

Progression for Music

Purpose of study:

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims:

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Attainment targets:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

EYFS	Perform	Compose	Transcribe	Listen & Appraise
<p>Early Learning Goals:</p> <p>Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> • sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others and when appropriate, try to move in time with music. <p>Being Imaginative:</p> <ul style="list-style-type: none"> • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 	<p>Pre-School (3-4 year olds):</p> <ul style="list-style-type: none"> • Sing a large repertoire of songs. • Play instruments with increasing control to express their feelings and ideas. 	<p>Pre-School (3-4 year olds):</p> <ul style="list-style-type: none"> • Create their own songs, or improvise a song around one they know. 	<p>Pre-School (3-4 year olds):</p> <ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings. 	<p>Pre-School (3-4 year olds):</p> <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks in response to music. • Listen with increased attention to sounds.
	<p>Reception:</p> <ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Combine different movements with ease and fluency. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. • Play instruments with increasing control to 	<p>Reception:</p> <ul style="list-style-type: none"> • Create collaboratively sharing ideas, resources and skills. • 	<p>Reception:</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	<p>Reception:</p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses.

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Key Stage 1	Perform	Compose	Transcribe	Listen & Appraise
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • To use their voices expressively and creatively by singing songs and speaking chants and rhymes. • To play tuned and untuned instruments musically. • To listen with concentration and understanding to a range of high-quality live and recorded music. 	<p>Year 1:</p> <ul style="list-style-type: none"> • I can use my voice to speak, sing and chant. • I can follow instructions about when to sing. • I can use instruments to perform. • I can make different sounds with instruments. • I can follow instructions about when to play. • I can repeat short rhythmic and melodic patterns. 	<p>Year 1:</p> <ul style="list-style-type: none"> • I can make a sequence of sounds. • I can choose sounds to represent different things. 	<p>Year 1:</p> <ul style="list-style-type: none"> • I can explore ways of representing high and low sounds using symbols. • I can explore ways to represent short and long sounds using symbols. 	<p>Year 1:</p> <ul style="list-style-type: none"> • I can respond to different moods in music. • I can say whether I like or dislike a piece of music. • I can move and dance with music. • I recognise some instruments. • I can talk about feelings created by the music.

<ul style="list-style-type: none"> To experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Year 2:</p> <ul style="list-style-type: none"> I can sing and follow a melody. I can sing and clap, increasing and decreasing tempo. I can play simple rhythmic patterns on an instrument. I can use an instrument to perform a given pattern of notes. 	<p>Year 2:</p> <ul style="list-style-type: none"> I can order sounds to create a beginning, middle and an end. I can create music in response to different starting points. I can choose sounds which create an effect. I can listen to feedback and improve my own work. 	<p>Year 2:</p> <ul style="list-style-type: none"> I can use symbols to represent sounds. I can make connections between notations and musical sounds. 	<p>Year 2:</p> <ul style="list-style-type: none"> I can listen out for particular things when listening to music. I can describe tempo as fast or slow. I can describe dynamics as loud and quiet.
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<p>Key Stage 2</p> <p>Pupils should be taught:</p>	<p>Perform</p>	<p>Compose</p>	<p>Transcribe</p>	<p>Listen & Appraise</p>
<ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To improvise and compose music for a range of purposes using the inter-related dimensions of music. 	<p>Year 3:</p> <ul style="list-style-type: none"> I can sing a tune with expression. I can play clear notes on an instrument. I can read and recognise semibreves, minims, crotchets and quavers. I understand the difference between crotchets and paired quavers. 	<p>Year 3:</p> <ul style="list-style-type: none"> I can create repeated patterns with different instruments. I can use different elements in my composition. I can compose melodies. I can improve my work; explaining how it has been improved. 	<p>Year 3:</p> <ul style="list-style-type: none"> I can identify a stave and treble clef. I can use symbols on a stave to map out my composition in a small group or on my own. 	<p>Year 3:</p> <ul style="list-style-type: none"> I can use musical words to describe a piece of music and compositions. I can use musical words to describe a piece of music and compositions. I can use musical words to describe what I like and do not like about a piece of music. I recognise the work of at least one famous composer.

Broadway First School – Music Progression Map (Adapted February 2024)

<ul style="list-style-type: none"> • To listen with attention to detail and recall sounds with increasing aural memory. • To use and understand staff and other musical notations. • To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • To develop an understanding of the history of music. 	<p>Year 4:</p> <ul style="list-style-type: none"> • I can sing song from memory with accurate pitch. • I can perform a simple part rhythmically. • I can play a melody on an instrument. • I can follow and perform simple rhythmic scores to a steady beat. 	<p>Year 4:</p> <ul style="list-style-type: none"> • I can improvise using repeated patterns. • I can combine different sounds to create a specific mood or feeling. 	<p>Year 4:</p> <ul style="list-style-type: none"> • I can use notation to record compositions in a small group or on my own. • I can identify a staff, treble clef and time signature. 	<p>Year 4:</p> <ul style="list-style-type: none"> • I can explain why silence is often needed in music and explain what effect it has. • I can identify and describe the purposes of music. • I can identify major and minor tonality • I can begin to identify the style of work of Beethoven, Mozart and Elgar.
	<p>Year 5:</p> <ul style="list-style-type: none"> • I can breathe in the correct place when singing. • I can maintain my part whilst others are performing. • I can choose the most appropriate tempo for a piece of music. • I can read and perform pitch notation within an octave. 	<p>Year 5:</p> <ul style="list-style-type: none"> • I can change sounds or organise them differently to change the effect. • I can compose music which meets specific criteria. • I can suggest improvements to my own work and that of others. 	<p>Year 5:</p> <ul style="list-style-type: none"> • I can name the notes on a staff (both lines and spaces). • I can write increasingly more complex melodies and record these using staff notation. 	<p>Year 5:</p> <ul style="list-style-type: none"> • I can contrast the work of a famous composer and explain my preferences. • I can explain the role of a main theme in musical structure. • I can identify instruments by ear and through a range of media. • I can use musical vocabulary to describe the feelings created by music. • I can describe, compare and evaluate music using musical vocabulary. • I can explain why I think music is successful or unsuccessful.