

Music Progression Document

Singing	A Nursery Musician can	A Reception Musician Can	A Year 1 musician can:	A Year 2 musician can:	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	A Year 3 musician can:	A Year 4 musician can:	Begin to Sing with confidence and control. Begin to perform in solo and ensemble contexts, using their voices. To begin to reproduce sounds from aural memory.	A Year 5 musician can	A Year 5 musician can	Sing with increasing confidence and control. Perform in solo and ensemble contexts, using their voices. To reproduce sounds from aural memory.
	Sing a large repertoire of songs (C and L-Speaking)	Learn rhymes, poems and songs (C and L-LAU)	Create, respond to, place and change vocal sounds (Unit 1)	Chant and sing in two parts while playing a steady beat (Unit 4)		Sing in two-part harmony (Unit 1)	Perform a poem as an ensemble with rhythmic accuracy to a steady beat (Unit 1)		Prepare for a performance by considering narration, performance space, setting up and other logistics (Unit 1)	Demonstrate understanding of pitch through singing from simple staff notation (Unit 1)	
	Remember and sing entire songs (EAD-BID)	Sing in a group or on their own, increasingly match pitch and following the melody (EAD-BIE)	Control vocal dynamics, duration and timbre (Unit 4)	Understand and perform rising and falling pitch direction (Unit 5)		Learn a traditional Caribbean song (Unit 3)	Perform a rap or song with a vocal beatbox accompaniment (Unit 1 and 3)		Learn to sing a song from English musical heritage (20 th Century) (Unit 1)	Demonstrate understanding of beat and syncopation through singing and body percussion (Unit 1)	
	Sing the pitch of a tone sung by another person (pitch match) (EAD-BIE)	Perform songs, rhymes, poems and stories with others (ELG EAD-BIE)	Rehearse and perform a rap with sound effects using voices (Unit 9)	Sing with expression, paying attention to the pitch shape of the melody (Unit 8)		Use beatbox techniques to imitate the sound of a drum kit (Units 1 & 3)	Develop techniques of performing rap using texture and rhythm (Unit 2)		Create and present a performance of song, music and poetry (Unit 2)	Convey lyrical meaning through expressive singing in apart-song with echoes (Unit 2)	
	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs (EAD-BIE)	Sing a range of well known rhymes and songs (ELG EAD-BIE)	Combine voices and movement to perform a chant and asong (Unit 11)	Perform a rhythmic chant and play an independent rhythm pattern accompaniment (Unit 9)		Combine singing, playing and dancing in a performance (Unit 11)	Create and present a performance of song, music and poetry (Unit 2)		Sing and play an American spiritual (Unit 4)	Learn to sing a 21 st Century British Choral work (Unit 2)	
			Use voices to create descriptive sounds (Unit 12)	Perform an updated version of a traditional nursery rhyme with a rap section (Unit 9)		Learn a 1960s pop song and popular dance styles of the time (Unit 11)	Sing and play scales and chromatic melodies accurately (Unit 4)		Sing and play an American spiritual (Unit 4)	Learn to sing major and minor note patterns accurately (Unit 2)	
			Understand pitch through singing, movement, and note names (Unit 11)			Sing and play scales and chromatic melodies accurately (Unit 4)	Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers (Unit 2)				
			Prepare and improve a performance using movement, voice and percussion (Unit 12)			Sing and play percussion in a group piece with changes intempo and dynamics (Unit 5)	Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement (Unit 4)				
						Sing a song in unison and three-part harmony (Unit 6)	Sing and play traditional Ghanaian music (Unit 4)				
						Sing with attention to accuracy in rhythm, pitch and dynamics (Unit 6)	Sing two west African call and response songs in two groups (Unit 6)				
							Refine vocal performance with consideration of posture, breathing and enunciation (Unit 5)				
							Perform complex song rhythms confidently (Unit 6)				
							Change vocal tone to reflect mood and style (Unit 6)				

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Playing Instruments	<p>Use large muscle movements (Physical: Gross Motor Skills)</p> <p>Are increasingly able to use an remember sequences and patterns of movements which are related to music and rhythm (Physical: Gross Motor Skill)</p> <p>Play instruments with increasing control to express their feelings and ideas (EAD-BIE)</p>	<p>Combine different movements with ease and fluency (Physical: Gross Motor Skill)</p> <p>Progress towards a more fluent style of moving, with developing control and grace (Physical: Gross Motor Skill)</p> <p>Explore and engage in music making- performing solo or in groups (EAD-BIE)</p> <p>Use a range of tools (ELG Physical-FMS)</p> <p>Demonstrate strength, balance and coordination when playing (ELG Physical-GMS)</p>	<p>Identify and keep a steady beat using instruments (Unit 2)</p> <p>Learn to play percussion with control (e.g. changing dynamics) (Unit 2)</p> <p>Explore and control dynamics, duration, and timbre with instruments (Unit 4)</p> <p>Play fast, slow, loud, and quiet sounds on percussion instruments (Unit 9)</p> <p>Rehearse and perform a chant/rap with sound effects using instruments (Unit 9)</p> <p>Use instruments to create descriptive sounds (Unit 12)</p>	<p>Listen to and repeat rhythmic patterns on body percussion and instruments (Unit 4)</p> <p>Play pitch lines on tuned percussion (Unit 5)</p> <p>Accompany a song with vocal, body percussion and instrumental ostinati (Unit 8)</p> <p>Use instruments expressively in response to visual stimuli (Unit 12)</p>	<p>Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>	<p>Accompany a song with melodic ostinato on tuned percussion (Unit 1)</p> <p>Read graphic notation to play a melody on tuned instruments (Unit 10)</p>	<p>Play a pentatonic song with leaps in pitch on tuned percussion (Unit 6)</p> <p>Combine singing with untuned and tuned percussion in a performance (Unit 6)</p> <p>Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations (Unit 11)</p> <p>Play an instrumental accompaniment of rhythms, chords and riffs (Unit 11)</p> <p>Learn to play a Renaissance dance from notation (Unit 11)</p>	<p>To play musically with increasing confidence and control. To begin to play and perform in solo and ensemble contexts. To begin to play a piece using basic notation.</p>	<p>Conduct metres of 2,3 and 4 (Unit 1)</p> <p>Read a melody in staff notation (Unit 3)</p> <p>Read grid or staff notation to play a bassline (Unit 4)</p> <p>Interpret graphic notation on various sound makers with an understanding of their qualities and capabilities (Unit 5)</p> <p>Perform music together in synchronisation with a short movie (Unit 5)</p> <p>Develop ensemble playing, focusing on steady beat and placing notes accurately together (Unit 6)</p> <p>Control short, loud sounds on a variety of instruments (Unit 6)</p>	<p>Demonstrate coordination and rhythm skills by participating in a complex circle game (Unit 1)</p> <p>Play a chordal accompaniment to a piece (Unit 3)</p> <p>Learn to sing and play ostini from an early 20th century orchestral work (Unit 3)</p> <p>Follow and interpret a complex graphic score for four instruments (Unit 3)</p> <p>Play tuned instrumental parts confidently from graphic scores with note names (Unit 6)</p>	<p>Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. To play a piece of music using notation.</p>

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Improvising and exploring	<p>Explore how things work (UTW-PCC)</p> <p>Explore different materials freely in order to develop their ideas about how to use them (EAD-CWM)</p> <p>Improvise a song around one they know (EAD-BIE)</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings (EAD-CWM)</p> <p>Explore and engage in music making- performing solo or in groups (EAD-BIE)</p>	<p>Explore, create and place vocal and body percussion sounds (Unit 1)</p> <p>Improvise descriptive music (Unit 4)</p> <p>Respond to music through movement (Unit 4)</p>	<p>Explore timbre and texture to understand how sounds can be descriptive (Unit 3)</p> <p>Combine pitch changes with changes in other elements/dimensions (Unit 5)</p> <p>Understand and play from simple notation (Unit 12)</p>	<p>To explore and create vocal and body percussion sounds. Play tuned and untuned instruments musically using simple notation. Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>	<p>Develop a song by choosing lyrics and structure (Unit 10)</p>	<p>Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations (Unit 11)</p> <p>Learn to play a Renaissance dance from notation (Unit 11)</p>	<p>Begin to sing and play musically with increasing confidence and control. To begin to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from</p>	<p>Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion (Unit 1)</p> <p>Learn about jazz scat singing and devise scat sounds (Unit 1)</p> <p>Play and improvise using the whole tone scale (Unit 2)</p> <p>Create musical effects using contrasting pitch (Unit 3)</p> <p>Learn about the use of cue scores (Unit 5)</p> <p>Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities (Unit 5)</p> <p>Learn about and explore techniques used in movie soundtracks (Unit 5)</p>	<p>Devise, combine and structure rhythms through dance (Unit 1)</p> <p>Improvise descriptive music on instruments and other sound makers (Unit 4)</p>	<p>To sing and play musically with increasing confidence and control. To develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from</p>

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Composing	A Nursery Musician can	A Reception Musician can	A Year 1 musician can:	A Year 2 musician can	A Year 3 musician can	A Year 4 musician can	A Year 5 musician can	A Year 6 musician can	
	Create their own songs (EAD-BIE)	Explore and engage in music making-performing solo or in groups (EAD-BIE)	Create, play and combine simple word rhythms (Unit 11) Create a picture in sound (Unit 12)	Read and write simple pitch line notation (Unit 5) Compose music to illustrate a story (Unit 9)		Select descriptive sounds to accompany a poem (Unit 1) Choose different timbres to make an accompaniment (Unit 1)		Compose and notate pentatonic melodies on a graphic score (Unit 6) Learn about and sing African-American spiritual (Unit 6) Compose a fanfare (Unit 11)	Develop a structure for a vocal piece and create graphic scores (Unit 3) Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores (Unit 3) Use the musical dimensions to create and perform music for a movie (Unit 5) Evaluate and refine compositions with reference to the inter-related dimensions of music (Unit 5) Create sounds for a movie, following a timesheet (Unit 5)
To experiment with, create, play, select and combine sounds using the interrelated dimensions of music. To compose music to represent pictures and stories. To read and write simple notation.					To begin to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. To improvise and compose music for a range of purposes using the interrelated dimensions of music.				

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Listening	Listen with increased attention to sound (EAD-BIE)	<p>Listens carefully to rhymes and songs, paying attention to how they sound (C and L-LAU)</p> <p>Listen attentively , move to and talk about Music, expressing their feelings and responses (EAD-BIE)</p>	<p>Recognise and respond to changes in tempo in music (Unit 2)</p> <p>Understand how music can tell a story (Unit 9)</p> <p>Understand musical structure by listening and responding through movement (Unit 12)</p>	<p>Match descriptive sounds to images (Unit 3)</p> <p>Listen to and repeat back rhythmic patterns on instruments and body percussion (Unit 4)</p>	Listen with concentration and understanding to a range of high-quality live and recorded music. To recognise and respond to changes to music.	<p>Learn about tenary form (3 part musical) (Unit 1)</p> <p>Listen to and learn about Hindustani classical music (Unit 3)</p> <p>Learn how sounds are produced and how instruments are classified (Unit 3)</p>	<p>Understand how rhythmic articulation affects musical phrasing (Unit 1)</p> <p>Develop listening skills by analysing and comparing music from different traditions (Unit 6)</p> <p>Learn about and sing an African-American spiritual (Unit 6)</p> <p>Listen to and learn about Renaissance instruments (Unit 11)</p>	To develop an appreciation and understanding to a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician.	<p>Learn about jazz scat singing and devise scat sounds (Unit 1)</p> <p>Listen to music with Focus and analyse using musical vocabulary (Unit 2)</p> <p>Hear and understand the features of the whole tone scale (Unit 2)</p> <p>Listen to and learn about modern classical/avant garde music (20th century) (Unit 2)</p> <p>Learn about the music of an early Baroque opera (Unit 3)</p> <p>Demonstrate understanding of the effect of music in movies (Unit 5)</p>	<p>Learn a 1980s pop song with understanding of its structure (Unit 2)</p> <p>Follow and interpret a complex graphic score for four instruments (Unit 3)</p> <p>Experience and understand the effect of changing harmony (Unit 6)</p> <p>Listen to and understand modulation in a musical bridge (Unit 6)</p>	To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

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Appraising	Develop their own ideas and then decide what materials to use express themselves (EAD-CWM)	Return to and build on their previous learning, refining ideas and developing their ability to represent them (EAD-CWM)	Identify a sequence of sounds (structure) in a piece of music (Unit 4)	<p>Identify ways of producing sounds (e.g. shake, strike, pluck) (Unit 3)</p> <p>Identify rising and falling pitch (Unit 8)</p> <p>Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) (Unit 9)</p> <p>Use simple musical vocabulary to describe music (Unit 12)</p> <p>Listen, describe and respond to contemporary orchestral music (Unit 12)</p>	<i>To identify ways of producing sounds. To listen and respond to pieces of music and describe them using simple musical vocabulary.</i>	<p>Learn about tenary form (3 part musical) (Unit 1)</p> <p>Recognise pitch shapes (Unit 10)</p>	<p>Develop listening skills by analysing and comparing music from different traditions (Unit 6)</p>	<i>To begin to develop an understanding of the history of music and music from different traditions. To gain confidence in comparing two different pieces of music. To identify instrument groups and features of music from a recording. To compare and contrast the structures of different pieces</i>	<p>Listen to a 19th century tone poem and describe its effects</p> <p>and use of the musical dimensions (Unit 2)</p> <p>Listen to and analyse 19th century impressionist music using musical vocabulary (Unit 2)</p> <p>Compare and contrast two pieces of 19th century Romantic music (Unit 3)</p> <p>Identify changes in tempo and their effects (Unit 5)</p> <p>Evaluate and refine compositions with reference to the inter-related dimensions of music (Unit 5)</p> <p>Explore and analyse a song arrangement and its structure (Unit 6)</p> <p>Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time (Unit 6)</p>	<p>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music (Unit 3)</p> <p>Discuss the music of a Russian Romantic composer with reference to a painting from the same period (Unit 5)</p>	<i>To listen with attention to detail. To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>