



Music Progression Table 2020

	EYFS	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Vocal	Children sing songs, make music and dance, and experiment with ways of changing them.	Sing a melody accurately at their own pitch	Recognise phrase length and know when to breathe Follow pitch movements with their hands and use high, low and middle voices Sing a simple notated phrase	Sing with awareness of pulse and rhythm Sing with control of pitch	Understand how mouth shapes can affect voice sounds Sing expressively with awareness and control	Sing songs with increasing control of breathing, posture and sound projection Sing songs using notation of their own	Sing a round in two parts and identify the melodic phrases and how they fit together Sing songs using staff notation
Instrumental	Children use what they have learnt about instruments in original ways, thinking about uses and purposes.	Accompany a chant or song by clapping the rhythm Identify and name classroom instruments Play untuned instruments with control Create long and short sounds using classroom instruments	Identify the pulse and join in getting faster and slower together Identify long and short sounds in music Accompany a chant or song by clapping the pulse Play instruments in different ways to create sound effects Play a simple notated phrase	Recognise rhythmic patterns Perform a repeated pattern to a steady pulse Select appropriate instruments	Identify and recall rhythmic and melodic patterns Identify melodic phrases Play accompaniments with control and accuracy	Identify repeated patterns used in a variety of music (ostinato) Improvise rhythm patterns Identify melodic phrases and play them by ear	Perform an independent part keeping to a steady beat Subdivide the pulse while keeping to a steady beat Create different effects using combinations of pitched sounds Sing and perform using instruments using staff notation as support
Composition	They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, Children talk about the ideas and processes which have led them to make music,	Contribute to the creation of a class composition	Create and choose sounds in response to a given stimulus Change sounds to reflect different stimuli	Create textures by combining sounds in different ways Create music that describes contrasting moods/emotions	Create descriptive music in pairs or small groups Create an accompaniment to a known song	Identify different starting points for composing music	Identify different moods and textures Use a range of stimuli and develop musical ideas into a completed composition
Performance, Listening & Appraising	Children listen attentively in a range of musical situations. They listen to songs and music and respond to what they hear with relevant comments, questions or actions.	Respond physically when performing music Perform and be part of an audience	Identify different sound sources Respond physically when composing music Identify well-defined musical features Recognise the need for performance and audiences	Explore and choose different movements to describe sounds Identify ways sounds are used to accompany a song Explore different melodic patterns Perform in different ways and in different situations	Demonstrate the ability to recognise the use of structure and expressive elements through dance Analyse how sounds are used to create different moods Recognise how music can reflect different intentions Perform with an awareness of different parts	Identify phrases that could be used as an introduction, interlude and ending Internalise short melodies and play these on pitched percussion (by ear) Comment on how sounds are used to create different moods Present performances effectively	Listen to longer pieces of music and identify features Identify different moods and textures Show an awareness of audience, venue and occasion Improve their work through analysis, evaluation and comparison