



Music Pupil Progression

Listening, Appraising and Responding

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening to a range of high-quality live & recorded music	<ul style="list-style-type: none"> • Children identify if they like or dislike a piece of music? • Identify and distinguish environmental sounds? • Begin to describe the sounds? (e.g. loud, quiet, high, low, fast, slow) • Begin to express how music makes them feel? Can they express this through their actions? 	<ul style="list-style-type: none"> • Children form an opinion to express how they feel about a piece of music. • Recognise repeated patterns changing the speed of the beat as temp of music changes. • Tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds. • Hear the pulse in a piece music and respond via 	<ul style="list-style-type: none"> • Identify features when listening to music. • Begin to associate sounds that can be heard with instruments. • Independently identify the pulse in a piece of music and tap along. • Listen carefully to recall short rhythmic patterns. • Begin to recognise changes in timbre, tempo, dynamics, and pitch. 	<ul style="list-style-type: none"> • Use musical terminology (pitch, duration, dynamics, tempo) to describe and give opinion on a piece of music. • Evaluate and improve work, explaining how it has improved and the reason for improvement. • To know that music can be played or listened to for a variety of purposes (including different cultures and periods in history) • Recognise a range of instruments by ear. 	<ul style="list-style-type: none"> • Explain why silence is used in a piece of music and say what effect it has. • Start to identify the character of a piece of music. • Describe and identify the different purposes of music • Use musical terminology (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition. 	<ul style="list-style-type: none"> • Describe, compare and evaluate music using musical vocabulary. • Suggest improvements to own or others' work. • Choose the most appropriate tempo for a piece of music. • Identify and begin to evaluate the features within different pieces of music. • Contrast the work of established 	<ul style="list-style-type: none"> • Refine and improve own work. • Evaluate how the venue, occasion and purpose affects the way a piece of music is created. • Compare and contrast the impact that different composers from different times will have had on the people of the time. • Analyse features within different pieces of music. • Evaluate differences in live and recorded performances

	(e.g. clapping, dancing, painting)	<p>movement and dance.</p> <ul style="list-style-type: none"> • Describe how sounds are made and changed. • Respond to different moods in music and say how a piece of music makes them feel. 	<ul style="list-style-type: none"> • Recognise and name different instruments by sight. • Evaluate and improve individuals work and give reasons. • Listen to simple inter-related dimensions of music. • Verbally recall what they have heard with simple vocabulary - loud, soft, high, low 	<ul style="list-style-type: none"> • Internalise the pulse in a piece of music. • Identify the features within a piece of music. • Begin to compare different kinds of music. • Recognise differences between music of different times and cultures. 		<p>composers and show preferences.</p>	
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Composing

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Create sounds and music using the interrelated dimensions of music	<ul style="list-style-type: none"> • Make a range of sounds with their voice. • Make a range of sounds with instruments. • Represent sounds pictorially. 	<ul style="list-style-type: none"> • Make a range of sounds with their voice, improvising simple vocal chants. • Make a range of sounds with instruments to help make a story (e.g. rainmaker) • Combine vocal and instrumental sounds, retaining and recalling rhythm while performing for others. • Represent sounds pictorially e.g. <ul style="list-style-type: none"> ● ●● ●●● 	<ul style="list-style-type: none"> • Order sounds to create a starting point, middle and end. • Represent sounds pictorially with increasing relevance (3 dot notation). • Choose sounds to achieve an effect (including use of technology-IPADs)? • Begin to compose short melodic patterns using two or three notes (tuned instruments/voice) 	<ul style="list-style-type: none"> • Create repeated patterns using a range of instruments. • Combine different sounds to create a specific mood or feeling. • Understand how the use of tempo can provide contrast within a piece of music. • Begin to read and write musical notation. • Use silent beats for effect (rests). 	<ul style="list-style-type: none"> • Use notations to record and interpret sequences of pitches. • Use notations to record compositions in a small group or on their own. • Use notation in a performance. 	<ul style="list-style-type: none"> • Begin to use standard notation. • Use their notations to record groups of pitches (chords). • Choose the most appropriate tempo for a piece of music. • Use technology to compose music which meets a specific criterion. 	<ul style="list-style-type: none"> • Recognise that different forms of notation serve different purposes. • Combine groups of beats. • Use a variety of different musical devices in composition (e.g. melody, rhythms and chords).

		<ul style="list-style-type: none">• Make a sequence of sounds for a purpose using a few notes.	<ul style="list-style-type: none">• Create short, rhythmic patterns - sequences of long and short sounds.<ul style="list-style-type: none">• Selective in the control use of an instrument to create an intended effect.• Create own symbols to represent sounds.• Choose sounds to create an effect on the listener (e.g. scary, exciting, happy etc.)	<ul style="list-style-type: none">• Combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in composition.			
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Performing

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Use voices to speak/sing/chant. • Children join in with singing. • Clap repeated short rhythmic patterns. • Experiment creating sounds with different instruments. 	<ul style="list-style-type: none"> • Children use their voice to speak, sing, chant, or rhyme. • Join in with singing collectively at the same set pitch. • Clap or sing short rhythmic patterns (call & response) • Experiment creating sounds with different instruments. 	<ul style="list-style-type: none"> • Follow the melody using voices or an instrument. • Sing songs as an ensemble following the tune (melody) well. • Perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes). • Play simple rhythmic patterns on an instrument. • Sing/clap a pulse increasing 	<ul style="list-style-type: none"> • Sing songs from memory with increasing expression, accuracy, and fluency. • Maintain a simple part within an ensemble. • Play notes on tuned and un-tuned instruments with increasing clarity and accuracy. • Improvise (including call and response) within a group using voice. • Collaborate with peers to create a piece of music. 	<ul style="list-style-type: none"> • Perform a simple part of an ensemble rhythmically. • Sing songs from memory with increasing expression, accuracy, and fluency. • Improvise using repeated patterns with increasing accuracy and fluency. 	<ul style="list-style-type: none"> • Sing and use understanding of meaning to add expression. • Perform 'by ear' and from simple notations. • Improvise within a group using melodic and rhythmic phrases. • Recognise and use basic structural forms e.g. rounds, variations, rondo form. • Maintain apart whilst others are performing their part. • Work as a group to perform a 	<ul style="list-style-type: none"> • Begin to sing a harmony part. • Begin to perform using notations. • Take the lead in a performance. • Take on a solo part. • Provide rhythmic support. • Perform parts from memory.

			<p>or decreasing in tempo.</p> <ul style="list-style-type: none">• Some control when playing instruments.• Perform musical patterns keeping a steady pulse.			<p>piece of music, adjusting dynamics and pitch</p> <ul style="list-style-type: none">• Play a simple chord progression with accuracy and fluency.	
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