

# Music Progression Grid



MUSIC	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Performing (Instruments and singing)	<ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<ul style="list-style-type: none"> <li>Use their voice expressively to sing songs, chants and rhymes from memory.</li> <li>Sing/clap a pulse increasing or decreasing in tempo.</li> <li>Play untuned instruments with an understanding of rhythm and tempo (speed).</li> <li>Follow instructions about when to play or sing.</li> <li>Perform and recite a poem.</li> <li>Perform call and response songs to help control pitch and to match pitch with accuracy.</li> <li>Begin with simple songs (mi-so), extend range up to pentatonic songs.</li> <li>Follow pictures and symbols to guide singing and playing.</li> </ul>	<ul style="list-style-type: none"> <li>Use their voice expressively and creatively to sing songs and chants.</li> <li>Sing and follow the melody (tune)</li> <li>Sing accurately at a given pitch</li> <li>Play simple tuned instruments with others, showing an understanding of tempo, melody and pitch. Claves and Glockenspiels.</li> <li>Perform and recite a poem.</li> <li>Know the meaning of dynamics and tempo. Respond to the leaders directions and visual symbols.</li> <li>Sing short phrases independently.</li> </ul>	<ul style="list-style-type: none"> <li>Use their voice to sing with expression and control.</li> <li>Play and perform in an ensemble.</li> <li>Maintain a simple part within a group</li> <li>Sing with an understanding of dynamics and duration</li> <li>Accurately follow the directions of a conductor</li> <li>Play musical instruments with others, showing an understanding of tempo, melody pitch, duration and dynamics. Glockenspiels.</li> <li>Perform and recite a poem.</li> <li>Sing a widening range of unison songs.</li> <li>Perform forte and piano.</li> <li>Perform actions confidently and in time to a range of action songs.</li> <li>Perform as a choir.</li> <li>Play and perform melodies using staff notation in a small range, as w hole class or in small groups.</li> <li>Individually copy stepwise melodic phrases with accuracy at different speeds: allegro and adagio. Extend to question and answer phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Use their voice to sing with expression, creativity and control. Play and perform in solo and ensemble contexts.</li> <li>Sing songs from memory with accurate pitch</li> <li>Perform with control and awareness of others in a small group</li> <li>Play musical instruments on their own and with others, showing increased accuracy and fluency and an awareness of musical timbre. Glockenspiels.</li> <li>Perform and recite a poem</li> <li>Sing a broad range of unison songs with the range of an octave, some leaps in melody.</li> <li>Sing rounds and partner songs in different time signatures (2, 3 and 4 time). A simple second part introduces vocal harmony.</li> <li>Perform a range of songs.</li> <li>Play and perform melodies following staff notation on the glockenspiel.</li> <li>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using glockenspiels. Identify static and moving parts.</li> <li>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture.</li> </ul>	<ul style="list-style-type: none"> <li>Sing and play musical instruments with increasing accuracy, fluency, control and expression. Play and perform in solo and ensemble contexts. Learn a musical instrument – ukulele.</li> <li>Play an orchestral instrument accurately as part of a group</li> <li>Improvise with a group using melodic and rhythmic phrases.</li> <li>Perform and recite a poem.</li> <li>Sing a broad range of songs with a sense of ensemble and performance.</li> <li>Focus on phrasing, accurate pitching and appropriate vocal style.</li> <li>Sing three-part rounds, partner songs and songs with a verse and a chorus.</li> <li>Perform as a choir.</li> <li>Read and perform pitch notation within an octave.</li> <li>Play melodies on tuned percussion following staff notation.</li> <li>Understand how triads are formed, play them on tuned percussion / melodic instruments.</li> <li>Perform simple chordal accompaniments to familiar songs.</li> <li>Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles.</li> <li>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</li> <li>Read and play short rhythmic phrases at sight from prepared cards, using symbols for known rhythms and note durations.</li> </ul>	<ul style="list-style-type: none"> <li>Year 6</li> <li>Sing and play musical instruments with increasing accuracy, fluency, control and expression. Play and perform in solo and ensemble contexts. Ukelele.</li> <li>Perform a solo or duet</li> <li>Sing a harmony part confidently and accurately</li> <li>Perform using standard musical notation</li> <li>Perform and recite a poem.</li> <li>Sing a broad range of songs, including those that have syncopated rhythms as part of an ensemble.</li> <li>Perform to a wider audience.</li> <li>Observe rhythm, phrasing, accurate pitching and appropriate style.</li> <li>Sing three- and four-part rounds or partner songs, positioning singers randomly in the group.</li> <li>Play a melody following staff notation using notes within an octave range. Make decisions about dynamic range including ff, pp, mf and mp.</li> <li>Accompany the same melody, and others, using block chords or a bass line. (Can be demonstrated on the board using virtual keyboard).</li> <li>Perform a part within an ensemble.</li> <li>Transition project.</li> <li>Further understand the differences between semibreves, minims, crotchets, quavers and their equivalent rests.</li> <li>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</li> <li>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</li> </ul>
Composing (including notation)	<ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>	<ul style="list-style-type: none"> <li>Create and select sounds and rhythms on untuned instruments:</li> <li>Choose sounds to represent different things</li> <li>Change the tempo</li> <li>Repeat short rhythmic patterns</li> <li>Make a sequence of sounds</li> <li>Explore percussion sounds to enhance storytelling.</li> <li>Improvise simple vocal chants or rhythmic patterns in question and answer phrases.</li> <li>Understand the difference between creating a rhythm pattern and a pitch pattern.</li> <li>Recognise how graphic notation can represent created sounds. Explore and invent symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Use their voice expressively and creatively to sing songs and chants.</li> <li>Sing and follow the melody (tune)</li> <li>Sing accurately at a given pitch</li> <li>Play simple tuned instruments with others, showing an understanding of tempo, melody and pitch. Claves and Glockenspiels.</li> <li>Perform and recite a poem.</li> <li>Know the meaning of dynamics and tempo. Respond to the leaders directions and visual symbols.</li> <li>Sing short phrases independently.</li> <li>Create, select and combine sounds and rhythms on tuned and untuned instruments: claves and glockenspiels.</li> <li>Choose sounds which create an effect</li> <li>Use symbols to represent sounds – graphic and dot notation.</li> <li>Order sounds to create a beginning, middle and end</li> <li>Make connections between notations and musical sounds (re. pitch and tempo)</li> <li>Use music technology to capture sounds.</li> <li>Recognise dot notation and match it to 3-note tunes played on tuned percussion.</li> <li>Represent rhythm patterns using stick notation, including crotchets, quavers and crotchet rests.</li> <li>Create music in response to a non-musical stimulus (e.g. a storm, a car race, a rocket launch).</li> </ul>	<ul style="list-style-type: none"> <li>Compose music for a range of purposes using tempo, melody, pitch, duration and dynamics:</li> <li>Create repeated patterns with different instruments</li> <li>Compose a melody to accompany a piece of animation or story book</li> <li>Use and understand musical notation: introduce the staff and clef.</li> <li>Use dot notation to show higher/lower pitch</li> <li>Introduce and understand the differences between crotchets and paired quavers.</li> <li>In a small group, use graphic notations (e.g. colours or pictures to represent notes) to record and interpret sequences of pitches</li> <li>Improvise short responses using a limited note range.</li> <li>Structure musical ideas to create music with a beginning, middle and end. (E.g. echo/call and response).</li> <li>Create short up and down phrases using rhythmic notation and letter names in a 3 note range.</li> <li>Compose song accompaniments on untuned percussion using known rhythms and note values.</li> </ul>	<ul style="list-style-type: none"> <li>Compose music for a range of purposes using tempo, melody, pitch, duration, dynamics and timbre:</li> <li>Create accompaniments for tunes</li> <li>Combine different sounds to create a specific mood or feeling (e.g. Walk off the Earth, Stomp)</li> <li>Use and understand musical notation: rhythmic notation with letter names.</li> <li>With a partner, use graphic notations (e.g. colours or pictures to represent notes) to record and interpret sequences of pitches Use technology appropriately.</li> <li>Use computer programme to record and change sounds.</li> <li>Improvise on a limited range of pitches on the glockenspiel. Make use of musical features (legato/staccato).</li> <li>Combine known rhythmic notation with letter names to create short pentatonic phrases (5-note range) on glockenspiels. Sing and play these phrases.</li> <li>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</li> <li>Capture and record creative ideas using any of: graphic notation, rhythmic notation and time signatures, staff notation, technology.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise and compose music for a range of purposes using the interrelated elements of music. Use and understand staff and other musical notation:</li> <li>Recognise the notes EGBDF and FACE on the musical staff.</li> <li>Recognise the symbols for a quaver, crotchet, minim and semibreve and say how many beats they represent.</li> <li>Understand and use the # (sharp) and ♭ (flat) symbols</li> <li>Compose a simple piece of music for the instrument they are learning to play using standard notation</li> <li>Improvise freely over a drone using tuned percussion and melodic instruments.</li> <li>Improvise over a simple groove, responding to the beat.</li> <li>Use a wider range of dynamics, fortissimo, pianissimo, mezzo forte and mezzo piano.</li> <li>Compose melodies from pairs of phrases in either C major or A minor (or a key suitable for the instrument).</li> <li>Use chords to compose music to evoke a specific atmosphere, mood or environment.</li> <li>Capture and record creative ideas in a variety of ways: graphic symbols, rhythm and staff notation, technology.</li> <li>Working in pairs compose a short ternary piece.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise and compose music for a range of purposes using the interrelated elements of music. Use and understand staff and other musical notation:</li> <li>Use a music diary to record aspects of the composition process</li> <li>Compose music using standard notation which meets specific criteria (e.g. musical elements, mood, purpose)</li> <li>Recognise and use basic structural forms, e.g. rounds, rondo, ostinato</li> <li>Develop improvisation skills.</li> <li>Create music with multiple sections that includes repetition and contrast.</li> <li>Use chord changes as part of an improvised sequence.</li> <li>Extend improvise melodies beyond 8 beats over a fixed groove.</li> <li>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A)</li> <li>Incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</li> <li>Compose melodies made from pairs of phrases in either G major or E minor.</li> <li>Compose a ternary piece (A-B-A), use available music software/apps to create and record it, discussing how musical contrasts are achieved.</li> </ul>

# Music Progression Grid



MUSIC	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Listening and Appraising	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Listen with concentration to a range of high-quality live and recorded music:</p> <ul style="list-style-type: none"> <li>Respond to different melodies (tunes) by saying how it makes them feel and why.</li> <li>Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</li> </ul>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music:</p> <ul style="list-style-type: none"> <li>Identify changes in pitch, tempo, melody, mood</li> <li>Respond to music by expressing their likes / dislikes, using musical vocabulary.</li> </ul> <p>Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians:</p> <ul style="list-style-type: none"> <li>Recognise and identify different families of instruments which make up a classical orchestra</li> <li>Use the elements of music to describe a piece of music (using vocabulary below) and to explain what they like and dislike</li> <li>Explore the work of at least one famous composer</li> <li>Develop an understanding of the history of music:</li> <li>Explore the musical instruments used by the Greeks/ early British Civilisations</li> <li>Use listening skills to correctly order phrases using dot notation.</li> <li>Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</li> </ul>	<p>Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians:</p> <ul style="list-style-type: none"> <li>Explain the place of silence and say what effect it has</li> <li>Start to identify the timbre and texture of a piece of music</li> <li>Describe and identify the different purposes of music</li> <li>Explore the work of Beethoven and Mozart</li> <li>Develop an understanding of the history of music:</li> <li>Explore the musical instruments used by the Vikings and Romans</li> <li>Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</li> </ul>	<p>Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians:</p> <ul style="list-style-type: none"> <li>Identify the timbre and texture of a piece of music</li> <li>Evaluate features (e.g. variations in duration, timbre, pitch, beat, tempo, texture and use of silence) within different genres of music (e.g. folk, jazz)</li> <li>Develop an understanding of the history of music:</li> <li>Explore the musical instruments used by the Egyptians</li> <li>Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</li> </ul>	<p>Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians: Understand and explore how music is created, produced and communicated</p> <ul style="list-style-type: none"> <li>Evaluate how the venue, occasion and purpose affects the way a piece of music is created</li> <li>Compare and contrast the impact that different composers from different times will have had on the people of the time (e.g. Benjamin Britten, John Williams' film scores)</li> <li>Explore and contrast the work of two famous composers: one classical (e.g. revisit Beethoven or Mozart) and one contemporary (e.g. Charlotte Bray) and show preferences.</li> <li>Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</li> </ul>
Musicianship		<p>Respond to the pulse in recorded/live music through movement and dance.</p> <p>Identify repeated patterns and changes in tempo.</p> <p>Use body percussion and classroom percussion to play repeated rhythm patterns, maintaining a steady beat.</p> <p>Listen to sounds in the school environment, comparing high and low sounds.</p>	<p>Walk in time to the beat of a piece of music or a song.</p> <p>Recognise any changes in tempo (faster/slower).</p> <p>Begin to group beats in twos and threes by tapping knees on the first (strongest) and clapping the remaining beats.</p> <p>Identify beat groupings in familiar music that they sing regularly and listen to.</p> <p>Know the difference between left and right to support coordination and shared movement with others.</p>	<p>Rhythm, Metre and Tempo: downbeats, allegro, adagio, pulse, beat.</p> <p>Pitch and Melody: high, low, rising, falling (pitch range do-so)</p> <p>Structure and Form: call and response, question phrase, answer phrase, echo, ostinato.</p> <p>Harmony: drone</p> <p>Texture: unison, layered, solo</p> <p>Dynamics and Articulation: forte, piano.</p>	<p>Introduce major and minor chords.</p> <p>Introduce and understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Rhythm, Metre and Tempo: accelerando, rallentando, bar metre.</p> <p>Pitch and Melody: pentatonic scale, major and minor tonality, pitch range do-do</p> <p>Structure and Form: rounds and partner songs, repetition, contrast</p> <p>Harmony: static, moving</p> <p>Texture: duet, melody and accompaniment</p> <p>Dynamics: crescendo, decrescendo, legato, staccato.</p>	<p>Rhythm, Metre and Tempo: Simple time, compound time, syncopation.</p> <p>Pitch and Melody: Full diatonic scale in different keys. (Glockenspiels?)</p> <p>Structure and Form: Ternary form, verse and chorus form, music with multiple sections.</p> <p>Harmony: triads, chord progressions.</p> <p>Texture: music in 3 parts, music in 4 parts</p> <p>Dynamics: Wider range of dynamics: fortissimo, pianissimo, mezzo forte, mezzo piano.</p> <p>Instruments: playing techniques including pizzicato and tremolo.</p>	<p>Rhythm, Metre and Tempo: Simple time, compound time, syncopation.</p> <p>Pitch and Melody: Full diatonic scale in different keys. (Glockenspiels?)</p> <p>Structure and Form: Ternary form, verse and chorus form, music with multiple sections.</p> <p>Harmony: triads, chord progressions.</p> <p>Texture: music in 3 parts, music in 4 parts.</p> <p>Dynamics: Wider range of dynamics: fortissimo, pianissimo, mezzo forte, mezzo piano.</p> <p>Instruments: playing techniques including pizzicato and tremolo.</p>
SPS Opportunities	<p>Opportunities for children to explore musical instruments during continuous provision.</p> <p>Songs used for transitions throughout the school day.</p> <p>Music used to aid recall in phonics/maths.</p> <p>Harvest Festival</p> <p>Christmas sing a long</p> <p>QOTA Songs</p> <p>Sing Up Assembly</p>	<p>Harvest Festival</p> <ul style="list-style-type: none"> <li>Nativity</li> <li>QOTA Space songs</li> <li>Sing Up Assembly</li> <li>Un-tuned: claves</li> </ul>	<p>Harvest Festival</p> <ul style="list-style-type: none"> <li>Nativity</li> <li>Sing Up Assembly</li> <li>Un-tuned: claves.</li> <li>Tuned: glockenspiels.</li> </ul>	<p>Harvest Festival</p> <ul style="list-style-type: none"> <li>Nativity</li> <li>QOTA Stone Age songs</li> <li>Sing Up Assembly</li> <li>Whole class glockenspiel.</li> <li>Access to claves.</li> </ul>	<p>Harvest Festival</p> <ul style="list-style-type: none"> <li>Nativity</li> <li>QOTA Viking songs</li> <li>Sing Up Assembly</li> <li>Whole class glockenspiel.</li> <li>Small group hand chimes.</li> <li>Access to claves.</li> </ul>	<p>Harvest Festival</p> <ul style="list-style-type: none"> <li>Nativity</li> <li>QOTA Egyptian songs</li> <li>Sing Up Assembly</li> <li>Whole class ukulele</li> <li>Access to claves, glockenspiels and hand chimes.</li> </ul>	<p>Harvest Festival</p> <ul style="list-style-type: none"> <li>Nativity</li> <li>End of year production</li> <li>QOTA</li> <li>Sing Up Assembly</li> <li>Whole class ukulele</li> <li>Access to claves, glockenspiels and hand chimes.</li> </ul>