

Music Progression Document

Strand: Playing Instruments

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

Music Progression Document

Strand: Improvising and exploring						
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Nursery Explore how things work</p> <p>Explore different materials freely in order to develop their ideas about how to use them</p> <p>Improvise a song around one they know</p>	<p>Explore, create and place vocal and body percussion sounds</p> <p>Improvise descriptive music</p> <p>Respond to music through movement</p>	<p>Explore timbre and texture to understand how sounds can be descriptive</p> <p>Combine pitch changes with changes in other elements/dimensions</p> <p>Understand and play from simple notation</p>	<p>Develop a song by choosing lyrics and structure</p>	<p>Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations</p> <p>Learn to play a Renaissance dance from notation</p>	<p>Develop accompaniments using ostinato and invent or improvise rhythms on un tuned percussion</p> <p>Learn about jazz scat singing and devise scat sounds</p> <p>Play and improvise using the whole tone scale</p> <p>Create musical effects using contrasting pitch</p> <p>Learn about the use of cue scores</p> <p>Interpret graphic notation on various sound makers with an understanding of their qualities and capabilities</p> <p>Learn about and explore techniques used in movie soundtracks</p>	<p>Devise, combine and structure rhythms through dance</p> <p>Improvise descriptive music on instruments and other sound makers</p>
<p>Reception Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Explore and engage in music making-performing solo or in groups =</p>						
END POINTS - EYFS	END POINTS – YEARS 1 AND 2		END POINTS – YEARS 3 AND 4		END POINTS – YEARS 5 AND 6	
	<p>To explore and create vocal and body percussion sounds. Play tuned and un tuned instruments musically using simple notation. Experiment with, create, select and combine sounds using the interrelated dimensions of music</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 aural memory. To begin to explore staff and other musical notations</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 aural memory. To use and understand staff and other musical notations</p>	

Music Progression Document

Strand: Composing						
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Nursery Create their own songs	Create, play and combine simple word rhythms Create a picture in sound	Read and write simple pitch line notation Compose music to illustrate a story	Select descriptive sounds to accompany a poem Choose different timbres to make an accompaniment	Compose and notate pentatonic melodies on a graphic score Learn about and sing African-American spiritual Compose a fanfare	Develop a structure for a vocal piece and create graphic scores Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores Use the musical dimensions to create and perform music for a movie Evaluate and refine compositions with reference to the inter-related dimensions of music Create sounds for a movie, following a timesheet	Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music Compose programme music from a visual stimulus Develop song cycles for Performance, making decisions about texture, staging and dramatisation
Reception Explore and engage in music making-performing solo or in groups						
END POINTS - EYFS	END POINTS – YEARS 1 AND 2		END POINTS – YEARS 3 AND 4		END POINTS – YEARS 5 AND 6	
	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 begin to improvise and compose music for a range of purposes using the interrelated dimensions of music.		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	

Music Progression Document

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

Music Progression Document

Strand: Appraising

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Nursery</p> <p>Develop their own ideas and then decide what materials to use express themselves</p>	<p>Identify a sequence of sounds (structure) in a piece of music</p>	<p>Identify ways of producing sounds (e.g. shake, strike, pluck)</p> <p>Identify rising and falling pitch</p> <p>Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season)</p> <p>Use simple musical vocabulary to describe music</p> <p>Listen, describe and respond to contemporary orchestral music</p>	<p>Learn about ternary form (3 part musical) (Unit 1)</p> <p>Recognise pitch shapes</p>	<p>Develop listening skills by analysing and comparing music from different traditions</p>	<p>Listen to a 19th century tone poem and describe its effects and use of the musical dimensions</p> <p>Listen to and analyse 19th century impressionist music using musical vocabulary</p> <p>Compare and contrast two pieces of 19th century Romantic music</p> <p>Identify changes in tempo and their effects</p> <p>Evaluate and refine compositions with reference to the inter-related dimensions of music</p> <p>Explore and analyse a song arrangement and its structure</p> <p>Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time</p>	<p>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music</p> <p>Discuss the music of a Russian Romantic composer with reference to a painting from the same period</p>
<p>Reception</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p>						
END POINTS - EYFS	END POINTS – YEARS 1 AND 2		END POINTS – YEARS 3 AND 4		END POINTS – YEARS 5 AND 6	
	<p>To identify ways of producing sounds. To listen and respond to pieces of music and describe them using simple musical vocabulary</p>		<p>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 of music.</p>		<p>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</p> <p>To develop an understanding of the history of music. To compare and contrast pieces of music.</p>	