# Music Progression

| Listening and Appraising | | | | | | | |
|---|---|---|---|---|---|---|---|
| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| EYFS/NC | *Listen attentively, move to and talk about music, expressing their feelings and responses* | *Listen with concentration and understanding to a range of high-quality live and recorded music* | | *Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians* | | | |
| Listening, Appraising and Responding | • To talk about how the music makes them feel.<br>• To respond to music by moving.<br>• To move in time to the pulse of the music.<br>• To learn about music from another cultures.<br>• To listen and respond to traditional Christmas music.<br>• To listen to a new piece of music and describe what they hear.<br>• To listen to the environment around them, and find new sounds.<br>• To listen to and respond to different types of music.<br>• To respond to a sound by linking it to a character, animal or familiar environmental sound.<br>• To describe whether music is fast or slow.<br>• To describe whether music is loud or quiet. | • To express a basic opinion about music (like or dislike).<br>• To describe the differences between 2 pieces of music.<br>• To walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.<br>• To respond to the pulse in recorded/live music through movement and dance.<br>• To describe the character, mood, or 'story' of music they listen to, both verbally and through movement.<br>• To recognise high and low sounds(pitch).<br>• To recognise and make loud and quiet sounds (dynamics).<br>• To recognise and make fast and slow sounds (tempo).<br>• To recognise basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).<br>• To know that different types of sounds are called timbres.<br>• To listen and respond to other performers by playing as part of a group. | • To know that music can convey emotions.<br>• To move in time to the beat of a piece of music or song.<br>• To know the difference between left and right to support coordination and shared movement with others.<br>• To begin to use musical vocabulary to describe music<br>• To recognise structural features in the music they listen to.<br>• To recognise timbre changes in music they listen to.<br>• To know that the speed of the beat can change, creating a faster or slower pace (tempo).<br>• To listen to, and recognise, instrumentation.<br>• To know the names of the four sections or families of the orchestra: strings, woodwinds, brass and percussion.<br>• To identify instruments/voice, vocal, backing vocal, piano, drums.<br>• To know the names of 5 orchestral instruments.<br>• To identify key features of gospel music.<br>• To name some songs from the British Isles.<br>• To mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. | • To discuss the stylistic features of different genres, styles and tradition of music using musical vocabulary.<br>• To recognise the use and development of motifs in music.<br>• To recognise and explain the changes within a piece of music using musical vocabulary.<br>• To describe the timbre, texture and dynamic details of a piece of music.<br>• To recognise different types of jazz and have an awareness of how the style evolved. | • To identify gradual dynamic and tempo changes within a piece of music.<br>• To recognise, name and explain the effect of interrelated dimensions of music.<br>• To recognise the use and development of motifs in music.<br>• To identify scaled dynamics (crescendo, decrescendo) within the piece of music.<br>• To use musical vocabulary to discuss the purpose of a piece of music.<br>• To compare and contrast pieces of music from different time periods/ traditions.<br>• To discuss some distinct features of music throughout history using musical vocabulary.<br>• To know some features of traditional Indian music. | • To recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explain how these have developed over time (Musical Theatre, Dance Remix, Hip Hop, Reggae, Classical).<br>• To compare, discuss and evaluate music using detailed musical vocabulary. | • To recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explain how these have developed over time (Samba).<br>• To recognise and confidently discuss the stylistic features of music and relate it to other aspects of the Arts (pop art, film music).<br>• To use musical vocabulary correctly when describing and evaluating the features of a piece of music.<br>• To discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on the development of musical styles.<br>• To identify the way that features of a song can complement one another to create a coherent overall effect.<br>• To evaluate how the venue, occasion and purpose affects the way a piece of music sounds.<br>• To explore the impact of technology on how music is made and experienced and how we may further develop this.<br>• To identify the way that features of a song can complement one another to create a coherent overall effect. |

UTTOXETER LEARNING TRUST
INSPIRED TEACHING INSPIRING CHILDREN

# Music Progression

| Singing | | | | | | | |
|---|---|---|---|---|---|---|---|
| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **EYFS/NC** | *Sing in a group or on their own, increasingly matching the pitch and following the melody.* | *Use their voices expressively and creatively by singing songs and speaking chants and rhymes.* | | *Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.* | | | |
| Singing | • To learn to sing or sing along with nursery rhymes and action songs.<br>• To take part in a traditional call and response song.<br>• To perform a song from memory.<br>• To sing a song back in sections from memory. | • To sing simple songs from memory.<br>• To sing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.<br>• To sing simple songs, chants and rhymes from memory.<br>• To control vocal pitch and to match the pitch they hear with accuracy.<br>• To improvise simple vocal chants, using question and answer phrases.<br>• To sing familiar songs in both low and high voices and talk about the difference in sound. | • To learn a traditional song from Africa.<br>• To name some songs from the British Isles.<br>• To sing songs with a pitch range of doh-soh with increasing vocal control.<br>• To sing short phrases independently within a singing game or short song.<br>• To play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.<br>• To sing canons | • To perform actions confidently and in time to a range of action songs.<br>• To perform a ballad as a class.<br>• To sing with an awareness of being in tune and time.<br>• To sing syncopated melody with rhythmic accuracy.<br>• To sing a widening range of unison songs of varying styles and structures with a pitch range, tunefully and with expression.<br>• To perform as a choir in school assemblies. | • To continue to sing a broad range of unison songs with the range of an octave pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).<br>• To sing rounds and partner songs in different time signatures (2, 3 and 4 time).<br>• To begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.<br>• To perform a range of songs in school assemblies. | • To sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.<br>• To sing three-part rounds, partner songs, and songs with a verse and a chorus.<br>• To perform a range of songs in school assemblies and in school performance opportunities. | • To sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.<br>• To continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.<br>• To perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. |

UTTOXETER LEARNING TRUST
INSPIRED TEACHING INSPIRING CHILDREN

# Music Progression

## Composing

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **EYFS/NC** | *Explore and engage in music making and dance, performing solo or in groups.* | *Experiment with, create, select and combine sounds using the inter-related dimensions of music.* | | *Improvise and compose music for a range of purposes using the inter-related dimensions of music.* | | | |
| Composing | • To find classroom objects to use as drums and play in response to African music.<br>• To suggest appropriate actions to match song lyrics.<br>• To compose their own 'Home' sound piece.<br>• To think of new words for songs.<br>• To help write a story with sound effects.<br>• To use instruments to create different sounds.<br>• To use percussion and body sound to respond to music.<br>• To compose a musical story based upon a familiar routine. | • To use body percussion to make environmental sounds.<br>• To invent and retain and recall pitch patterns and perform these for others.<br>• To compose, improvise and play patterns with 2 notes (high and low).<br>• To choose appropriate instruments to represent different parts of a song.<br>• To select percussion instruments to create a desired sound.<br>• To create musical sound effects and short sequences of sounds in response to stimuli. | • To compose short melodic phrases using 3 notes.<br>• To compose short sequences of sound using instruments and voices.<br>• To select appropriate sounds to match events, characters and feelings in a story.<br>• To select appropriate sounds for a musical soundscape.<br>• To compose a piece of music with some appropriate tempo, dynamics and timbre changes.<br>• To create rhythms using word phrases as a starting point.<br>• To compose a simple melody using F, G and A to fit a piece of music. | • To structure musical ideas e.g. using echo or question and answer phrases, to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli e.g. musical sources.<br>• To write lyrics for a ballad.<br>• To compose song accompaniments on untuned percussion using known rhythms, notes and values. | • To explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. Introduce major and minor chords.<br>• To compose an Indian inspired composition using drone, rag and tal.<br>• To combine known rhythmic notation with letter names to create short melodic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.<br>• To begin to make compositional decisions about the overall structure of improvisations.<br>• To capture and record creative ideas using any of:<br>o graphic symbols<br>o rhythm notation<br>o time signatures<br>o staff notation<br>o technology | • To work in pairs to compose a short ternary piece.<br>• To use chords to compose music to evoke a specific atmosphere, mood or environment.<br>• To capture and record creative ideas using any of:<br>o graphic symbols<br>o rhythm notation<br>o time signatures<br>o staff notation<br>o technology<br>• To compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. | • To plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.<br>• To compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Either of these melodies can be enhanced with rhythmic or chordal accompaniment.<br>• To compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.<br>• To compose a chorus and verse melody.<br>• To write lyrics within a given structure. |

## Evaluating Composition

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| Evaluating Composition | | • To begin to make improvements to their work as suggested by the teacher. | • To suggest improvements to their own and others' work. | • To begin to use musical vocabulary (related to the interrelated dimensions of music) when discussing improvements to their own and others' work. | • To use musical vocabulary (related to the interrelated dimensions of music) when discussing improvements to their own and others' work. | • To develop confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. | • To confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. |

# Music Progression

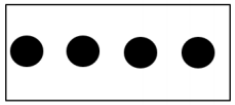
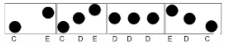
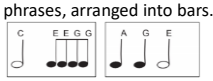
| Improvising | | | | | | | |
|---|---|---|---|---|---|---|---|
| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Improvising | | | • To work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.<br>• To improvise using 2 notes. | • To become more skilled in improvising, inventing short "on the stop" responses using a limited note range. | • To improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.<br>• To improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). | • To improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet. | • To extend improvisation skills through working in small groups to:<br>o *Create music with multiple sections that include repetition and contrast.*<br>• To use chord changes as part of an improvised sequence. |

| | World Music | | | | | | |
|---|---|---|---|---|---|---|---|
| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| EYFS /NC | | | | Develop an understanding of the history of music. | | | |
| World music history | • To know that there is music from now and in the past.<br>• To know that music is played in different parts of the world. | • To understand that music can have a specific style according to the country.<br>• To understand that there are different styles of music throughout history. | • To talk about similarities and differences when comparing music around the world.<br>• To know that there are distinct periods of music throughout history. | • To talk about similarities and differences when comparing two pieces of music from two different countries.<br>• To discuss some distinct features of music throughout history.<br>• To understand that music from different parts of the world and different times have different features. | • To compare and contrast pieces of music from different time periods/ traditions.<br>• To compare and contrast pieces of music from different countries/continents.<br>• To discuss some distinct features of music throughout history using musical vocabulary.<br>• To identify common features between different genres, styles and traditions of music. | • To identity how one period of music has changed within itself.<br>• To understand how world events have affected music and its influence. | • To explain how music has changed over time and throughout the world.<br>• To explore the impact of technology on how music is made and experienced and how we may further develop this. |

UTTOXETER LEARNING TRUST
INSPIRED TEACHING INSPIRING CHILDREN

# Music Progression

## Musicianship/ Performing

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| EYFS/NC | *Explore and engage in music making and dance, performing solo or in groups.* | *Play tuned and untuned instruments musically.* | | *Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.*<br>*Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory.* | | | |
| Musicianship/ Performing | • To explore high and low sounds (as an introduction to pitch).<br>• To find the pulse in a piece of music.<br>• To take part in a group song involving singing, voice sounds and playing instruments.<br>• To practise start and stop.<br>• To conduct the class in starting and stopping.<br>• To clap a simple rhythm in time.<br>• To play 2 note patterns.<br>• To play instruments to represent moods or actions.<br>• To perform a musical story as a group. | • To use body percussion and classroom percussion, playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.<br>• To respond to simple visual directions e.g. stop, start, loud quiet and counting in.<br><br>**Pulse/Beat:**<br>• To play a steady beat with others.<br><br>**Rhythm/Pitch**<br>• To perform short copycat rhythm patterns accurately, led by the teacher.<br>• To perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.<br>• To perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.<br>• To know the difference between creating a rhythm pattern and a pitch pattern.<br><br>**Notation**<br>• To recognise how graphic notation can represent created sounds.<br>• To explore and invent own symbols for created sounds, for example:<br> <br>• To follow pictures and symbols (graphic score) to guide singing and playing, e.g. 4 dots = 4 taps on the drum.<br>  | • To conduct a group using simple visual direction (e.g. stop/start, loud/quiet, counting in).<br>• To perform a story script with accompanying music.<br><br>**Pulse/Beat:**<br>• To identify the beat groupings in familiar music that they sing regularly and listen to.<br>• To begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.<br><br>**Rhythm:**<br>• To copy a short rhythm.<br>• To play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.<br>• To read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchet rests.<br><br>**Pitch:**<br>• To respond independently to pitch changes heard in short melodic phrases, indicating with actions (for examples, stick up/sit down, hands high/hands low).<br><br>**Dynamics/Tempo**<br>• To know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g., crescendo, decrescendo, pause).<br>• To play instrumental parts in time to a backing track.<br>• To contribute to a performance by singing or playing an instrumental part.<br>• To copy back, play, invent rhythmic and melodic patterns.<br>• To listen to and repeat a short, simple melody by ear.<br><br>**Notation**<br>• To recognise simple notation.<br>• To recognise dot notation and match it to 3 note tunes played on tuned percussion.<br>• To use letter names and graphic notation to represent the details of their compositions. | **Performing**:<br>• To perform forte and piano (loud and soft).<br>• To clap a syncopated rhythm.<br><br>**Reading Notation:**<br>• To apply word chants to rhythms, understanding how to link each syllable to one musical note.<br><br>**Whole Class Instruments:**<br>• To develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.<br>• To play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).<br>• To use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi<br>  <br>• To individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.<br>• To introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. • To introduce and understand the differences between crotchets and paired quavers. | **Performing:**<br>• To play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. • To perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.<br>• To copy short melodic phrases including those using the Blues Scale<br>(C E♭ F F# G B♭ C)<br>• To know that a chord is 2 or more notes played at the same time.<br><br>**Reading Notation:**<br>• To arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.<br>  <br>• To introduce and understand the differences between minims, crotchets, paired quavers and rests.<br>• To follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. | **Performing:**<br>• To perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.<br>• To begin to engage with others through ensemble playing with pupils taking on melody or accompaniment roles.<br>• To perform simple, chordal accompaniments to familiar songs.<br><br>**Reading Notation**:<br>• To further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.<br>• To read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.<br>• To read and perform pitch notation within an octave (e.g. C–C′/do–do).<br>• To play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C′/do–do range.<br>• To develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies<br>• To understand how triads are formed, and play them on tuned percussion, melodic instrument or keyboards.<br>• To understand the differences between 2/4, 3/4 and 4/4 time signatures. | **Performing:**<br>• To engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.<br><br>**Reading Notation:**<br>• To further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.<br>• To read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.<br>• To read and play from notation a four-bar phrase, confidently identifying note names and durations.<br>• To further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).<br>• To play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (ff), very quiet (pp), moderately loud (mf) and moderately quiet (mp).<br>• Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.<br>• To represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. |

UTTOXETER
LEARNING TRUST
INSPIRED TEACHING
INSPIRING CHILDREN

# Music Progression