



Music Progression

KS1	Singing songs with control and using the voice expressively	Listening, memory and movement	Controlling pulse and rhythm	Exploring sounds, melody and accompaniment	Control of instruments	Composition	Reading and writing notation	Performance skills, evaluating and appraising
Year 1	<p>Sing with an awareness of other performers</p> <p>Sing a melody accurately at their own pitch</p>	<p>Repeat patterns of sounds</p> <p>Respond physically when performing music</p>	<p>Accompany a chant or song</p> <p>Accompany a chant or song by clapping the rhythm</p>	<p>Make sounds using classroom instruments</p> <p>Identify and name classroom instruments</p>	<p>Play untuned instruments</p> <p>Play untuned instruments with control</p>	<p>Make sounds using classroom instruments</p> <p>Contribute to the creation of a class contribution</p>	<p>Create long and short sounds</p> <p>Create long and short sounds using classroom instruments</p>	<p>Perform whilst showing an awareness of others</p> <p>Perform and be part of an audience</p>
Year 2	<p>Sing with a sense of awareness of pulse and control of rhythm</p> <p>Recognise phrase length and know when to breathe</p>	<p>Identify different sound sources</p> <p>Respond physically when composing music</p>	<p>Identify the pulse and join in getting faster and slower together</p> <p>Identify long and short sounds in music</p>	<p>Identify how different sounds can give a message</p> <p>Create and choose sounds in response to a given stimulus</p>	<p>Play instruments in different ways</p> <p>Create sound effects</p>	<p>Identify how different sounds can give a message</p> <p>Create and choose sounds in response to a given stimulus</p>	<p>Perform long and short sounds in response to symbols</p> <p>Play and sing a notated phrase</p>	<p>Follow instructions that combine the musical elements</p> <p>Recognise the need for performance and audiences</p>
Year 2 - Exceeding End of Key Stage 1	<p>Follow pitch movements with their hands and use high, low and middle voices</p>	<p>Respond physically when appraising music, identify well-defined musical features</p>	<p>Accompany a chant or song by clapping the pulse</p>	<p>Change sounds to reflect different stimuli</p>	<p>Identify different groups of instruments</p>	<p>Change sounds to reflect different stimuli</p>	<p>Play and sing a phrase from dot notation</p>	<p>Perform together and follow instructions that combine the musical elements</p>

KS2	Singing songs with control and using the voice	Listening, memory and movement	Controlling pulse and rhythm	Exploring sounds, melody and accompaniment	Control of instruments	Composition	Reading and writing notation	Performance skills, evaluating and appraising
Year 3	<p>Begin to sing with control of pitch</p> <p>Sing with awareness of pulse and rhythm</p>	<p>Create sequences of movements in response to sounds</p> <p>Explore and choose different movements to describe</p>	<p>Recognise rhythmic patterns</p> <p>Perform a repeated pattern to a steady pulse</p>	<p>Identify ways sounds are used to accompany a song</p> <p>Explore and perform different types of accompaniment</p>	<p>Select appropriate instruments</p> <p>Select instruments to describe visual images</p>	<p>Create textures by combining sounds in different ways</p> <p>Create music that describes contrasting moods/emotions</p>	<p>Record their own ideas</p> <p>Make their own symbols for notation</p>	<p>Perform in different ways and in different situations</p> <p>Explore the way that performers are a musical resource</p>
Year 4	<p>Understand how mouth shapes can affect voice sounds</p>	<p>Demonstrate the ability to recognise the use of structure and expressive elements through dance</p>	<p>Identify and recall rhythmic and melodic patterns</p>	<p>Explore different melodic patterns</p>	<p>Identify melodic phrases</p>	<p>Create an accompaniment to a known song</p>	<p>Make their own symbols for notation as part of a class score</p>	<p>Recognise how music can reflect different intentions</p>
Year 5	<p>Sing expressively with awareness and control at the expressive elements i.e. timbre, tempo and dynamics</p> <p>Sing songs with increasing control of breathing, posture and sound projection</p>	<p>Identify phrases that could be used as an introduction, interlude and ending</p> <p>Internalise short melodies and play these on pitched percussion (by ear)</p>	<p>Identify repeated patterns used in a variety of music (ostinato)</p> <p>Improvise rhythm patterns</p>	<p>Analyse how sounds are used to create different moods</p> <p>Comment on how sounds are used to create different moods</p>	<p>Play accompaniments with control and accuracy</p> <p>Identify melodic phrases and play them by ear</p>	<p>Create descriptive music in pairs or small groups</p> <p>Identify different starting points for composing music</p>	<p>Perform using notation as a support</p> <p>Sing songs using notation of their own</p>	<p>Perform with an awareness of different parts</p> <p>Present performances effectively</p>
Year 6	<p>Sing a round in two parts and identify the melodic phrases and how they fit together</p>	<p>Listen to longer pieces of music and identify features</p>	<p>Perform an independent part keeping to a steady beat</p>	<p>Select different melodic patterns</p>	<p>Create different effects using combinations of pitched sounds</p>	<p>Explore, select and combine a variety of different sounds to compose a soundscape</p>	<p>Sing songs using staff notation</p>	<p>Show an awareness of audience, venue and occasion</p>
Year 6 – Exceeding End of Key Stage 2	<p>Begin to have an awareness of improvisation with the voice</p>	<p>Identify different moods and textures</p>	<p>Subdivide the pulse while keeping to a steady beat</p>	<p>Recognise and explore different combinations of pitch sounds</p>	<p>Use ICT to change and manipulate sounds</p>	<p>Use a range of stimuli and develop musical ideas into a completed composition</p>	<p>Sing and perform using instruments using staff notation as support</p>	<p>Improve their work through analysis, evaluation and comparison</p>