



Progression of Music

Vocabulary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Pitch, sing, perform, accent bar beat chant choir chord downbeat crescendo duet dynamics flat harmony key melody Semibreve Minim Crotchet Quaver Semiquaver music major notation minor octave orchestra rhythm scale tempo sharp staff speed Semibreve – 4 beats Minim – 2 beats Crotchet – 1 beat Quaver – ½ beat Semiquaver – ¼ beat Semibreve rest – 4 beats Minim rest – 2 beats Crotchet rest – 1 beat Quaver rest – ½ beat Semiquaver rest – ¼ beat				



Progression of Music

CONTROLLING SOUNDS THROUGH SINGING AND PLAYING (PERFORMING)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Use voices to sing songs, chants and rhymes. Take part in singing Play tuned and untuned with control Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voices and instruments Rehearse and perform with others. Imitate changes in pitch. Take notice of others when performing.</p>	<p>Use voices to sing songs, chants and rhymes. Take part in singing songs, following the tune (melody) well Use voice to good effect Play tuned and untuned instruments. Rehearse and perform with others', taking instructions from the leader. Use voice and instruments to make loud and quiet sounds (dynamics).</p>	<p>Use voices to sing songs, chants and rhymes. Take part in singing songs, following the tune (melody) well, with accurate pitch and using expression Use voice to maintain a simple part. Perform with others', taking instructions from the leader. Play tuned and untuned instruments. Rehearse and perform with others. Vary dynamics with my voice and instruments when working alone or with others.</p>	<p>Use voices to sing songs, chants and rhymes. Sing in tune with expression and sense of phrase, showing control in voice. Understand the importance of pronouncing the words in a song well. Play tuned and untuned instruments. Use voice or an instrument to maintain a simple part. Rehearse and perform with others. Play notes on instruments with care so they sound clear. Perform with control and awareness of what others in the group are singing or playing.</p>	<p>Use voices to sing songs, chants and rhymes. Sing in tune and show control, breathing well and using clear diction. Perform songs with an awareness of the meaning of the words. Perform songs in a way that reflects their meaning and the occasion. Hold a part in a round. Play tuned and untuned instruments. Rehearse and perform with others. Sustain a drone or melodic ostinato to accompany singing. Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal). Improvise within a group.</p>	<p>Use voices to sing songs, chants and rhymes. Sing or play from memory with confidence, expression and in tune. Play tuned and untuned instruments. Rehearse and perform with others. Perform alone and in a group, displaying a variety of techniques. Take turns to lead a group. Hold a part in a round. Develop confidence in singing or playing solo. Sing a harmony part confidently and accurately. Maintain a part with an awareness of what others are playing or singing.</p>



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CREATING AND DEVELOPING MUSICAL IDEA (COMPOSING)	<p>Create musical patterns. Explore, choose and organize sounds and musical ideas. Copy a simple pattern of long and short sounds. Make a sequence of long and short sounds with help. Invent or real symbols to invent and record simple rhythm patterns. Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). Make sounds that are very different (loud and quiet, high and low etc.).</p>	<p>Create musical patterns. Explore, choose and organize sounds and musical ideas. Copy a simple pattern of long and short sounds. Make a sequence of long and short sounds with help. Use invented or real symbols to invent and record simple rhythm patterns. Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). Make sounds that are very different (loud and quiet, high and low etc.).</p>	<p>Create musical patterns. Create short rhythmic phrases and record these using real or invented symbols. Create short musical patterns. Explore, choose and organize sounds and musical ideas. Carefully choose sounds and order them to achieve an effect. (including use of ICT) Show control when playing musical instruments so that they sound, as they should. Use changes in pitch to communicate an idea.</p>	<p>Create musical patterns. Explore, choose and organize sounds and musical ideas. Compose and perform melodies and songs, using simple repeated patterns. (Including using ICT.) Use sound to create abstract effects. Recognise and create repeated patterns with a range of instruments. Create accompaniments for my tunes using drones or melodic ostinato (based on a pentatonic scale). Carefully choose, order, combine and control sounds with awareness of their combined effect.</p>	<p>Create musical patterns. Explore, choose and organize sounds and musical ideas. Make creative use of the way sounds can be changed, organised and controlled (including ICT). Create own songs showing understanding of the link between music and lyrics. Create rhythmic patterns with an awareness of timbre and duration. Create music, which reflects given intentions and uses notations as a support for performance. Identify where to place emphasis and accents in a song to create effects. Vary and maintain rhythms to fit style e.g. blues, waltz, African etc.</p>	<p>Create musical patterns. Explore, choose and organize sounds and musical ideas. Demonstrate imagination and confidence in the use of sound. Use ICT to organize my musical ideas. Show thoughtfulness in selecting sounds and structures to convey an idea. Use variety of different musical devices including melody, rhythms, and chords.</p>



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RESPONDING AND REVIEWING (APPRAISING)	<p>Explore ideas and feelings about music using movement, dance and musical language. Make improvements to their own work</p> <p>Talk about different moods in music. Recognize fast, medium and slow tempos</p> <p>Recognise that sections of music can sound the same or different.</p>	<p>Explore ideas and feelings about music using movement, dance and musical language. Show recognition of different moods in music</p> <p>Recognise fast and slow tempos</p> <p>Make improvements to their own work</p> <p>Listen carefully to music, recognising the build-up of layers, such as the different instruments.</p> <p>Recognise that songs may be verse, chorus, verse, or beginning, middle, end etc.</p>	<p>Explore ideas and feelings about music using movement, dance and musical language</p> <p>Identify the beat in music</p> <p>Recognise changes in timbre, dynamics and pitch.</p> <p>Make improvements to their own work</p> <p>Recognise the build-up of layers in music.</p> <p>Suggest ways to increase layers of sound to improve performance.</p>	<p>Explore ideas and feelings about music using movement, dance and musical language</p> <p>Listen to and evaluate a wide range of live and recorded music, including from different times and cultures.</p> <p>Describe music using words such as duration, timbre, pitch beat, tempo, and texture.</p> <p>Listen to several layers of sound and talk about the effect on the mood and feelings.</p> <p>Make improvements to their own work</p>	<p>Explore ideas and feelings about music using movement, dance and musical language.</p> <p>Use a range of words to help me describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence)</p> <p>Evaluate how music is affected by venue, occasion, purpose and performer.</p> <p>Describe own music using musical words and I use this to identify strengths and weaknesses in my music.</p> <p>Make improvements to their own work</p>	<p>Explore ideas and feelings about music using movement, dance and musical language</p> <p>Understand how lyrics reflect the cultural context and have social meaning.</p> <p>Use knowledge to enhance my own compositions.</p> <p>Appreciate harmonies and work out how drones and melodic ostinato are used to accompany singing</p> <p>Make improvements to their own work</p> <p>Refine and improve my work.</p> <p>Vary and maintain rhythms to fit style e.g. blues, waltz, African etc.</p>



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LISTENING, AND APPLYING KNOWLEDGE AND UNDERSTANDING	<p>Internalise and recall sounds. Use voice in different ways to create different effects. Make sounds with a slight difference. Know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organized and used. Explore different sound materials such as skin, wood, metal and clay. Explore different ways to play instruments such as shaking, hitting, plucking and scraping. Listen out for different types of sounds.</p>	<p>Internalise and recall sounds. Make sounds with a slight difference. Use voice in different ways to create different effects. Explore different sound materials such as skin, wood, metal and clay. Explore different ways to play instruments such as shaking, hitting, plucking and scraping. Know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organized and used. Make and use different sounds to create an effect. Know that sounds can be made in different ways and described using given and invented. Listen out for different types of sounds.</p>	<p>Internalise and recall sounds. Know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organized and used. Know that sounds can be made in different ways and described using given and invented signs and symbols. Understand the purposes of music. Listen carefully and recall short rhythmic and melodic patterns. Use knowledge of dynamics, timbre and pitch to organize my music. Know how sounds can be made and changed to suit a situation. Make my own signs and symbols to make, record my music. Know how many beats in a minim, crotchet and semibreve and recognize their symbols. Know that music can be played or listened to for a variety of purposes.</p>	<p>Internalise and recall sounds. Know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organized and used. Know that sounds can be made in different ways and described using given and invented signs and symbols. The purposes of music. Recognise how musical elements can be used together to compose music. Recognise the correct symbol for a minim, crotchet and semibreve and use them in compositions. Know the symbol for a rest in music, and use silence for effect in my music. Describe the different purposes of music throughout history and in other cultures. Know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures)</p>	<p>Internalise and recall sounds. Know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organized and used. Know that sounds can be made in different ways and described using given and invented signs and symbols. The purposes of music. Read the musical staff, including the time signature and can work out the notes, EGBDF and FACE. Draw a treble clef at the correct position on the staff. Know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures)</p>	<p>Internalise and recall sounds. Know and use standard musical notation to both perform and record my music. Know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organized and used. Know that sounds can be made in different ways and described using given and invented signs and symbols. Use musical vocabulary to help me understand how best to combine musical elements. Quickly read notes and know how many beats they represent. Understand the different cultural meanings and purposes of music, including contemporary cultural. Know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures)</p>