



MUSIC

Progression Document

TECHNICAL KNOWLEDGE/SKILLS PROGRESSION

Nursery	<ol style="list-style-type: none"> 1) Use an appropriate posture to sing. 2) Sing some nursery rhymes with others. 3) Create a range of sounds with voice and body percussion. 4) Begin to respond to instructions about creating sound e.g. clap, whisper, repeat. 5) Begin to use actions to respond to music.
Reception	<ol style="list-style-type: none"> 1) Use appropriate singing posture and begin to move to the pulse of music. 2) Sing nursery rhymes in unison, singing some from memory. 3) Begin to control some of the sound made with the voice e.g. louder, quieter, faster. 4) Copy back a simple rhythm led by teacher, using pictures to represent patterns. 5) Begin to use actions and body percussion to respond to music.
Year 1	<ol style="list-style-type: none"> 1) Begin to project voices appropriately. 2) Sing in unison and begin to sing in time to music. 3) Show some conscious control over the dynamics of the voice and begin to control the pitch. 4) Copy back a range of rhythms led by teacher, using graphic scores. 5) Play a note with the correct handling on a tuned instrument e.g. glockenspiel.
Year 2	<ol style="list-style-type: none"> 1) Begin to project voices appropriately. 2) Sing in time to the music and sing in groups to the chorus of a song. 3) Show conscious control over the dynamics of the voice and control the pitch for some parts of songs. 4) Begin to create own rhythms with support, referring to a familiar graphic score. 5) Copy back a short rhythm on a tuned instrument e.g. glockenspiel using 1 or 2 notes.
Year 3	<ol style="list-style-type: none"> 1) Begin to show consistent control over voice projection and posture throughout a piece of music. 2) Sing in time to the music and begin to listen others when singing in an ensemble. 3) Show control of the pitch of the voice throughout a piece of music when lead vocals are demonstrated. 4) Create own rhythms with increasing length and complexity and begin to use more sophisticated notation e.g. crotchets. 5) Copy back a short rhythm on a tuned instrument e.g. glockenspiel using up to 3 notes and begin to repeat the rhythm as directed.
Year 4	<ol style="list-style-type: none"> 1) Show consistent control over voice projection and posture throughout a piece of music.

	<ol style="list-style-type: none"> 2) Sing in time to the music by keeping an internal pulse, and to listen others when singing in an ensemble. 3) Show control of the pitch, dynamics and tempo when lead vocals are demonstrated, and begin to manipulate sounds for a variety of genres e.g. rapping. 4) Create own rhythms with increasing length and complexity, using notation including crotchets and quavers. 5) Use understanding of pulse to play a repeated rhythm on a tuned instrument, beginning to keep in time with others.
Year 5	<ol style="list-style-type: none"> 1) Develop control over voice through vocal warm-ups and pitch copy back activities. 2) Apply knowledge of keeping the internal pulse when singing in two distinct parts. 3) Show clear, conscious control of musical elements when singing, with and without lead vocal support. 4) Copy and create rhythms using vocals, tuned and untuned instruments, using notation including rests. 5) Play a repeated rhythm on a tuned instrument in unison. Begin to play rhythms using a wider note range (pentatonic scale).
Year 6	<ol style="list-style-type: none"> 1) Show clear, conscious control of the voice, including tempo, dynamics, pitch and breathing. 2) Keep the pulse and rhythm when singing in 2 parts and begin to explore how to keep a harmony. 3) Manipulate sounds appropriate to genres, styles and context of musical pieces e.g. clapping, marching, mouth shapes to change voice etc. 4) Create rhythms for others to copy and begin to use notation to identify a rhythm by ear. 5) Play a repeated rhythm on a tuned instrument from notation, keeping in time. Play rhythms using a wider note range (pentatonic scale).

CONSTRUCTIVE KNOWLEDGE/SKILLS PROGRESSION

Nursery	<ol style="list-style-type: none"> 1) Listen to a range of nursery rhymes and begin to show some awareness of pulse through actions/movement. 2) Begin to distinguish pitch by repeating phrases from nursery rhymes with some accuracy. 3) Begin to create sounds which add to a piece of music as a group e.g. deciding when to add a clap into a nursery rhyme.
Reception	<ol style="list-style-type: none"> 1) Begin to actively search a steady pulse to move to through a wide range of nursery rhymes and action songs. 2) Copy sounds they hear to distinguish between high-pitch and low-pitch sounds. 3) Begin to develop rhythm through clapping back what they hear e.g. clap 3 times. 4) Begin to create sounds which add to a piece of music as a group e.g. deciding when to add a clap into a nursery rhyme. 5) Create a pitched note/percussion sound in time with the pulse of a song. 6) Begin to explore patterns of sound using vocals/body percussion/instruments.
Year 1	<ol style="list-style-type: none"> 1) Know that music has a steady pulse compared to a heartbeat. Begin to understand that rhythms can be created by using patterns of sound e.g. clapping out their name, food item, place etc. 2) Identify some of the instruments heard in pieces of music e.g. vocals and drums, and name some of the styles of music they have listened to. 3) Develop rhythm by copying back what they hear e.g. copy back the rhythm of their name.

	<ol style="list-style-type: none"> 4) Create a rhythm as a class using 1 or 2 notes to play on a tuned instrument/clap to add to a piece of music. 5) Identify higher/lower pitch sounds in instrumental/vocal parts of a song. 6) Explore creating rhythms on instruments to add appropriately to a piece of music.
Year 2	<ol style="list-style-type: none"> 1) Begin to identify the difference between rhythm and pulse in music by listening to various examples. 2) Identify further instruments heard in pieces of music e.g. vocals, drums, electric guitar, and begin to show understanding that music can have different styles. 3) Establish rhythm by copying and creating rhythms for others. 4) Create a short composition as a class using 2 notes. Play and begin to discuss if they would like to change anything e.g. the next note should be higher/lower/same. 5) Begin to understand how pitch can change the way a rhythm sounds. 6) Explore creating rhythms by playing instruments and begin to experiment with improvising during an instrumental section of music.
Year 3	<ol style="list-style-type: none"> 1) Identify the difference between rhythm and pulse in music by listening to various examples, including instrumental and vocal rhythms. 2) Identify further instruments heard in pieces of music e.g. vocals, drums, electric guitar, bass, and show an understanding that music can have different styles. 3) Establish rhythm, and begin to explore melodies, by copying back and creating patterns. 4) Create a short composition (4-beat bar) in small groups using 1 or 2 notes. Begin to discuss as a group what should be composed based on how it sounds. 5) Begin to show an understanding of how pulse, rhythm and pitch work together to create music. 6) Create/copy some simple rhythms on instruments and explore how improvisation can contribute to a piece of music.
Year 4	<ol style="list-style-type: none"> 1) Identify the rhythm and pulse in music of various styles and begin to explore the structure of music including chorus. 2) Identify further instruments heard in pieces of music e.g. vocals, drums, electric guitar, bass, brass instruments and electronic sounds, and begin to identify some indicators of a particular style of music. 3) Establish rhythm, and create melodies, by copying back and rhythmic/melodic patterns. 4) Create a short composition (4-beat bar) in small groups using 2-3 notes/lyrics. Discuss as a group what should be composed based on how it sounds. Record creative ideas using graphic scores or rhythm notation. 5) Show an understanding of how pulse, rhythm and pitch work together to create music. Begin to explore how dynamics and tempo can contribute to sound. 6) Create/copy a wider range of rhythms on instruments and begin to improvise as part of a performance.
Year 5	<ol style="list-style-type: none"> 1) Identify the rhythm and pulse in music of various styles and explore the structure of music including chorus and verses. 2) Identify a range of instruments heard in musical pieces and identify some style indicators of music e.g. heavy use of electric guitar for classic rock. 3) Establish rhythm by copying back, and creating rhythmic/melodic patterns on tuned instruments, using more than one note. 4) Create a short composition (4-beat bar) in pairs/individually using 3 notes/lyrics. Begin to evaluate the composition by listening to make conscious alterations. Record creative ideas using graphic scores, rhythms notation or staff notation. 5) Show an understanding of how pulse, rhythm and pitch work together to create music. Explore how dynamics and tempo can contribute to sound.

	6) Begin to show some musical leadership regarding rhythm and improvise as part of a performance.
Year 6	<ol style="list-style-type: none"> 1) Identify the rhythm and pulse in music of various styles, cultures and time periods, and explore the structure of music including chorus and verses, hooks, bridges etc. 2) Identify a range of instruments heard in musical pieces, and identify a range of style indicators of music e.g. common instruments, backing vocals, themes, rhythms etc. 3) Establish rhythm by copying back and creating rhythmic/melodic patterns on tuned instruments, using more than two notes. Develop an accurate pitch when copying. 4) Create a short composition (4-beat bar) in pairs/individually using 3 notes/lyrics. Evaluate the composition by listening to make conscious alterations. Record creative ideas using graphic scores, rhythm notation, staff notation or technology. 5) Understand how pulse, rhythm and pitch work together to create music. Show an understanding of how tempo, dynamics, structure and timbre can make a piece of music interesting. 6) Show some musical leadership regarding rhythm and improvise with increasing confidence as part of a performance.

EXPRESSIVE KNOWLEDGE/SKILLS PROGRESSION

Nursery	<ol style="list-style-type: none"> 1) Express if they like/dislike sounds. 2) Show listening skills to an appropriate piece of music (sitting still initially, not making noise etc.) 3) Distinguish between loud and quiet by using instruments/voices (shout, whisper, bang a drum, tap a drum etc.)
Reception	<ol style="list-style-type: none"> 1) Identify and describe contrasts in tempo and dynamics. 2) Begin to use musical terms (louder/ quieter, faster/slower, higher/lower). 3) Respond to music in a range of ways (e.g. movement, talking, writing)
Year 1	<ol style="list-style-type: none"> 1) Listen and move in time to the song. 2) Respond to musical characteristics through movement. 3) Describe the type of noises they hear in music (beating, shaking, whistling etc.) 4) Express why they like/dislike sounds, referring to musical terms (quieter/louder, faster/slower etc.)
Year 2	<ol style="list-style-type: none"> 1) Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. 2) Identify different qualities of sound (timbre) (e.g. smooth, scratchy, clicking, ringing, and how they are made) 3) Begin to refer to pitch and tempo when expressing opinions on music.
Year 3	<ol style="list-style-type: none"> 1) Listen and identify where notes in the melody of the song go down and up. 2) Begin to develop an understanding and appreciation of music from different musical traditions. 3) Begin to refer to specific parts of a musical piece when expressing opinions.
Year 4	<ol style="list-style-type: none"> 1) Begin to discuss elements of music that create mood in music. 2) Begin to discuss the effect of different instruments sounds (timbre). 3) Understand that instruments/vocals can be used individually or in a combination to create texture and influence the listener.
Year 5	<ol style="list-style-type: none"> 1) Use a full range of the elements of music to express opinions on a piece. 2) Begin to experiment with how these elements can be manipulated to alter the mood/effect of a piece e.g. trying to change the tempo of a composed piece. 3) Understand that music can tell a story/describe feelings.

Year 6

- 1) Use musical elements and structure of music to express opinions e.g. lyrics, instruments, performance etc.
- 2) Begin to refer to musical elements when discussing music from a wide range of genres/cultures.
- 3) Justify reasons for making changes to a composed piece, referring to some musical elements.