



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

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