can compose using the notes C, D, E, F and G. I can compose own rapped lyrics about bullying or another topic or theme. I can improvise in lessons using F and sometimes G. I can improvise in lessons using F and G. I can compose using F, G and A. I can compose using C, D, F, G and A. I can make my own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy and respond to. I can improvise within a major scale, using one to five notes. I can improvise using more complex rhythms, including	I can compose a piece of music including writing ideas in musical or graphic notation.	I can improvise in lessons and as part of a performance using A and sometimes G and B. I can compose a melody using simple rhythms and as part of performance using A, G and B, sometimes C and E. I can improvise in lessons using A (bronze), A and G (silver) and A, G, E plus reading notes (Gold). I can compose a simple melody using A, G and E (E, G, A, C, D) I can take musical leadership, creating musical ideas for the group to copy and respond to. I can use music software/technology to capture, change, combine and record sounds. I can compose a ternary form piece, showing variation between my A and B sections, and discuss how these contrast. I can create music in response to other music and/or video stimuli. I can create a melody using varied stave notation and equivalent rests within an appropriate key centre.

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			I can compose using C and D on my recorder (some will use C, D and E).		varying notes and their equivalent rests. I can compose a basic song accompaniment using pulse and rhythm on tuned and untuned percussion instruments.		I can talk about my likes and dislikes from my composition and why. I can reflect on the strengths and weaknesses of my compositions.
Performing	I can choose one of the songs and perform it with actions. <i>I enjoy the challenge of just performing with the backing track.</i> I can listen back to the performance.	I can play accurately and in time as part of a performance.	I can compose a simple melody using simple rhythms and use this as part of the performance.	I can play instrumental parts accurately and in time, as part of the performance. I can include improvisations, instrumental performances and/or compositions in my performance.	I can improvise in lessons and as part of a performance using G and sometimes A. I can play Mardi Gras Groovin. I can play Two Way Radio. I can play Flea Fly. I can play Rigadoon. I can play Mamma Mia. I can contribute to a performance by singing, playing an instrumental part, improvising, or performing my own composition. I can contribute to a performance by singing, playing an instrumental part, improvising or performing my own composition.	Learning how to play note C and perform a call and response piece using it I can perform to others in a short concert	I can play instrumental parts accurately and as part of a performance. I can contribute to the performance by singing, playing an instrumental part. I can perform this melody on tuned percussion and/or melodic instruments, following the notated score.

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					I can play and perform with confidence in solo or ensemble contexts, following staff notation with confidence.		
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