



Music Pupil Progression



Year Group	Nursery Development matters	Reception	1	2	3	4	5	6
Performing	Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Play instruments with increasing control to express their feelings and ideas.	Shows some awareness of the listener by making changes to language and non-verbal features. <i>Use intonation in voice when retelling stories/poems/rhymes/echo-reading and, during play. Sing songs with repeated tunes.</i> Explore the different sounds of instruments. Through their explorations they find out and make decisions about how media and materials (<i>sounds/instruments</i>) can be combined and changed. Use simple techniques competently & appropriately. <i>Investigate different techniques to make different sounds on the same instrument. Experience playing instruments such as piano/ trombone/ recorder/ violin from visits. Make their own instruments (maracas/'guitars')</i> <i>To sing, speak, play instruments and copy actions and words alongside others and in small groups on play-to-learn.</i>	<ul style="list-style-type: none"> • Explore making different sounds with the voice and instruments. • Show an understanding of pulse. • Sing and chant songs and rhymes in unison. • Begin to sing in tune using melodies that move mainly by step and include small intervals. • Start and stop at the appropriate time. • Follow a leader when performing as a group. • Recognise visual signs for start, stop, mime actions, sing in your head. 	<ul style="list-style-type: none"> • Perform a simple melody using voice and/or instruments. • Perform with a strong sense of pulse. • Start to understand the difference between pulse and rhythm. • Perform, demonstrating use of dynamics, pitch and tempo. • Play simple rhythms. • Sing in tune within a limited pitch range up to an octave. • Develop an awareness of diction when singing. • Sing/chant in unison and with a simple second part. • As part of a group, maintain an ostinato/drone with the voice or on instruments. • Perform and interpret a piece using simple notation. • Recognise visual signs for start, stop, mime actions, sing in your head. 	<ul style="list-style-type: none"> • Play a simple melody with technical control of the instrument/voice to create a pleasing sound. • Perform, demonstrating changes in dynamics, pitch, tempo and articulation. • Demonstrate the difference between pulse and rhythm. • Clap or tap a pulse whilst speaking/playing/improvising a rhythm/song. • Understand and respond to visual cues for starting and stopping. • Can direct others to start and stop using gestures. • Maintain a second part in a vocal or instrumental piece (e.g. partner songs and rounds). • Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control. 	<ul style="list-style-type: none"> • Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound. • Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience. • Perform using conventional rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver. • Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away. • Maintain a third part in a vocal or instrumental piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony). • Continue to sing rhythmically and expressively using a range of approximately an octave with increased control. 	<ul style="list-style-type: none"> • Demonstrate awareness of the need for good posture, breathing and diction whilst singing in order to maintain a pleasing sound. • Sing and play with an understanding of how the interrelated dimensions of music affect the performance and its impact on the audience. • Perform using conventional rhythmic and melodic notation utilising the inter-related dimensions of music. • Understand and respond to visual cues for starting and stopping, and/or fading away, tempi, dynamics and articulation. • Maintain a third part in a vocal or instrumental piece showing an understanding of texture. • Direct others to start and stop using gestures or counting in, setting tempi and dynamics. 	<ul style="list-style-type: none"> • When singing, show greater mastery and control of tone, diction, posture and breathing consistently. • Use the interrelated dimensions of music when singing and playing. • Maintain a third part in a vocal or instrumental piece with an understanding of harmony and texture. • Perform using conventional rhythmic and melodic notation to play a variety of ostinati and simple pieces or songs, including expression and articulations. • Understands and responds to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy. • Can direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece.
	Compose their own songs or improvise a song around one they know.	<p>Explore, choose and organise sounds and musical ideas Can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.</p> <p>Explore and express ideas and feelings about music using movement, dance and expressive and musical language. Talk about the ideas and processes which have led them to make music. Children sing songs, make music & dance, & experiment with ways of changing them. Initiates new combinations of movement & gesture in order to express & respond to feelings, ideas & experiences.</p> <p>To understand that sounds can be made in different ways and described using given and invented signs and symbols. <i>Create musical scores on the WB led by a teacher for class-created piece.</i></p> <p>To make improvements to my own work Can talk about features of their own and others' work, recognising the differences between them and</p>	<ul style="list-style-type: none"> • Say words/rhymes and clap/play to create simple rhythmic patterns. • Improvise a rhythm/sound over a given number of beats. • Add sound effects to a story. • Make a piece of music to illustrate a character or mood. • Respond to music through movement. • Understand simple graphic notation – one sign for a sound or group of sounds. 	<ul style="list-style-type: none"> • Use simple pitch and rhythm patterns to develop a structure for a short piece. • Improvise a rhythm/sound over a given number of beats. • Begin to recognise how music will fit a topic/theme. • Experiment with different timbres to create effects. • Recognise and begin to use contrasts in dynamics, tempo or pitch in a simple composition. • Respond to music through movement. • Notate a composition using simple graphic notation. • Understand that music can be notated in different ways. 	<ul style="list-style-type: none"> • Make four-bar rhythms in groups, pairs or individually. • Improvise with increasing confidence. (e.g. using 2 – 3 notes). • Contribute to a group composition which has a definite start, performance and finish and playing own part. • Choose instruments and playing techniques to accurately depict story, mood or character showing an awareness of timbre. • Adds pitch names to rhythmic notation to make melodies. • Understand how changes in pitch can be shown on a graphic score. • Understand graphic scores and how more than one sound can play at a time to create texture. • Start to understand simple rhythmic notation including crotchet, quaver, minim, semibreve. 	<ul style="list-style-type: none"> • Construct a piece with a simple structure (e.g. Binary or Ternary). • Improvise with increasing confidence (e.g. using 2 – 3 notes). • Can add own words to an existing tune to make a new song. • Makes soundscapes/descriptive/atmospheric pieces with narrative/through-composed structures. • Add pitch names to rhythmic notation to make more complex melodies • Begin to show an awareness of how changes in pitch can be shown on a staff. • Work independently within a group composition showing thought in selection of instruments and playing techniques and understanding the effect of timbre and texture, including adding a drone. 	<ul style="list-style-type: none"> • Construct a piece with a simple structure (e.g. Binary or Ternary, Verse-Chorus, Intro/Outro). • Improvise with increasing confidence (e.g. using a scale pattern). • Use scale patterns to construct melodies, understanding pitch direction, movement by step and leap and knowing names of notes. • Compositions show sensitivity to mood/time/location through use of inter-related dimensions of music, experimenting with the use of harmony to create texture. • Works independently within a group composition showing thought in selection of instruments and playing techniques, • Is beginning to compose using conventional notation for rhythms and/or pitch. 	<ul style="list-style-type: none"> • Construct a piece with a more complex structure (e.g. Rondo, Twelve-bar Blues). • Improvise with increasing confidence. (e.g. using a scale pattern). • Can use different scale patterns to construct melodies (e.g. major, minor, pentatonic). • Compositions show sensitivity to mood/time/location through use of inter-related dimensions of music, including experimenting with harmonies and chords to create texture. • Works independently within a group composition showing thought in selection of instruments and playing techniques, • Notate compositions using a variety of methods, incorporating the inter-related dimensions of music.

		the strengths of others. Can talk about the things they enjoy, and are good at, and about the things they do not find easy.						
Aural Awareness	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	<p>To listen with concentration and recall sounds within increasing aural memory. <i>Join in with 'my turn your turn' when learning new songs and rhymes.</i></p> <p>To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures. They represent their own ideas, thoughts & feelings through music. <i>Play instruments loudly and quietly, fast and slow, sing high and low notes with the help of physical movement up and down, responds to movement to represent silence. Learn ditties for vocab beat and dynamics. Generate movement related to sounds to show they are listening.</i></p>	<ul style="list-style-type: none"> • Listen to and experiment with vocal and instrumental sounds. • Copy back simple rhythmic patterns and melodies. • Recognise duration as being long or short. • Recognise pitch as high or low. • Recognise different articulations e.g. smooth and detached. • Feel if the tempo is fast or slow by responding to the pulse. • Recognise differences in dynamics as loud or soft. 	<ul style="list-style-type: none"> • Begin to recognise the sounds of different instruments (timbre) with an understanding of how sounds are produced. • Sing and recognise simple melodic shapes and patterns. • Take a lead in activities that involve imitation or call and response. • Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities. 	<ul style="list-style-type: none"> • Recognise and describe how sounds are made on different instruments. • Sing and recognise short melodic shapes and rhythmic patterns from memory. • Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities. • Recognise different metres (e.g. 3 time and 4 time). 	<ul style="list-style-type: none"> • Recognise and describe how sounds are made and changed on different instruments and how this groups them into different instrumental families. • Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation. • Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations. • Recognise simple structures in the music that is being performed or listened to (e.g. phrases, Binary, Ternary, Verse-Chorus). • Recognise different metres (e.g. 2, 3 or 4 time). 	<ul style="list-style-type: none"> • Recognise and identify instrumental families aurally. • Memorise more complex rhythmic and melodic patterns and match conventional notation/graphic pitch notation. • Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations. • Recognise simple structures in the music that is being performed or listened to (e.g. Binary, Ternary, Verse-Chorus, Rondo, Variation, 12-Bar Blues) • Compare and discuss differences in performances of the same piece of music. • Recognise a variety of metres. 	<ul style="list-style-type: none"> • Recognise and identify instrumental families aurally, including instruments from different genres, cultures and traditions, comparing and contrasting them with their own musical practices and experiences. • Memorise more complex rhythmic and melodic patterns and match to conventional notation. • Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations. • Recognise structures in the music that is being performed or listened to (Rondo, Variation, Twelve Bar Blues, Ternary, Verse-Chorus, Intro/Outro, through-composed). • Compare and discuss differences in performances of the same piece of music. • Recognise a variety of metres.
	Reflecting and Evaluating		<p>To know how music is used for particular purposes <i>Sing and play instruments for celebration events and Church services. Listen to / watch videos of other culture dances (eg. Dragon dance for Chinese New Year). Sing and play music with a purpose (lullabys/ marching songs/ nursery rhymes/ counting/ phonics/ cross-curricular recall songs etc)</i></p>	<ul style="list-style-type: none"> • Comment on own performances and compositions. • Describe music and sounds in simple terms. • Talk about how the music makes them feel and why. 	<ul style="list-style-type: none"> • Talk about own and peers' work and make simple suggestions for improvement. • Begin to recognise how other composers use changes in dynamics, pitch and tempo for effect. 	<ul style="list-style-type: none"> • Make constructive comments on own and others' music to develop compositions and performances. • Make simple connections and comparisons with music being listened to and own compositions and performances. • Begin to recognise how composers use the inter-related dimensions of music to create effects and mood. 	<ul style="list-style-type: none"> • Make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music. • Make simple connections and comparisons with music being listened to and own compositions and performances. • Identify how composers use the inter-related dimensions of music to create effects and mood. • Ask questions about music in other cultures and traditions. 	<ul style="list-style-type: none"> • Make constructive and comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music. • Make simple connections and comparisons with music being listened to and own compositions and performances. • Discuss music in subjective and objective terms using musical vocabulary. • Recognise how music reflects its purpose, place and time including other culture and traditions.