

Progression in Music

All years

Children should be taught	Progression in knowledge, skills and understanding by the end of the phase, children will be able to		
To listen and respond to music	Year 2	Year 4	Year 6
	<ul style="list-style-type: none"> • Coordinate the speed of their movements to match the speed of the music (not the beat) • Begin to move in time with the beat of the music. • Begin to keep movements to the beat of different speeds of music. • Confidently move in time with the beat of the music when modelled. • Begin to articulate how a piece of music affects them (e.g. it makes them feel sleepy, it makes them want to dance, it makes them happy). • Begin to explain why the music has a certain effect on them, which could be related to the music or a personal experience. 	<ul style="list-style-type: none"> • Explain their preferences for a piece of music using musical vocabulary. 	<ul style="list-style-type: none"> • Understand the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.

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To analyse	Year 2	Year 4	Year 6
	<ul style="list-style-type: none"> • Identify some common instruments when listening to music. • Relate sounds in music to real-world experiences. (e.g. it sounds like squelching mud). • Recognise simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). • Recognise simple patterns and repetition in pitch (e.g. do re mi). • Talk about the tempo of music using the vocabulary of fast and slow. • Talk about the dynamics of the music, using the vocabulary of loud, quiet and silent. • Talk about the pitch of music, using the vocabulary of high and low. 	<ul style="list-style-type: none"> • Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). • Understand that music from different parts of the world has different features. • Recognise and explain the changes within a piece of music using musical vocabulary. • Describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Begin to show an awareness of metre. Recognise the use and development of motifs in music. • Identify gradual dynamic and tempo changes within a piece of music. • Identify common features between different genres, styles and traditions of music. Recognise, name and explain the effect of the interrelated dimensions of music. • Identify scaled dynamics (crescendo/decrescendo) within a piece of music. • Use musical vocabulary to discuss the purpose of a piece of music. 	<ul style="list-style-type: none"> • Recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). • Represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. • Discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. • Recognise and confidently discuss the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). • Represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. • Identify the way that features of a song can complement one another to create a coherent overall effect.

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To evaluate	Year 2	Year 4	Year 6
	<ul style="list-style-type: none"> • State what they enjoyed about their peers' performances. • Give positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. • Give positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. 	<ul style="list-style-type: none"> • Use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work 	<ul style="list-style-type: none"> • Compare, discuss and evaluate music using detailed musical vocabulary. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. • Evaluate how the venue, occasion and purpose affect the way a piece of music sounds. • Confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work
Cultural and historical awareness of music	<ul style="list-style-type: none"> • Appreciate music from a wide variety of cultures and historical periods. 	<ul style="list-style-type: none"> • Understand that music from different times has different features. • Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. 	<ul style="list-style-type: none"> • Confidently discuss the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. • Discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.

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To create sound	Year 2	Year 4	Year 6
(Singing)	<ul style="list-style-type: none"> • Sing simple songs, chants and rhymes from memory. • Practise singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. Competently sing songs or short phrases with a small pitch range (up to five notes that are different but close together). • Breathe at appropriate times when singing. • Explore changing their singing voice in different ways. • Adapt their singing voice to be loud or soft at the direction of a leader. • Sing a range of call and response songs, matching the pitch and tempo they hear with accuracy. Sing part of a given song in their head (using their 'thinking voice'). 		

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To create sound (Instruments)	Year 2	Year 4	Year 6
	<ul style="list-style-type: none"> • Develop an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.) • Develop an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.) • Learn to use instruments to follow the beat by first observing and then mimicking the teacher’s modelling. (Group A.) • Use instruments imaginatively to create soundscapes which convey a sense of place. (Group B.) • Use bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.) • Start to understand how to produce different sounds on pitched instruments. (Group C.) 		

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To use notation	Year 2	Year 4	Year 6
	<ul style="list-style-type: none"> • Read different types of notation by moving eyes from left to right as sound occurs. • Know that notation is read from left to right. • To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. • Recognise pitch patterns using dots. • Use a simplified version of a staff (only three lines) to notate known musical phrases (of two pitches). • Use pictorial representations to stay in time with the pulse when singing or playing. • Confidently read simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests). • Begin to read simple rhythmic patterns which include two half beats (quavers). Know that pictorial representations of rhythm show sounds and rests. 	<ul style="list-style-type: none"> • Understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. • Know that 'performance directions' are words added to music notation to tell the performers how to play. • Perform from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. • Use letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. 	<ul style="list-style-type: none"> • Know that simple pictures can be used to represent the structure (organisation) of music. • Understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. • Know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. • Know that chord progressions are represented in music by Roman numerals.

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To improvise and compose	Year 2	Year 4	Year 6
	<ul style="list-style-type: none"> • Create sound responses to a variety of physical stimuli such as, nature, artwork and stories. • Improvise simple question and answer phrases, using untuned percussion or voices. • Experiment with creating different sounds using a single instrument. • Experiment with creating loud, soft, high and low sounds. • Select objects and/or instruments to create sounds to represent a given idea or character. • Experiment with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. • Select and creating short sequences of sound with voices or instruments to represent a given idea or character. • Play and combine sounds under the direction of a leader (the teacher). • Work collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. 	<ul style="list-style-type: none"> • Compose a coherent piece of music in a given style with voices, bodies and instruments. • Begin to improvise musically within a given style using their voice. • Begin to improvise musically within a given style using an instrument. • Suggest and implement improvements to their own work, using musical vocabulary. • Develop melodies using rhythmic variation, transposition, inversion, and looping. • Combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). • Create a piece of music with at least four different layers and a clear structure. 	<ul style="list-style-type: none"> • Compose a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. • Improvise coherently and creatively within a given style, incorporating given features. • Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence. • Suggest and demonstrate improvements to own and others' work. • Develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. • Constructively critique their own and others' work, using musical vocabulary. • Combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. • Compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.

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To perform	Year 2	Year 4	Year 6
	<ul style="list-style-type: none"> • Offer positive feedback on others' performances • Start to maintain a steady beat throughout short singing performances. • Keep head raised when singing. • Keep instruments still until their part in the performance. • Stand or sit appropriately when performing or waiting to perform. • Begin to acknowledge their own feelings around performance. • Perform actively as a group, clearly keeping in time with the beat. • Follow a leader to start and end a piece appropriately. Develop the skills associated with sequencing in unplugged activities. • Learn that programs execute by following precise instructions. Incorporating loops within algorithm. 	<ul style="list-style-type: none"> • Offer constructive feedback on others' performances. • Sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. • Play melody parts on tuned instruments with accuracy and control and developing instrumental technique. • Play syncopated rhythms with accuracy, control and fluency. • Sing and play in time with peers with accuracy and awareness of their part in the group performance. 	<ul style="list-style-type: none"> • Use musical vocabulary to offer constructive and precise feedback on others' performances. • Play a simple chord progression with accuracy and fluency. • Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. • Perform by following a conductor's cues and directions. • Work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Perform a solo or taking a leadership role within a performance.

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