



Misterton Primary and Nursery School - Progression In Music

Key Areas	Reception	Year 1 and 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 songs can be sung in different ways Know a wide range of songs and rhymes and sing them with expression to different audiences Know how to start and finish when performing Know how to sing in parts and rounds Know how to sing songs expressively Know how to sing with more control of pitch	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
Listening, Memory and Movement.	Know how to perform simple vocal patterns	Know that songs need to be sung softly and others loudly Know where the part that is being sung fits into the whole song	Know melodic phrases and play them by ear Know how to create sequences	Know how to demonstrate through dance structure and expressive elements	Know how to internalise short melodies	Know how to internalise short melodies and play these on pitched percussion by ear



Misterton Primary and Nursery School - Progression In Music

	Know how to describe a piece of music	Know how to describe the visual images a piece of music creates Know how to identify well-defined musical features Know different sound sources Know songs help to expand knowledge of other subjects Know songs help to expand knowledge of other subjects	of movements in response to sounds Know how to use expressive movements Know the phrases introduction, interlude and ending.	Know how phrases are used as an introduction, interlude and ending	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 identify different moods and textures through dance Know how to listen to longer pieces of music and identify features
Controlling pulse and rhythm	Know how to keep a steady pulse	Know how moods and simple elements affect a piece of music Know that many key elements of musical style affect a piece of music Know how to identify the pulse in different pieces of music Know that performances have different pulses, rhythmic patterns and have long and short sounds	Know how to identify rhythmic patterns Know how to perform a repeated pattern to a steady pulse	Know how to identify and recall rhythmic and melodic patterns Know how to identify repeated patterns used in a variety of music	Know how to identify different speeds of pulse by clapping and moving Know how to perform an independent part keeping a steady beat Know how to identify metres of different songs	Know how to improvise rhythm patterns Know how to perform an 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	Know that singing can be	Know how to respond from a given starting point	Know the way sounds are used	Know the way to explore, choose	Know the different sounds	Know the different sounds



Misterton Primary and Nursery School - Progression In Music

and accompaniment.	done with and without accompaniment. Know that there are differences in musical elements	Know how to order sounds within simple structures to have a beginning, middle and end Know that different musical elements create different effects and sounds and rehearsing allows for improvement Know how to rehearse and refine to improve individually and collaboratively Know that sounds give different messages and how they can be changed Know how to create and choose sounds in response to a stimuli	to accompany a song Know what to analyse and comment about how sounds are used to create different moods	and perform different types of accompaniment Know how to explore using different melodic patterns Know how to recognise and explore different combinations of pitch sounds	used to accompany songs Know what melodic patterns are and use them individually and collaboratively Know what different pitch combinations are	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
Control of instruments	Know that sounds can be changed Know that tuned and un-tuned instruments can be played in different ways	Know that sounds can be created using the same instrument in different ways Know how to use symbols to represent sounds Know the names of some instruments Know the names of groups of instruments – brass, wind, strings Know how to handle and play instruments Know how to handle and play instruments with control	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



Misterton Primary and Nursery School - Progression In Music

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 repetitive sequences	Know how to compose simple musical patterns, copy rhythms individually and cooperatively Know how musical elements can be used to create different moods and effects Know which instruments to choose to create an intended sound Know that moods can affect a piece of music Know how to devise musical sequences taking into account speed, volume and beat Know how to improve compositions Know how to improve compositions and explain why	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 how to compose music in pairs and make improvements	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 create descriptive music in pairs or small groups	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 developing own musical ideas individually or in pairs using a range of stimuli	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 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 preform long and short sounds in response to symbols Know how to perform longer pieces of music using long and short sounds in response to symbols Know how to create short and long sounds on instruments Know how to use dot notation to play and sing phrases	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 confidently use different symbols in pieces of music Know how to use dot notation in playing and singing phrases	Know how to perform using notation as a support	Know how to sing songs with staff notation as support



Misterton Primary and Nursery School - Progression In Music

	Know how to make a short sound on an instrument	Know how to simply record ideas with symbols/pictures Know how to create a class score using own symbols	Know how to create symbols as part of a class score	Know how to use symbols to create a class score		
Performance Skills	Know that instruments when played together make a sound Know how to create a simple performance	Know how to perform together and follow instructions Know how to perform together and follow instructions that combine musical elements	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
Evaluating and appraising	Know what sounds go well together and which instruments complement each other	Know which sounds and instruments work well together and make improvements Know that by choosing sounds and instruments carefully will produce affective pieces of work Know how make improvements on their own and others work	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