



Progression & Skills: Music



	Reception	Year 1	Year 2	End of Key Stage Expectations
Listening	<p>Mark the beat of the song with actions.</p> <p>Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mi).</p> <p>Listen to music and show the beat with actions.</p> <p>Listen to a range of music and respond through dance/movement.</p> <p>Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles.</p> <p>Listen actively to music in 3/4 time.</p>	<p>Listen to music with increasing concentration.</p> <p>Recognise different instruments.</p> <p>Discuss feelings and emotions linked to different pieces of music.</p> <p>Listen and move in time to the song.</p> <p>Listen to a song, reflecting the character of the music through movement.</p> <p>Listen to a jig and move in time to the music.</p>	<p>Listen with increased concentration to different styles of music and respond by talking about them using music vocabulary, or physically with movement and dance.</p> <p>Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made.</p> <p>Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement.</p> <p>Learn about the musical terms; crescendo, diminuendo, accelerando, ritenuto.</p> <p>Listen actively and mark the beat by tapping, clapping, and swinging to the music.</p> <p>Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty').</p> <p>Understand and explain how beats can be grouped into patterns and identify them in familiar songs.</p> <p>Listen and match the beat of others and recorded music, adapting speed accordingly.</p> <p>Begin to understand how music helps people share tradition and culture.</p>	<p>At the end of Key Stage One, pupils are expected to listen with high concentration and understanding to a range of high-quality music.</p>

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Singing	<p>Sing with a sense of pitch, following the shape of the melody with voices.</p> <p>Sing a tune with 'stepping' and 'leaping' notes.</p> <p>Explore the range and capabilities of voices through vocal play.</p> <p>Sing a song with changes in speed.</p> <p>Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.</p> <p>Sing in call-and-response and change voices to make a buzzing sound.</p> <p>Sing a melody in waltz time and perform the actions.</p>	<p>Sing a cumulative song from memory, remembering the order of the verses.</p> <p>Sing a unison song rhythmically and in tune.</p> <p>Chant together rhythmically, marking rests accurately.</p> <p>Echo sing a line independently with teacher leading, then move on to pair singing in echo format.</p> <p>Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.</p> <p>Sing either part of a call-and-response song.</p> <p>Sing a song that includes a time change from march to a jig.</p>	<p>Sing confidently with good dictation and play a cumulative game with spoken call-and-response sections.</p> <p>Demonstrate an internalised sense of pulse through singing games.</p>	<p>At the end of Key Stage One within singing, pupils are expected to use their voices with confidence, expressively and creatively by singing songs and speaking chants and rhymes.</p>

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Performing	<p>Play a steady beat on percussion instruments.</p> <p>Develop a sense of beat by performing actions to music.</p> <p>Enjoy moving freely and expressively to music.</p> <p>Perform a story as a class.</p> <p>Use appropriate hand actions to mark a changing pitch.</p> <p>Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.</p> <p>Play sound effects on percussion instruments.</p> <p>With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E).</p> <p>Play different instruments with control.</p> <p>Find the beat and perform a clapping game with a partner.</p> <p>Explore dynamics with voices and instruments.</p> <p>Transfer actions to sounds played on percussion instruments.</p> <p>Improvise music with different instruments, following a conductor.</p>	<p>Participate in creating a group performance.</p> <p>Play classroom instruments on the beat.</p> <p>Play percussion instruments expressively, representing the character of their composition.</p> <p>Play a simple ostinato on untuned percussion.</p> <p>Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do.</p> <p>Play the response sections on tuned percussion using the correct beater hold.</p> <p>Change voice to suit different characters while performing appropriate actions.</p> <p>Play contrasting accompaniments to reinforce the verse.</p> <p>Perform a song and dance simultaneously.</p> <p>Play untuned percussion instruments and use movement to show the beat changing.</p>	<p>Play the melody on a tuned percussion instrument.</p> <p>Chant rhythmically to perform a rap, and perform to an accompaniment children create.</p> <p>Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation.</p> <p>Learn a simple rhythm pattern and perform it with tempo and volume changes.</p> <p>Follow signals from a conductor.</p> <p>Move freely and creatively to music using a prop.</p> <p>Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.</p> <p>Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).</p> <p>Learn a clapping game that shows the rhythm.</p>	<p>At the end of Key Stage One, pupils are expected to play tuned and untuned instruments following stick notation as well as perform to an audience with growing confidence.</p>

	Reception	Year 1	Year 2	End of Key Stage Expectations
Composing	<p>Make up new words and actions about different emotions and feelings.</p> <p>Make up new lyrics and vocal sounds for different kinds of transport.</p> <p>Explore making sound with voices and percussion instruments to create different feelings and moods.</p> <p>Create a sound story using instruments to represent different animal sounds/ movements.</p> <p>Make up new lyrics and accompanying actions.</p> <p>Improvise a vocal/physical soundscape about minibeasts.</p> <p>Develop a song by composing new words and adding movements and props.</p> <p>Compose music based on characters and stories developed through listening to Beethoven's 5th symphony.</p> <p>Compose a three-beat body percussion pattern and perform it to a steady beat.</p>	<p>Experiment with sounds (timbre) to create music and draw the sounds using graphic symbols.</p> <p>Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).</p> <p>Compose musical sound effects and short sequences of sounds in response to a stimulus.</p> <p>Recognise the difference between a pattern with notes (pitched) and without (unpitched).</p> <p>Improvise question and answer conversations using percussion instruments.</p> <p>Create, interpret, and perform from simple graphic scores.</p> <p>Recognise how graphic symbols can represent sound.</p> <p>Create musical phrases from new word rhythms that children invent.</p> <p>Copy call-and-response patterns with voices and instruments.</p> <p>Explore using sound quality (timbre), dynamics, and pitch to tell a story.</p> <p>Compose new words for the greeting section of the song.</p>	<p>Improvise rhythms along to a backing track using the note C or G.</p> <p>Compose call-and-response music.</p> <p>Select instruments and compose music to reflect an animal's character.</p> <p>Compose 4-beat patterns to create a new rhythmic accompaniment.</p> <p>Begin to understand duration and rhythm notation.</p> <p>Structure musical ideas into a whole-class composition.</p> <p>Create action patterns in 2- and 3-time.</p> <p>Compose a soundtrack to a clip of a silent film.</p> <p>Understand and use notes of different duration.</p> <p>Recognise and play echoing phrases by ear.</p> <p>Understand and use notes of different pitch.</p> <p>Understand and use dynamics.</p>	<p>At the end of Key Stage One, pupils should experiment with, create, select and combine sounds using untuned instruments and voice to compose. They should represent their composition with stick notation/symbols.</p>

	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
Listening	<p>Listen and identify where notes in the melody of the song go down and up.</p> <p>Begin to develop an understanding and appreciation of music from different musical traditions.</p> <p>Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can use some musical vocabulary to describe these things.</p> <p>Understand that a folk song is music that belongs to the people of a particular place.</p> <p>Identify how the pitch and melody of a song has been developed using symmetry.</p> <p>Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.</p> <p>Listen and compare how different composers have approached creating word-based compositions.</p> <p>Talk about the impact of music in different cultures.</p>	<p>Listen with concentration to a variety of live and recorded music from different cultures, traditions, and historical periods music, recognising how changes in the interrelated dimensions of music create different moods and effects.</p> <p>Aurally identify rhythm patterns using: walk/ta jogging/te-te stride (2 beat) one-beat rests</p> <p>Aurally recognise different instrument families (percussion, woodwind, brass, string.)</p>	<p>Listen and copy back simple rhythmic and melodic patterns.</p> <p>Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove.</p> <p>Identify drum patterns, basslines, and riffs and play them using body percussion and voices.</p> <p>Develop knowledge and understanding of the Balinese musical forms.</p> <p>Listen and match vocal and instrumental sounds to each other, and to notation.</p> <p>Listen, appraise, and respond to music using drawings and words.</p> <p>Recognise that music can describe feelings and tell a story.</p> <p>Understand and recognise ternary form.</p> <p>Develop knowledge and understanding of the history, and social context of music associated with the First World War.</p>	<p>Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</p> <p>Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).</p> <p>Identify ways songwriters convey meaning: through lyrics, the music, and the performance.</p> <p>Understand different ways that rhymes work in songs.</p> <p>Identify different elements of a song's structure.</p> <p>Understand the concept of identity and how you can express that in songs.</p> <p>Develop knowledge and understanding of a variety of musical styles from different countries, talking about them using music vocabulary.</p> <p>Identify some of the features of traditional music that have influenced the composition of new songs.</p>	<p>At the end of Key Stage Two, pupils should listen with attention to detail and recall sounds with increased aural memory recognising the dimensions of music. They should have appreciated and understood a wide range of high-quality live and recorded music having developed an awareness of the history and context of music.</p>

	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
Singing	<p>Sing a call-and-response song in groups, holding long notes confidently.</p> <p>Sing by improvising simple melodies and rhythms.</p> <p>Working in small groups, sing a call-and-response song with an invented drone accompaniment.</p> <p>Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure.</p> <p>Sing solo or in a pair in call-and-response style.</p>	<p>Sing in tune with expression and clear diction, maintaining a wider pitch range with a good sense of melodic shape.</p> <p>Show good control of dynamics and tempo when singing.</p> <p>Maintain correct posture for singing and begin to show appropriate breath control.</p> <p>Sing increasingly complex songs: rounds, partner songs, songs with verse/chorus.</p>	<p>Sing a sea shanty expressively, with accurate pitch and a strong beat.</p> <p>Sing in unison while playing an instrumental beat (untuned).</p> <p>Talk about the purpose of songs and describe some of the features using music vocabulary.</p> <p>Sing a song in two parts with expression and an understanding of its origins.</p> <p>Sing a round and accompany themselves with a beat.</p> <p>Sing/chant a part within a kecak performance.</p> <p>Sing in a 4-part round accompanied with a pitched ostinato.</p> <p>Sing with expression and an appreciation of the song's history and purpose.</p> <p>Sing with expression and an appreciation of the song's history and purpose.</p>	<p>Sing a syncopated melody accurately and in tune.</p> <p>Sing and play a class arrangement of the song with a good sense of ensemble.</p> <p>Sing a round accurately and in a legato style.</p> <p>Sing a chorus in two-part harmony with dancing on the beat.</p> <p>Sing a chorus in three-part harmony with dancing.</p> <p>Sing accurately in two parts, with dynamic contrast and expression.</p>	<p>By the end of Key Stage Two, pupils should have sung a broad range of songs as part of a choir in school assemblies with a sense of ensemble and performance.</p>

	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
Performing	<p>Play melodic and rhythmic accompaniments to a song.</p> <p>Play a one-note part contributing to the chords accompanying the verses.</p> <p>Recognise and copy rhythms and pitches C-D-E.</p> <p>Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments.</p> <p>Perform vocal percussion as part of a group.</p> <p>Move in time with the beat of the music.</p> <p>Play chords on tuned percussion as part of a whole-class performance.</p>	<p>Keep a steady pulse independently and respond to changes in tempo, maintaining and appropriate pulse.</p> <p>Maintain a simple rhythm part independently, keeping in time to the pulse.</p> <p>Play a variety of rhythm patterns with accuracy.</p> <p>Maintain a simple melody part independently, keeping in time with the pulse.</p> <p>Demonstrate increasing control of tempo and dynamics when playing.</p> <p>Play melodic and rhythmic parts as part of an ensemble, keeping in time with other players.</p> <p>Confidently control changes in dynamics and tempo when playing alone and with others.</p> <p>Play in solo and ensemble contexts with fluency and expression.</p> <p>Play melodic and rhythmic parts as part of an ensemble, keeping in time with other players.</p> <p>Maintain an independent part in an ensemble, showing awareness of how parts fit together.</p>	<p>Play bass notes, chords, or rhythms to accompany singing.</p> <p>Keep the beat playing a 'cup' game.</p> <p>Play a drone and chords to accompany singing.</p> <p>Sing and play the melody of a song.</p> <p>Perform for an audience as part of Remembrance services, or a class topic assembly.</p> <p>Play music as a class from the score.</p> <p>Recognise and respond to crotchet, quaver, minim, semiquaver, and dotted quaver/semiquaver durations with actions.</p>	<p>Play a lullaby.</p> <p>Experiment with harmony.</p> <p>Demonstrate coordination and keeping a steady beat by dancing to music.</p> <p>Play the drone, bass note, or chord for a chorus of a song.</p>	<p>At the end of Key Stage Two, pupils should have played and performed in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>

		<p>Play confidently with fluency and expression, demonstrating increased understanding of musical features when I play to achieve a musical outcome.</p> <p>Maintain an independent part within a group, showing awareness of other performers.</p> <p>Follow simple performance directions (start/stop/loud/quiet/fast/slow) and respond with increasing fluency and control.</p> <p>Demonstrate awareness of the audience and perform with a sense of occasion.</p>			
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Composing	<p>Compose a pentatonic ostinato.</p> <p>Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.</p> <p>Compose a 4-beat rhythm pattern to play during instrumental sections.</p> <p>Explore ways to create word-based pieces of music.</p> <p>Explore ways to communicate atmosphere and effect.</p> <p>Invent simple patterns using rhythms and notes C-D-E.</p> <p>Compose music, structuring short ideas into a bigger piece.</p> <p>Notate, read, follow and create a 'score'.</p> <p>Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.</p>	<p>Improvise rhythmic and melodic phrases using the voice and instruments.</p> <p>Create and develop musical ideas within given structures (e.g., ABA, Rondo, Call and Response) or in response to a stimulus.</p> <p>Compose music for a range of purposes using the interrelated dimensions to achieve intended effects.</p> <p>Make improvements to own work, explaining reasons for changes.</p> <p>Use music technology to explore, capture, change and combine sounds.</p> <p>Recognise and understand symbols for; Crotchet Quavers Crotchet rest Z Minim</p> <p>Experience simple two-line staff pitch notation</p>	<p>Compose body percussion patterns to accompany a sea shanty using rhythm grids.</p> <p>Improvise freely over a drone.</p> <p>Compose a kecak piece as part of a group.</p> <p>Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo.</p> <p>Notate ideas to form a simple score to play from.</p> <p>Compose a simple accompaniment using tuned instruments.</p> <p>Create and perform their own class arrangement.</p> <p>Use the notes C-E-G (C major triad) to compose a fanfare melody.</p>	<p>Compose a syncopated melody using the notes of the C major scale.</p> <p>Compose an 8-bar piece on percussion, in 3-time and using chords F and C major.</p> <p>Create variations using a wide variety of composing techniques.</p> <p>Improvise on top of a repeating bassline.</p> <p>Decipher a graphic score.</p> <p>Create an accompaniment.</p> <p>Create an extended melody with four distinct phrases.</p> <p>Structure ideas into a full soundtrack.</p> <p>Create a rhythmic piece for drums and percussion instruments.</p> <p>Improvise extended melodies using the pentatonic scale.</p>	<p>At the end of Key Stage Two, pupils should be confident in improvising and composing music for a range of purposes using the interrelated dimensions of music.</p> <p>They should use and understand formal, written notation.</p>