Music Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A musician will be able to	In Reception, children will be able to play a range of percussion instruments. Children will be able to sing a range of familiar songs and rhymes. Children will be able to perform in front of an audience.	In Year 1, children will be able to recognise different musical structures e.g. tempo, timbre and rhythm. They are able to clap or tap to the beat and play a few simple notes on the glockenspiel.	In Year 2, children will be able to use their voices expressively and creatively by singing songs and speaking chants and rhymes. Children will play tuned and untuned instruments musically. Children will listen with concentration and understanding to a range of high-quality live and recorded music. Children will experiment with, create, select and combine sounds using the inter- related dimensions of music.	In Year 3, children will be able to read basic musical notation and understand beats in a bar. They will be able to play some tunes on tuned instruments. They will be able to listen and evaluate a piece of music.	In Year 4, children will have learnt to sing songs from a variety of genres and eras. They can accompany the songs using noted and unnoted instruments, including their own compositions.	In year 5, children will have an awareness of different genres of music and know their stylistic differences. They will be able to learn a song and improvise using noted and unnoted instruments.	In Year 6, children can improvise and compose their own music using a variety of instruments. Through their leavers play, they develop their singing skills, practicing harmonies, solos and altering their pitch.
Listen and appraise	To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars.	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea.	To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.	To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words.	To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel.	To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities, and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music.

Music Progression

Song and add actions other add the induced interactions other add actions other ad		To sing along with a pre-recorded	Learn about voices, singing notes of	Learn about voices singing notes of	To sing in unison and in simple two-	To sing in unison and in simple two-	To sing in unison and to sing	To sing in unison and to sing backing
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Play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a nue no clut, instruments, later and fage your, or and follow musical instruments, later and clap your own answer using ow or two notes. Play any one, or and loar, differentiated parts (a nue no clut, simple or medium part). Play the part in time with the start that matches their musical challenge, using one of the differentiated parts (a nue no clut, simple or medium part). Play the part in time with the start to day an instrumental part, and part, methan part, epart, a simple art, methan part, part, a simple art, methan part, instructions from a leader. Play any one, or all four, differentiated parts (a nue no clut, simple or medium part). Play the part in time with the start to and follow musical instructions from a leader. To reharse and perform their part within the context of the Unit song. Select and learn an instrumental part hat matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part of the song from memory or using notation. Select and learn an instrumental part hat matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part within the context of the Unit song. Select and learn an instrumental part hat matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part within the context of the Unit song. Select and learn an instrumental part hat matches their musical challenge, using or other within the context of the Unit song. Select and learn an instrumental part that matches their musical medion or the onotext of the Unit song. Select and learn an instrumental part that matches their musical medion or the onotext of the Unit song. Select and learn an instrumental pa			-	-	,		correct technique within the	correct technique within the
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Listen to and follow musical instructions from a leader. I bitten	layi				To rehearse and perform their part	To rehearse and perform their part		memory or using notation.
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Image: Construction of the provise using one or two notes. Listen and clap back, then listen and play your own answer using one or two notes. Listen and copy back using instruments, listen and play your own answer using one or two notes. Improvise using instruments. Use the three notes. Improvise using three notes. Copy back using instruments. Use three notes in your answer using one or two notes. Description of the ontes listen and play your own answer using one or two notes. Take it in turns to improvise using one or two notes. Take it in turns to improvise using one or two notes. Take it in turns to improvise using one or two notes. Take it in turns to improvise using one or two notes. Improvise with a feeling for the style of Bossa Nova and S			instructions from a leader.	instructions from a leader.	To listen to and follow musical	To listen to and follow musical		within the context of the Unit song.
Listen and clap back, then listen and clap your own answer (httythms of words). Listen and clap back, then listen and clap your own answer (httythms of words). Listen and clap back, then listen and clap your own answer (httythms of words). Listen and clap back, then listen and clap your own answer (httythms of words). Listen and clap back, then listen and clap your own answer (httythms of words). Listen and clap back, then listen and clap your own answer (httythms of words). Listen and clap back, then listen and clap your own answer (httythms of words). Listen and copy back using instruments, listen and play your own answer using two different notes. Listen and copy back using instruments, listen and play your own answer using two different notes. Improvise using instruments in the context of a song to be performed. Improvise using instruments. Use the three notes. Copy back using instruments. Use the three notes. Copy back using instruments. Use the three notes. Question and Answer using instruments. Use three instruments. Use two notes in your answer. Always start on a G. Question and Answer using instruments. Use three notes in your answer. Always start on a G. Improvise using three notes. Improvise using three notes. Improvise using three notes. No e or two notes. Improvise using three notes. Improvise using three notes. Improvise using three notes. Improvise using three notes. Improvise using threentos D, E, G, A + B (pentationic scale/a five-note								
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Pipe Pipe Pipe Pipe Pipe Pipe Pipe Pipe			of words).	of words).	Using your instruments, listen and	Using your instruments, listen and	Copy back using instruments. Use	Copy back using instruments. Use the
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Improvise with a feeling for the style of Bossa Nova andImprovise with a feeling for the style of Bossa Nova andSwing using the notes D, E, G, A + B (pentatonic scale/a five-noteSwing using the notes D, E, G, A + B (pentatonic scale/a five-note	tion							-
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(pentatonic scale/a five-note (pentatonic scale/a five-note							style of Bossa Nova and	of Bossa Nova and
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Music Progression

		Help to create a simple melody	Help create three simple melodies	Help create at least one simple	Help create at least one simple	Create simple melodies using up to	Create simple melodies using up to
		using one, two or three notes.	with the Units using one, three or	melody using one, three or five	melody using one, three or all five	five different notes and simple	five different notes and simple
		using one, two or three notes.	five different notes.	different notes.	different notes.	rhythms that work musically with	rhythms that work musically with the
			ive different notes.	unrerent notes.	unrerent notes.	the style of the Unit song.	style of the Unit song.
		Learn how the notes of the		Plan and create a section of music	Plan and create a section of music	the style of the offit song.	style of the offit song.
		composition can be written down	Learn how the notes of the			Fundain the boundation bound in the	Fundain the locurate on bound note
		and changed if necessary.	composition can be written down	that can be performed within the	that can be performed within the	Explain the keynote or home note	Explain the keynote or home note
			and changed if necessary.	context of the unit song.	context of the unit song.	and the structure of the melody.	and the structure of the melody.
Composition				Talk about how it was created.	Talk about how it was created.	Listen to and reflect upon the	Listen to and reflect upon the
iti				Talk about now it was created.	Taik about now it was created.	developing composition and make	developing composition and make
DSi				Listen to and reflect upon the	Listen to and reflect upon the	musical decisions about how the	musical decisions about how the
d				-			
2				developing composition and make	developing composition and make	melody connects with the song.	melody connects with the song.
<u> </u>				musical decisions about pulse,	musical decisions about pulse,	Depend the commenciation in community	Descud the second sitism is success
_				rhythm, pitch, dynamics and	rhythm, pitch, dynamics and	Record the composition in any way	Record the composition in any way
				tempo.	tempo.	appropriate that recognises the	appropriate that recognises the
						connection between sound and	connection between sound and
				Record the composition in any way	Record the composition in any way	symbol (e.g. graphic/pictorial	symbol (e.g. graphic/pictorial
				appropriate that recognises the	appropriate that recognises the	notation).	notation).
				connection between sound and	connection between sound and		
				symbol (e.g. graphic/pictorial	symbol (e.g. graphic/pictorial		
				notation).	notation).		
	Perform any of the nursery rhymes	Choose a song they have learnt	Choose a song they have learnt	To choose what to perform and	To choose what to perform and	To choose what to perform and	To choose what to perform and
	by singing and adding actions or	from the Scheme and perform it.	from the Scheme and perform it.	create a programme.	create a programme.	create a programme.	create a programme.
	dance.	They can add their ideas to the	They can add their ideas to the	To communicate the meaning of	Present a musical performance	To communicate the meaning of	To communicate the meaning of the
	Perform any nursery rhymes or	performance.	performance.	the words and clearly articulate	designed to capture the audience.	the words and clearly articulate	words and clearly articulate them.
a	songs adding a simple instrumental			them.		them.	
Ŭ		Record the performance and say	Record the performance and say		To communicate the meaning of		To talk about the venue and how to
Jai	part.	how they were feeling about it.	how they were feeling about it.	To talk about the best place to be	the words and clearly articulate	To talk about the venue and how to	use it to best effect.
L L	Record the performance to talk			when performing and how to stand	them.	use it to best effect.	To use and the most survey and
lo Lo	about.			or sit.		To accord the conference and	To record the performance and
Performance				To accord the mentioned and	To talk about the best place to be	To record the performance and	compare it to a previous
٩				To record the performance and say	when performing and how to stand	compare it to a previous	performance.
				how they were feeling, what they	or sit.	performance.	To discuss and solls and the last of the second solls and the second solls are second solls and the second solution is a second solution of the second solution is a second solution of the second solution is a second solution of the second solution of t
				were pleased with what they would			To discuss and talk musically about it
				change and why.	To record the performance and say		– "What went well?" and "It would
					how they were feeling, what they	it – "What went well?" and "It	have been even better if?"
						would have been even better if?"	
					change and why.		