Misterton Primary and Nursery School - Progression In Music

Key Areas	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing songs with control and using the voice expressively	Know that my voice can be used in different ways Know many different songs and nursery rhymes	Know that voices can be used in different ways such as speaking, singing and chanting	Know that voices can be used expressively and creatively Know how to sing with the sense of the shape of the melody	Know songs and sing with confidence and in tune Know how to sing with awareness of pulse and control of rhythm Know simple structures and phrases Know that mouth shapes can affect voice sounds	Know a wide range of songs and sing with confidence using a wide vocal range Know how to sing with increasing expressions and awareness of expressive elements Know how to internalise sounds by singing parts of a song 'in the head'	Know how to sing songs with increasing control of breathing, posture and sound projection Know how to sing songs in tune and with an awareness of other parts Know how to identify phrases through breathing in appropriate places Know how to sing with expression and rehearse with others	Know how to sing and perform songs with control of breathing, posture and sound projection Know how to sing songs tunefully and in parts Know how to sing with expression, in a round identifying melodic phrases and how they fit together Know how to perform confidently as a class, small groups and alone Know how to begin to have an awareness of improvisation with the voice
Controlling pulse and rhythm	Know how to keep a steady pulse	Know how to find and keep a steady pulse	Know how to keep a steady pulse independently	Know how to identify rhythmic patterns	Know how to identify and recall rhythmic and melodic patterns	Know how to identify different speeds of pulse by clapping and moving	Know how to improvise rhythm patterns Know how to perform an

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		Know the difference between pulse and rhythm Know how to copy and repeat simple rhythm patterns Know how to move in time to music	Know how to copy, create and perform simple rhythm patterns Know the difference between pulse and rhythm Know how rhythm patterns can be represented and performed	Know how to perform a repeated pattern to a steady pulse	Know how to identify repeated patterns used in a variety of music	Know how to perform an independent part keeping a steady beat Know how to identify metres of different songs	independent part keeping to a steady beat Know how to identify different metres of different songs through recognizing the pattern of strong and weak beats Know how to subdivide the pulse while keeping to a steady beat
Exploring sounds, melody and accompaniment	Know that singing can be done with and without accompaniment Know that there are differences in musical elements	Know how to create and choose sounds in response to a stimulus Know how to respond musically from a given starting point Know how to order sounds within a simple structure Know that musical sounds can create	Know how to order sounds within a simple structure with a clear beginning, middle and end Know that different musical elements create different effects and sounds Know how to rehearse and refine musical ideas to improve a performance	Know the way sounds are used to accompany a song Know what to analyse and comment about how sounds are used to create different moods	Know the way to explore, choose and perform different types of accompaniments Know how to explore using different melodic patterns Know how to recognise and explore different combinations of pitch sounds	Know the different sounds used to accompany songs Know what melodic patterns are and use them individually and collaboratively Know what different pitch combinations are	Know the different sounds used to accompany a wide range of songs from different cultures Know how to use melodic patterns to create own music Know how to use different pitch combinations

		different moods, pictures and ideas Know that sounds can be changed in different ways	Know how to work collaboratively to develop and improve compositions Know how to choose and combine sounds purposefully in response to a stimulus Know how to explain choices made within a composition				
Listening, Memory and Movement	Know how to perform simple vocal patterns Know how to describe a piece of music	Know how to begin to identify simple repeated patterns and follow basic musical instructions	Know how to identify and recognise repeated patterns and follow a wider range of musical instructions	Know melodic phrases and play them by ear Know how to create sequences of movements in response to sounds Know how to use expressive movements Know the phrases introduction, interlude and ending	Know how to demonstrate through dance structure and expressive elements Know how phrases are used as an introduction, interlude and ending	Know how to internalise short melodies Know how to use musical features to create dances Know how a mood is created by music and lyrics Know how to listen to pieces of short music and identify features	Know how to internalise short melodies and play these on pitched percussion by ear Know how to identify different moods and textures through dance Know how to listen to longer pieces of music and identify features

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Control of instruments	Know that sounds can be changed Know that tuned and un-tuned instruments can be played in different ways	Know how to play classroom instruments safely and appropriately Know how to create different sounds using instruments Know how to follow simple performance instructions Know how to play along with a steady pulse	Know how to play tuned and untuned instruments with increasing control Know how to follow simple instructions when performing Know how different instruments produce different sounds Know how to use instruments appropriately within a performance	Know how to identify melodic phrases and play them by ear Know a range of instruments from visual images Know how to play instruments with control	Know what melodic phrases are and play them by ear with confidence Know and describe a wider range of instruments from visual and sound Know how to choose the right instrument for its sound	Know how different percussion instruments make different sounds Know how to play accompaniments with increasing control and accuracy Know how ICT can change and manipulate sounds	Know how to identify and control different ways percussion instruments make sounds Know how to play accompaniments with control and accuracy Know how to create different effects using combinations of pitched sounds and ICT
Composition	Know that pieces of music have different elements: fast, slow, loud, quiet Know that music can affect how you feel Know that different musical instruments give different sounds	Know how to create simple sound patterns Know how to choose sounds to represent ideas or stories Know how to experiment with different sounds Know how to improvise simple musical responses	Know how to create simple musical patterns and sequences Know how to choose sounds to represent ideas or images Know how to improvise simple musical responses	Know how to create textures by combining sounds in different ways Know how to create music that describes contrasting moods/emotions Know what a pentatonic scale is	Know the right sounds to combine to create textures Know how to improvise simple tunes based on pentatonic scales Know how to create an accompaniment to a known song	Know how to identify different starting points of music Know how to create a soundscape Know how to write lyrics to a known song Know how to compose music	Know how to identify starting points when composing music Know how to explore, select, combine and exploit a range of different sounds to compose a soundscape Know how to compose a short

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	Know how to create simple repetitive sequences		Know how to combine sounds to create a simple composition	Know how to compose music in pairs and make improvements	Know how to create descriptive music in pairs or small groups	developing own musical ideas individually or in pairs using a range of stimuli	song to own lyrics based on everyday phrases Know how to compose music individually or in pairs using a range of stimuli and developing musical ideas into a completed composition
Reading and writing notation	Know simple symbols to show short and long sounds Know how to make a long sound on an instrument Know how to make a short sound on an instrument	Know how to create short and long sounds using voices and instruments Know how to perform long and short sounds in response to symbols Know how to record musical ideas using simple symbols and pictures Know that symbols can represent different sounds	Know how to perform longer pieces of music using long and short sounds in response to symbols Know how to use simple dot notation to play and sing phrases Know how to create a class score using their own symbols Know how to record and organise musical ideas using symbols	Know how to perform music with increasing confidence using different symbols Know what dot notation to use in playing and singing phrases Know how to create symbols as part of a class score	Know how to confidently use different symbols in pieces of music Know how to use dot notation in playing and singing phrases Know how to use symbols to create a class score	Know how to perform using notation as a support	Know how to sing songs with staff notation as support

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		Know how to follow a simple class score	Know how symbols help musicians remember and perform music Know how to read and follow a simple score independently				
Performance Skills	Know that instruments when played together make a sound Know how to create a simple performance	Know how to perform simple musical pieces to others Know how to work together when performing Know how to follow clear performance instructions Know how to talk about what they enjoyed in a performance	Know how to perform to an audience with increasing confidence Know how to follow simple performance instructions Know how to evaluate their own performance and identify improvements Know how to work collaboratively as part of a musical ensemble	Know how to perform in different ways exploring the way performers are a musical resource	Know how to perform with awareness of different parts	Know how to present performances with awareness of audiences	Know how to present performances effectively with awareness of audience, venue and occasion

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Evaluating and appraising	Know what sounds go well together and which instruments complement each other	Know that different instruments and sounds can be combined together Know how to choose sounds and instruments for a given purpose Know how to talk about what they like about their own and others' music Know how to make simple improvements to their own work	Know which sounds and instruments work well together and how to combine them effectively Know that careful choices of sounds and instruments can create effective musical pieces Know how to improve their own work through rehearsal and refinement Know how to evaluate and suggest improvements to the work of others Know how to explain why particular sounds and instruments have been chosen	Know how to recognise that music can reflect different intentions Know how make improvements on their own and others work and suggest improvements	Know how music can reflect different intentions Know how make improvements on their own and others work and make constructive comments	Know how to improve performance and composition through analysing performances	Know how to improve compositions though effective analysis, critical evaluation and comparison