



Progression in Music

		EYFS	Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	
		Year 1/2	Year 3/4	Year 5/6
Performing - Singing		Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes	Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	
	Vocal Expression / Effects	Year 1 - I can make a sequence of sounds. - I can make different sounds with my voice and with instruments. Year 2 - I can choose sounds which create an effect.	Year 3 - I can combine different sounds to create a specific mood or feeling. Year 4 - I can improvise using repeated patterns.	Year 5 - I can improvise within a group using melodic and rhythmic phrases. - I can change sounds or organise them differently to change the effect. Year 6 - I can sing in harmony confidently and accurately.
	Chants and	Year 1 - I can use my voice to speak, sing and chant. - I can repeat short rhythmic and melodic patterns. Year 2 - I can sing or clap increasing and decreasing tempo.	Year 3 - I can create repeated patterns with different instruments. Year 4 - I can perform a simple part rhythmically. - I can improvise using repeated patterns.	Year 5 - I can maintain my part whilst others are performing their part. - I can improvise within a group using melodic and rhythmic phrases. Year 6 - I can perform parts from memory.



Progression in Music

		Year 1/2	Year 3/4	Year 5/6
Performing - Singing continued	Pitching	Year 1 - I can make a sequence of sounds. - I can make different sounds with my voice and with instruments. Year 2 - I can sing and follow a melody.	Year 3 - I can sing a tune with expression. Year 4 - I can sing songs from memory with accurate pitch.	Year 5 - I can maintain my part whilst others are performing their part. Year 6 - I can sing in harmony confidently and accurately.
	Singing	Year 1 - I can make a sequence of sounds. - I can follow instructions about when to play and sing. Year 2 - I can sing and follow a melody.	Year 3 - I can sing a tune with expression. Year 4 - I can sing songs from memory with accurate pitch.	Year 5 - I can breathe in the correct place when singing. Year 6 - I can sing in harmony confidently and accurately. - I can take the lead in a performance.



Progression in Music

		Year 1/2	Year 3/4	Year 5/6
Performing - Playing		Pupils should be taught to: play tuned and un-tuned instruments musically	Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	
	Identify Instruments / Sound Effects	Year 1 - I can choose sounds to represent different things. Year 2 - I can choose sounds which create an effect. - I can listen out for particular things when listening to music.	Year 3 - I can combine different sounds to create a specific mood or feeling. Year 4 - I can identify the character in a piece of music. - I can explain why silence is often needed in music and explain what effect it has.	Year 5 - I can change sounds or organise them differently to change the effect. Year 6 - I can analyse features within different pieces of music.
	Control	Year 1 - I can clap short rhythmic patterns. - I can repeat short rhythmic and melodic patterns. Year 2 - I can perform simple patterns and accompaniments keeping a steady pulse. - I can play simple rhythmic patterns on an instrument.	Year 3 - I can play clear notes on instruments. - I can create repeated patterns with different instruments. Year 4 - I can perform a simple part rhythmically. - I can improvise using repeated patterns.	Year 5 - I can maintain my part whilst others are performing their part. - I can improvise within a group using melodic and rhythmic phrases. Year 6 - I can perform parts from memory. - I can take the lead in a performance.



Progression in Music

		Year 1/2	Year 3/4	Year 5/6
Performing - Playing continued	Notation	Year 1 - I can make a sequence of sounds. Year 2 - I can order sounds to create a beginning, middle and an end. - I can use symbols to represent sounds. - I can make connections between notations and musical sounds.	Year 3 - I can use musical words to describe a piece of music and compositions. Year 4 - I can use notation to record and interpret sequences of pitches. - I can use notation to record compositions in a small group or on my own.	Year 5 - I can use notation to record groups of pitches (chords). Year 6 - I can use a variety of different musical devices in my composition (including melody, rhythms and chords).
	Evaluating	Year 1 - I can say whether I like or dislike a piece of music. Year 2 - I can improve my own work.	Year 3 - I can use musical words to describe what I like and do not like about a piece of music. - I can improve my work; explaining how it has been improved. Year 4 - I can identify the character in a piece of music. - I can identify and describe the different purposes of music.	Year 5 - I can describe, compare and evaluate music using musical vocabulary. - I can explain why I think music is successful or unsuccessful. - I can suggest improvement to my own work and that of others. Year 6 - I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.



Progression in Music

		Year 1/2	Year 3/4	Year 5/6
Improvising and Experimenting		Pupils should be taught to: experiment with, create, select and combine sounds using the inter-related dimensions of music	Pupils should be taught to: - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory	
	Explore and Make Sounds	Year 1 - I can use my voice to speak, sing and chant. - I can use instruments to perform. - I can clap short rhythmic patterns. - I can make different sounds with my voice and with instruments. - I can repeat short rhythmic and melodic patterns. - I can make a sequence of sounds. - I can choose sounds to represent different things. Year 2 - I can perform simple patterns and accompaniments keeping a steady pulse. - I can play simple rhythmic patterns on an instrument. - I can sing or clap increasing and decreasing tempo.	Year 3 - I can play clear notes on instruments. - I can create repeated patterns with different instruments. Year 4 - I can perform a simple part rhythmically. - I can improvise using repeated patterns.	Year 5 - I can improvise within a group using melodic and rhythmic phrases. - I can change sounds or organise them differently to change the effect. Year 6 - I can perform parts from memory. - I can take the lead in a performance.



Progression in Music

		Year 1/2	Year 3/4	Year 5/6
Improvising and Experimenting continued	Control and Change Sounds	Year 1 - I can use my voice to speak, sing and chant. - I can use instruments to perform. - I can make different sounds with my voice and with instruments. - I can make a sequence of sounds. - I can choose sounds to represent different things. Year 2 - I can sing and follow a melody. - I can sing or clap increasing and decreasing tempo.	Year 3 - I can use different elements in my composition. - I can compose melodies and songs. - I can create accompaniments for tunes. Year 4 - I can sing songs from memory with accurate pitch. - I can explain why silence is often needed in music and explain what effect it has.	Year 5 - I can improvise within a group using melodic and rhythmic phrases. - I can change sounds or organise them differently to change the effect. - I can compose music which meets specific criteria. - I can choose the most appropriate tempo for a piece of music. Year 6 - I can sing in harmony confidently and accurately. - I can use a variety of different musical devices in my composition (including melody, rhythms and chords).



Progression in Music

		Year 1/2	Year 3/4	Year 5/6
Improvising and Experimenting continued	Create Rhythms and Melodies	Year 1 - I can use my voice to speak, sing and chant. - I can clap short rhythmic patterns. - I can make a sequence of sounds. Year 2 - I can order sounds to create a beginning, middle and an end. - I can create music in response to different starting points.	Year 3 - I can use different elements in my composition. - I can create repeated patterns with different instruments. - I can compose melodies and songs. - I can create accompaniments for tunes. Year 4 - I can improvise using repeated patterns. - I can use notation to record compositions in a small group or on my own.	Year 5 - I can compose music which meets specific criteria. - I can choose the most appropriate tempo for a piece of music. - I can use my music diary to record aspects of the composition process. Year 6 - I can use a variety of different musical devices in my composition (including melody, rhythms and chords).
	Electronic (Garageband)	Year 1 - I can make a sequence of sounds. - I can follow instructions about when to play and sing. Year 2 - I can order sounds to create a beginning, middle and an end. - I can choose sounds which create an effect. - I can improve my own work.	Year 3 - I can use different elements in my composition. - I can compose melodies and songs. - I can combine different sounds to create a specific mood or feeling. - I can improve my work; explaining how it has been improved. Year 4 - I can use notation to record and interpret sequences of pitches. - I can use notation to record compositions in a small group or on my own.	Year 5 - I can change sounds or organise them differently to change the effect. - I can use notation to record groups of pitches (chords). - I can choose the most appropriate tempo for a piece of music. Year 6 - I can use a variety of different musical devices in my composition (including melody, rhythms and chords).



Progression in Music

	Year 1/2	Year 3/4	Year 5/6
Composing	Pupils should be taught to: - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Pupils should be taught to: - improvise and compose music for a range of purposes using the inter-related dimension of music - use and understand staff and other musical notations	
	Year 1 - I can make different sounds with my voice and with instruments. - I can make a sequence of sounds. - I can choose sounds to represent different things. Year 2 - I can order sounds to create a beginning, middle and an end. - I can create music in response to different starting points. - I can choose sounds which create an effect.	Year 3 - I can use different elements in my composition. - I can create repeated patterns with different instruments. - I can compose melodies and songs. - I can create accompaniments for tunes. - I can combine different sounds to create a specific mood or feeling. Year 4 - I can improvise using repeated patterns. - I can use notation to record and interpret sequences of pitches. - I can use notation to record compositions in a small group or on my own.	Year 5 - I can improvise within a group using melodic and rhythmic phrases. - I can change sounds or organise them differently to change the effect. - I can compose music which meets specific criteria. - I can use notation to record groups of pitches (chords). - I can use my music diary to record aspects of the composition process. - I can choose the most appropriate tempo for a piece of music. Year 6 - I can use a variety of different musical devices in my composition (including melody, rhythms and chords). - I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.



Progression in Music

		Year 1/2	Year 3/4	Year 5/6
Listening, Developing Knowledge and Understanding		Pupils should be taught to: listen with concentration and understanding to a range of high quality live and recorded music	Pupils should be taught to: - appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music	
	Listening	Year 1 - I can repeat short rhythmic and melodic patterns. - I can respond to different moods in music. - I can follow instructions about when to play and sing. Year 2 - I can perform simple patterns and accompaniments keeping a steady pulse. - I can listen out for particular things when listening to music.	Year 3 - I can create accompaniments for tunes. - I can use musical words to describe a piece of music and compositions. Year 4 - I can sing songs from memory with accurate pitch. - I can explain why silence is often needed in music and explain what effect it has. - I can identify the character in a piece of music.	Year 5 - I can maintain my part whilst others are performing their part. - I can improvise within a group using melodic and rhythmic phrases. - I can describe, compare and evaluate music using musical vocabulary. Year 6 - I can perform parts from memory. - I can analyse features within different pieces of music.



Progression in Music

		Year 1/2	Year 3/4	Year 5/6
Listening, Developing Knowledge and Understanding continued	Knowledge and Understanding	Year 1 - I can respond to different moods in music. - I can say whether I like or dislike a piece of music. Year 2 - I can make connections between notations and musical sounds. - I can listen out for particular things when listening to music.	Year 3 - I can use musical words to describe a piece of music and compositions. - I can use musical words to describe what I like and do not like about a piece of music. - I can recognise the work of at least one famous composer. Year 4 - I can identify the character in a piece of music. - I can identify and describe the different purposes of music. - I can begin to identify the style of work of Beethoven, Mozart and Elgar.	Year 5 - I can describe, compare and evaluate music using musical vocabulary. - I can explain why I think music is successful or unsuccessful. - I can contrast the work of a famous composer and explain my preferences. Year 6 - I can evaluate how the venue, occasion and purpose affects the way a piece of music is created. - I can analyse features within different pieces of music. - I can compare and contrast the impact that different composers from different times have had on people of that time.