



MUSIC - Year Group Key Learning Progression Document

Year 1 Year 2	Year 3 Year 4	Year 5 Year 6
Singing		
Sing in tune using a limited range of pitches.	Sing with accurate tuning, control of breathing and with clear diction.	Maintain an independent part in a group when singing. Put expression and meaning into my singing.
Playing		
Perform with a developing sense of pulse and rhythm on tuned and un-tuned instruments. Demonstrate understanding of the differences between pulse and rhythm.	Play instruments confidently and fluently keeping an appropriate pulse and playing rhythms in time.	Maintain an independent part in a group when playing instruments. Show good control, accuracy and expression when playing instruments.
Composing		
Change and combine sounds when creating music. (Making use of pattern and using the different dimensions of music to create contrast.)	Create simple rhythmic patterns, short melodies and accompaniments. Make use of the interrelated dimensions of music when composing (tempo, dynamics, pitch, duration). Use pattern and contrast in my composition.	Create music with a structure and make use of musical devices (sequence), timbres, textures and techniques. Improvise musical phrases in real time. Use pattern and contrast very well in my compositions.
Notation		
Use graphic notations to show pitch and dynamics.	Follow basic musical symbols when working as a musician.	Follow musical notation when working as a musician. Understand staff and other musical notations.

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Listening		
<p>Listen with increased concentration, responding appropriately to live and recorded music.</p> <p>Begin to recognise rhythmic patterns found in speech - counting syllables.</p>	<p>Appreciate and understand a wide range of high quality live and recorded music from different traditions and from great composers and musicians.</p> <p>Listen with attention to detail and recalling sounds with growing aural memory.</p> <p>Offer comments about own and other's work - ways to improve/accept feedback.</p> <p>Critique own and others' work, offering specific comments and justifying these.</p>	<p>Appreciate and understand a wide range of high quality live and recorded music from different traditions and from great composers and musicians.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Listen and evaluate a range of live and recorded music.</p> <p>Share opinions about own and others' work, offering specific comments and justifying these.</p>
Performance		
<p>Follow and lead simple performance directions (Musical Cues).</p> <p>Join in and stop as appropriate.</p> <p>Musically demonstrate increased understanding and use of basic musical features - elements of music.</p> <p>Use my voice creatively by singing songs and speaking chants and rhymes.</p>	<p>Suggest, follow and lead simple performance directions.</p> <p>Demonstrate musical quality - clear starts, endings, technical accuracy.</p> <p>Communicate ideas, thoughts and feelings through simple musical demonstration.</p> <p>Use voice, sounds, technology and instruments in creative ways.</p>	<p>Demonstrate increasing confidence, expression and skill through taking different roles in performance and rehearsal.</p> <p>Be perceptive to music and communicate personal thoughts and feelings.</p> <p>Experiment with voice, sounds, technology and instruments in creative ways and explore new techniques.</p>
History of Music		
N/A	Begin to develop an understanding of the history of music.	Develop an understanding of the history of music.