



Music Progression Yearly Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Listening</p> 	<p>To listen and respond to familiar nursery rhymes and songs. Listen to music and move in time to its steady beat</p> <p>To begin to describe the mood of the music, happy or sad music.</p>	<p>Listen to a wide range of musical styles and traditions</p> <ul style="list-style-type: none"> • Listen to music and move in time to its steady beat • Listen to music and respond to a change in beat • Recognise and respond through movement /dance to the different musical characteristics and moods of music • Recognise the sounds of the percussion instruments used in the classroom and identify and name them 	<p>Listen to music from a range of styles, eras and traditions</p> <ul style="list-style-type: none"> • Listen with increased concentration • Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds • Recognise how sounds are made - tapping, rattling, scraping, blowing etc • Identify different qualities of sound (timbre) such as smooth, scratchy, clicking, ringing • Recognise and respond to changes of speed - tempo, volume - dynamics and pitch • Respond to the beat, stressing the first beat of different groupings. • Recognise and respond to the mood of a piece of music in 	<p>Listen with concentration to longer pieces / extracts of music from different styles, eras and traditions</p> <ul style="list-style-type: none"> • Listen to live / recorded music extracts. Identify and discuss: a steady beat / a changing beat a specific rhythm pattern or event the tempo, dynamics and the melody of the music • Walk, move or clap to a steady and a changing beat • Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar drums etc) • Identify repetition in music i.e. a song with a chorus • Recognise aurally wooden, metal, skin percussion instruments and begin to know their names • Recognise and order short, pitched phrases shown in dots 	<p>Recognise and talk about contrasting styles and traditions of music in broad terms, using musical vocabulary</p> <ul style="list-style-type: none"> • Recognise aurally the range of percussion (tuned and untuned) and some individual orchestral instruments used and taught in school. • Recognise music from different times and countries, identifying key elements that give it its unique sound. • Identify repeated rhythmic or melodic phrases in live or recorded music • Identify moving and static parts in the music (see below) 	<p>Use musical vocabulary and knowledge to talk about music from a variety of styles, traditions and cultures, including performances of their own and others' compositions</p> <ul style="list-style-type: none"> • Distinguish differences in timbre between a variety of instruments • Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempo) in an extract of live or recorded music • Use musical vocabulary and 	<ul style="list-style-type: none"> • use musical vocabulary and knowledge to discuss features of music from a variety of styles, traditions and cultures, including performances of their own and others' compositions • use musical vocabulary to discuss the success or effectiveness of the composer's choices for a piece of music • explore characteristics of various styles and traditions in listening music, e.g. folk, blues, calypso

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			<p>discussion and movement. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly)</p>	<ul style="list-style-type: none"> • Listen to their own compositions and use musical language to describe what happens in them 	<ul style="list-style-type: none"> • Identify verse and chorus or call and response structures • Identify the use of metre in 2, 3 or 4, discuss time signature • Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings. 	<p>knowledge to help identify areas for development or refinement when composing</p>	
<p>Vocal</p> 	<ul style="list-style-type: none"> • speak and chant short phrases together • find their singing voice and begin to develop a sense of pitch over a small range of notes • sing a variety of songs both accompanied and unaccompanied • speak and chant short 	<p>Speak and chant together</p> <ul style="list-style-type: none"> • Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly) • Sing songs in different styles conveying different moods (happy, sad, angry etc) and with sense of enjoyment • Co-ordinate actions to go with a song 	<ul style="list-style-type: none"> • Sing a variety of songs with more accuracy of pitch • Sing words clearly and breathing at the end of phrases • Convey the mood or meaning of the song • Echo sing a short, melodic phrases • Follow a leader (teacher) starting and stopping together 	<p>Sing songs in a variety of styles and traditions with more confidence, increasing the number sung from memory</p> <ul style="list-style-type: none"> • Understand that posture, breathing and diction are important. • Chant or sing a round in two parts • Use word-chants to understand how syllables link to notes • Sing songs with a recognised structure e.g. verse, chorus • Show increasing accuracy of pitch and awareness of the shape of a melody. 	<p>Sing songs from a variety of styles, eras and traditions with an increasing awareness of the tone of their voices and the shape of the melody</p> <ul style="list-style-type: none"> • Sing songs in different time signatures • Further develop good posture and clear diction. • Sing songs showing musical expression i.e. phrasing, changes of tempo, crescendo, diminuendo 	<ul style="list-style-type: none"> • Sing in a wide variety of styles from a broad range of traditions and eras with expression, accuracy and a sense of ensemble • Communicate the meaning and mood of the song • Maintain a part of two and three-part songs, rounds 	<ul style="list-style-type: none"> • Sing confidently in a wide variety of styles from a broad range of traditions and eras with greater accuracy, expression and a sense of ensemble • Sing longer phrases with greater control • Sing songs with syncopated rhythms • Communicate the meaning and mood of the song

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	<p>phrases together</p> <ul style="list-style-type: none"> • find their singing voice and begin to develop a sense of pitch over a small range of notes • start and stop together • sing a variety of songs both accompanied and unaccompanied • make changes in their voices to express different moods /feelings • respond appropriately to a range of classroom songs, e.g. tidy-up songs, circle time songs, line-up songs 	<ul style="list-style-type: none"> • Sing in time to a steady beat • Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing • Sing call and response songs • 		<ul style="list-style-type: none"> • Sing increasingly longer phrases • Perform forte - loud and piano - soft, with control • Perform actions songs and perform demonstrating an <ul style="list-style-type: none"> • awareness of character or style 	<ul style="list-style-type: none"> • Sing two and three-part rounds and partner songs with more confidence and increasing accuracy of pitch • Sing with accurate pitch over larger leaps, confidently as part of a small group or solo • Copy short phrases and be able to sing up and down in step, independently. 	<p>and partner songs with confidence and increasing accuracy</p> <ul style="list-style-type: none"> • Perform songs from memory with attention to phrasing, dynamics and accuracy of pitch, for an assembly or special occasion 	<ul style="list-style-type: none"> • Maintain a part of three and four-part songs, rounds and partner songs with accuracy and increasing confidence, e.g. parts mixed within each group • Perform songs from memory with attention to phrasing, dynamics and accuracy of pitch, for an assembly or special occasion
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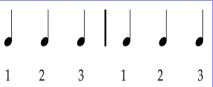
<p>Playing Instruments</p> 		<p>Play instruments by shaking, scraping, rattling, tapping, etc</p> <ul style="list-style-type: none"> • Play in time to a steady beat/pulse, using instruments or body sounds • Play loudly, quietly, fast, slow • Imitate copycat rhythms and patterns on an instrument • Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song • Play with help the rhythmic pattern of a spoken sentence, e.g. 'Hungry caterpillar' • Follow simple hand signals indicating: loud/quiet and start/stop 	<p>Play with control: maintaining steady beat</p> <ul style="list-style-type: none"> - pulse , getting faster or slower, getting louder or quieter - crescendo or decrescendo • Perform a sequence of sounds using a graphic score • Play and invent copycat rhythms • Recognise and respond to simple staff rhythms • Perform a repeated two note, melodic ostinato to accompany a song • Perform a rhythm accompaniment to a song • Work and perform in smaller groups • Follow a direction, starting and stopping together • Demonstrate some confidence in performing as a group and as an individual 	<p>Keep a steady beat on an instrument in a group or individually. React to changes of pulse</p> <ul style="list-style-type: none"> • Play tuned percussion or a melodic instrument with increasing confidence • Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and / or steady beat • Copy a short melodic phrase by ear on a pitched instrument • Combine musical sounds with narrative • Combine musical sounds with movement • Play using symbols including graphic and simple staff notation • Follow simple hand directions from a leader • Perform with an awareness of others • Perform pieces, including compositions, to a friendly audience, as a member of a group or class 	<p>Develop basic instrumental skills over a sustained period</p> <p>e.g. whole-class or small group learning</p> <ul style="list-style-type: none"> • Play by ear - find known phrases or short melodies using tuned instruments • Maintain a drone or one of multiple ostinato patterns in a small, instrumental group against a steady beat • Demonstrate legato and staccato playing (smooth and detached) • Use tuned percussion instruments with increasing confidence to accompany songs and improvise • Play music in a metre of 2, 3 or 4, discuss time signature • Perform in two or more parts. • Read and play from simple staff 	<p>Develop instrumental skills over a sustained period</p> <ul style="list-style-type: none"> • Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. • Read and play rhythms with confidence from graphic and known staff notation. Introduce s • Play melodies, increasing in independence, on tuned percussion or melodic instruments, written on one stave, C to C • Maintain a rhythmic or melodic accompaniment to a song such as a drone (repeating 	<p>Perform on a range of instruments in mixed groups to an audience, with confidence and a sense of ensemble</p> <ul style="list-style-type: none"> • Continue to play by ear on pitched instruments, extending the length of phrases or melodies played. • Read and play known notation confidently from rhythm notation cards / scores, up to four parts • Play melodies on tuned percussion or melodic instruments, written on one stave, C to C with dynamics • Maintain an accompaniment to a melody using block chords, or a baseline • Maintain own part on a pitched instrument, engaging with others, in a small ensemble or larger ensemble
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					<p>notation including rests</p> <ul style="list-style-type: none"> • Combine playing with narrative and / or movement • Follow a leader, stopping / starting, playing faster / slower and louder / quieter with a sense of ensemble 	<p>single note), ostinato (repeating pattern) or simple sequence of notes</p> <ul style="list-style-type: none"> • Explore how triads are formed and play them as a simple accompaniment • Maintain own part on a pitched instrument in a small ensemble 	<ul style="list-style-type: none"> • Perform with sensitivity to different tempi and a fuller range of dynamics • Perform own compositions to an audience • Use technology to keep a record of work in progress and record performances.
<p>Musicianship: Understanding Music/Inter-related Dimensions of Music</p>	<p>Begin to describe and respond to music (louder/quieter, faster/slower, higher/lower)</p> <ul style="list-style-type: none"> • Begin to articulate how changes in speed, pitch and dynamics effect the mood • See also singing, playing and performing with beat, pulse and rhythm 	<p>Pulse/beat, rhythm and pitch</p> <ul style="list-style-type: none"> • Dynamics - louder, softer, crescendo, decrescendo • Tempo - faster, slower and pause • Rhythm - pattern, duration • Pitch - higher or lower • Ostinato - repeating musical rhythm or note pattern 	<p>Duration - Beat, rhythm, longer, shorter, sustained</p> <p>Dynamics - forte-loud and piano-soft, louder, softer</p> <p>Structure - repetition, verse, chorus, echo, question and answer phrases</p> <p>Pitch - moving in steps and leaps</p> <p>Texture - Layers of sound</p> <p>Tempo - Steady, faster, slower, allegro -fast, adagio - slow</p> <p>Timbre - The type and quality of the sound</p> <p>Ostinato, phrase, melody</p>	<p>Duration - time signature (metre - shown at the start of the line of music), legato and staccato playing (smooth and detached)</p> <p>Dynamics - forte, piano, crescendo - getting louder, diminuendo - getting softer</p> <p>Pitch - pentatonic scales, step, leap</p> <p>Structure - phrase, repetition, verse,</p>	<ul style="list-style-type: none"> • Use technology to capture, sample, sequence, loop and manipulate sound to create soundscapes / compositions • compose melodies over chords such as C major and A minor 	<p>Duration - time signature, metre - grouping of beats,</p> <p>Dynamics - f loud, p quiet ff very loud, pp very quiet, mf moderately loud, mp moderately quiet</p> <p>Harmony - drone, chord, major, minor</p> <p>Pitch - scales, step, leap</p> <p>Rhythm - syncopated (a pattern with notes off the beat)</p>	

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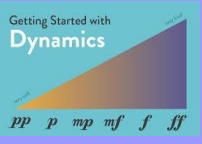
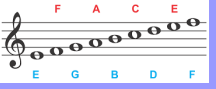


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					<p>chorus, echo, question and answer phrases</p> <p>Texture - <i>drone</i>, layers of sound, combinations of sound</p> <p>Tempo/tempi - faster, slower, allegro- fast, adagio - slow</p> <p>Timbre - sound type and quality; different instruments</p> <p>Also: Ostinato, melody, ensemble, moving and static parts</p> <p>(e.g. a changing harmony / a repeating note or drone)</p> <p>explore major and minor chords</p>	<p>use musical vocabulary and knowledge to help identify areas for development or refinement when composing</p> <p>understand and use musical terms confidently:</p> <p>duration, dynamics, harmony, structure (ternary), pitch, texture, tempo/tempi, timbre, ostinato, melody, groove, ensemble, arrange</p>	<p>Structure - verse, chorus, question and answer, ternary</p> <p>Texture - layers, bassline, harmony, chord, accompaniment</p> <p>Tempo - faster, slower, allegro- fast, adagio - slow</p> <p>Timbre - sound type and quality; different instruments</p> <p>Also - <i>groove, ensemble, arrange</i></p>
<p>Pulse/ Metre/ Duration</p> 		<ul style="list-style-type: none"> listen to music and move in time to its steady beat sing in time to a steady beat 	<ul style="list-style-type: none"> sing songs in different time signatures, identifying 3/4 and 4/4 songs 	<p>Sing songs in different time signatures</p>			<ul style="list-style-type: none"> know time signatures 2/4, 3/4, 4/4 semi-breves, minims,




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		<ul style="list-style-type: none"> Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing 		identify the use of metre in 2, 3 or 4, in various listening pieces and discuss time signature	crotchets, quavers, semiquavers and their rests	
<p>Pitch: Melody</p> 	Recognise high and low pitches	<ul style="list-style-type: none"> Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly) 	<ul style="list-style-type: none"> sing a variety of songs with more accuracy of pitch Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices 	<ul style="list-style-type: none"> Show increasing accuracy of pitch and awareness of the shape of a melody. copy a short melodic phrase by ear on a pitched instrument 	<ul style="list-style-type: none"> Sing two and three-part rounds and partner songs with more confidence and increasing accuracy of pitch Perform songs from memory with attention to phrasing, dynamics and accuracy of pitch, for an assembly or special occasion maintain own part on a pitched instrument in a small ensemble play melodies, increasing in independence, on tuned percussion or melodic instruments, written on one staff, C to C 	<ul style="list-style-type: none"> Perform songs from memory with attention to phrasing, dynamics and accuracy of pitch, for an assembly or special occasion

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<p>Tempo/Dynamics</p>  	<p>Understand the terms fast and slow, loud and soft.</p>	<ul style="list-style-type: none"> • follow hand signals indicating stop and start • follow hand signals indicating quiet/loud 	<ul style="list-style-type: none"> • Sing with a sense of control of dynamics - volume and tempo - speed <p>play classroom instruments with increasing control, maintaining a steady beat, getting faster/slower,</p> <ul style="list-style-type: none"> • play classroom instruments with increasing control, maintaining a steady beat, getting louder/quieter 	<ul style="list-style-type: none"> • Perform forte - loud and piano - soft, with control 	<p>Sing songs showing musical expression i.e. phrasing, changes of tempi, crescendo, diminuendo</p> <ul style="list-style-type: none"> • 	<p>Perform songs from memory with attention to phrasing, dynamics and accuracy of pitch, for an assembly or special occasion</p>	<ul style="list-style-type: none"> • Perform songs from memory with attention to phrasing, dynamics and accuracy of pitch, for an assembly or special occasion • when playing instruments, perform with sensitivity to different tempi and a fuller range of dynamics
<p>Notation and Rhythm</p> 	<p>To repeat a rhythm clapped by the teacher.</p>	<ul style="list-style-type: none"> • To repeat a rhythm clapped/played by the teacher. 	<ul style="list-style-type: none"> • To repeat a rhythm sung/lapped/played by the teacher. 	<ul style="list-style-type: none"> • recognise and respond to some simple staff notation • perform a sequence of sounds using a graphic score • <i>Crotchets, quavers and crotchet rests</i>  	<p>Use word-chants to understand how syllables link to notes</p> <p>play instruments using symbols including graphic and simple staff notation</p> <p><small>Notation - Introduce the staff and clef. Use dots to represent higher and lower pitch. Know crotchets, quavers and crotchet rests:</small></p> 	<p>read and play from simple staff notation including rests</p> <p>Play C to G from a staff, as a group know minims, crotchets, quavers and crotchet rests.</p>	<p>read and play rhythms with confidence from graphic and known staff notation.</p> <p>Introduce semibreve</p> <p>Play within C to C from a staff, as a group.</p> <p>Know time signatures 2/4, 3/4, 4/4</p> <p>semi-breve</p>

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		<ul style="list-style-type: none"> Play rhythm patterns with the help of a spoken sentence e.g. 'Hun-gry cat-er-pill-ar' Play a repeated pattern (rhythmic ostinato) to accompany a song 	<ul style="list-style-type: none"> Perform a short rhythmic accompaniment to a song Perform a two-note melodic ostinato to accompany a song 	Maintain a rhythmic or melodic ostinato simultaneously with a steady beat	Maintain a rhythmic or melodic accompaniment to a song such as a drone (repeating single note), ostinato (repeating pattern) or simple sequence of notes	Sing songs with <i>syncopated</i> rhythms	
Timbre 	To recognise some sounds made by percussion instruments and begin to name some of them.	<ul style="list-style-type: none"> recognise the sounds of the percussion instruments used in the classroom and identify and name them 	<ul style="list-style-type: none"> identify different qualities of sounds such a smooth, scratchy, clicking, ringing 	<ul style="list-style-type: none"> recognise aurally wooden, metal, skin percussion instruments and begin to know their names 		<ul style="list-style-type: none"> distinguish differences in timbre between a variety of instruments 	
Improvising 		With different sounds made by the voice and hands (<i>timbre</i>)	Ways in which sounds are made (<i>tapped, blown,</i>	Using longer, shorter / faster, slower / higher, lower /	Combine and control different <i>timbre</i> to create particular effects	Over a <i>drone, chords or harmony</i>	Creating music with multiple sections.

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		<ul style="list-style-type: none"> • High and low sounds (pitch) • Long and short sounds (duration) • Loud and quiet sounds (dynamics) • Fast and slow sounds (tempo) • Pitch shapes (moving up and down) and rhythmic patterns • Simple vocal chants • Question and answer phrases. 	<p><i>scraped, shaken</i>), and can be changed</p> <ul style="list-style-type: none"> • Long and short sounds (duration) • Using rhythm patterns of words and sentences • With changes in pitch • Sequences of sound (structure) • Sounds in response to visual and aural stimulus • Exploring how sounds can be manipulated to convey different effects and moods 	<p>louder, softer sounds on tuned and untuned percussion and voices.</p> <ul style="list-style-type: none"> • With pitched notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them) • Exploring the timbre (different sounds) that one instrument can make. • Using tuned and untuned instruments to explore how they can represent and enhance pictures/ stories/ moods • Invent short responses using a limited note-range 	<ul style="list-style-type: none"> • Rhythm patterns in music from different times and places • Using the pentatonic scale • With a limited range of pitched notes that move by steps and leaps to make short phrases and melodies • Music that describes feelings or moods such as 'tense' or 'calm' sounds using dynamics, different tempi, different timbres etc • Music that incorporates effective silences - rests • With different groupings of beats (metre of 2, 3 or 4) 	<p>developing a sense of shape</p> <ul style="list-style-type: none"> • Using scales, such as pentatonic, C major or A minor • Developing ideas, using musical devices such as texture created by layering rhythmic and /or melodic ostinato. • Working in a structure such as ternary (ABA form) • Exploring characteristics of various styles, and traditions, (following on from listening) • Create a melody over a simple groove (usually a rhythm and chord combination 	<ul style="list-style-type: none"> • Developing ideas using musical devices, including both repetition and contrast • Extending melodies beyond 8 beats, creating a satisfying shape, over a fixed groove (usually a rhythm and chord combination giving an effect or feel) • Exploring characteristics of various styles, and traditions, e.g. folk, blues, calypso (following on from listening) • Experiment with a wider range of musical dimensions, such as broader dynamics and richer textures
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						giving an effect or feel) • Experimenting with a wider range of musical dimensions, such as broader dynamics and richer textures	
<p>Composition and Performance</p> 	<p>Perform a song with the whole class to a familiar audience.</p>	<ul style="list-style-type: none"> • Add suggested sound effects to a story • Choose musical sound effects to follow a story line or match a picture • Use graphics/symbols to portray the sounds they have made • Sequence these symbols to make a simple structure (score) • Invent, retain and recall rhythm and pitch patterns • Compose their own sequence of 	<ul style="list-style-type: none"> • Short melodic phrases • Short repeated rhythmic patterns - ostinati • Rhythm patterns from words • A piece of music that has a beginning, middle and end (structure) • Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups • Music that conveys different moods 	<ul style="list-style-type: none"> • Words and actions to go with songs • A simple rhythmic accompaniment to go with a song, using ostinato patterns • Music that has a recognisable structure; repetition / echo / beginning, middle and end / question and answer phrases / verse and chorus • Music that tells a story, paints a picture or creates a mood • Using symbols to represent sound graphic scores / known rhythms and durations of traditional notation • Combining rhythmic notation labelled with 	<ul style="list-style-type: none"> • A simple rhythmic accompaniment to a song using ostinato (a repeating pattern) and drones (repeating notes) • A simple melody from a selected group of notes (i.e. a pentatonic scale) • Music that has a recognisable structure • Introduce major and minor chords for exploration • A piece of music that reflects images and 	<ul style="list-style-type: none"> • Develop ideas explored above always considering the musical elements • Compose lyrics to match a melody • Compose melodies over chords such as C major and A minor • Compose music, in pairs, with a ternary structure • Compose a piece with chords that reflects given intentions, e.g. 	<ul style="list-style-type: none"> • Developing ideas explored above considering the musical elements • Longer melodies (8-16 beat) using a pentatonic scale • Melodies with pairs of phrases, (question and answer) using scales, G major and E minor • Enhance either melody above with rhythmic or chordal accompaniment • Compose using technology in a ternary structure

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		<p>sounds or pattern without help and perform them</p> <ul style="list-style-type: none"> • Use technology, if available to capture, change and combine sounds. 		<p>small range of note names such as CEG</p>	<p>atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect</p> <ul style="list-style-type: none"> • Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience • Capture creative ideas using any of the following: rhythm notation, time signatures, staff notation, graphic scores and / or technology 	<p>descriptive music, a melody with accompaniment (this could be the piece in a ternary structure)</p> <ul style="list-style-type: none"> • Refine own compositions after discussion • Use a range of graphic symbols, note names, known rhythm and staff notation to record compositions • Arrange a song as a class with voices and instruments • Use technology to capture, sample, sequence, loop and manipulate sound to 	<ul style="list-style-type: none"> • Refine own compositions after discussion • Use a range of graphic symbols, note names, known rhythm and staff notation to record compositions • Arrange a song as a class with voices and instruments • Use technology to capture, sample, sequence, loop and manipulate sound to create soundscapes and compositions. • Use technology to edit and improve compositions and arrangements.
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						create soundscapes / compositions	
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