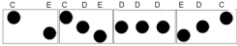


Music Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Different musical styles, genres and history of music (listening)	Describe their thoughts and feelings when listening to the music, including why they like or don't like the music. Recognise some instruments that they can hear.	Describe their thoughts and feelings when hearing the music and what they can see in their imaginations Recognise differences and similarities of varying styles.	Talk about the style and meaning of the music and share their thoughts and feelings. Start to use the musical elements: pulse, rhythm, pitch, tempo and dynamics when talking about music. Recognise a range of musical instruments.	Talk about the words of the song and why the song or piece of music was written. Discuss the structure by explaining a main theme and identifying when it is repeated. Recognise different musical styles and the important features associated with them.	Justify a personal opinion with reference to the musical elements (pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure) Recognise different musical styles, traditions and the important features associated with them. Identify a range of instruments by ear.	Justify a personal opinion with reference to the musical elements Accurately identify different instruments by ear such as brass, woodwind, strings, percussion; piano, organ, synthesisers. Discuss the structure of the music.
Musicianship, musical features and elements	Identify a fast or slow tempo Identify loud and quiet sounds Copy back a simple rhythm	Find and try to keep a steady beat Identify a fast or slow tempo Understand the difference between rhythm and pitch. Introduce stick notation including	Identify dynamics: forte, piano (loud, soft) Keep a steady beat using a drone or ostinato and copy back rhythms Understand that rhythm and pitch can	Copy back rhythms including rests. Understand terms: crescendo decrescendo time signatures legato (smooth) staccato (detached)	Listen to and copy back more complex rhythmic and various melodic patterns. Identify a wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte	Understand and use all the musical elements. Understand and use crotchets, quavers and minims plus all equivalent rests. Understand and recognise the use of

	Recognise the difference between rhythm and pitch	crotchets, quavers and crotchet rests	be represented by musical symbols Introduce the stave, lines and spaces, and clef. Introduce crotchets and paired quavers. Pitched note names: C, D, E	Identify pentatonic scale Major and minor keys. Rhythmic notation: minim, crotchet, quavers, rests Pitched note names: C to G	(moderately loud) and mezzo piano (moderately quiet) Identify 2/4, 3/4, 4/4 time signatures Rhythmic notation: semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers Read and perform pitch notation within an octave (e.g. C–C'/do–do).	pentatonic, major and minor keys. Use the abbreviated form for dynamics: ff, pp, mf, mp, f, p) Identify 2/4, 3/4, 4/4 and 6/8 time signatures Rhythmic notation: semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers Read and perform pitch notation within an octave (e.g. C–C'/do–do).
Singing	Sing songs with a small range; chants and rhymes; call and response.	Sing songs with a small pitch range pitching accurately. Use dynamics and tempo. Be aware of following the beat.	Sing a widening range of unison and action songs of varying styles and structures with a pitch range of do–so (5th) tunefully and with expression. Perform actions confidently and in	Sing a range of songs with a pitch range of an octave (do–do) in time and following directions for getting louder (crescendo) and quieter (decrescendo). Sing rounds and partner songs in different time signatures.	Sing a range of songs including three-part rounds, partner songs, and songs with a verse and a chorus observing phrasing, accurate pitching, timing and appropriate style.	Sing a broad range of songs including three-part and four-part rounds as part of a choir, including those that involve syncopated rhythms, accurate pitching and appropriate style.

			time to a range of action songs.			Position singers randomly within the group (not in parts)
Performing and playing solo and in ensembles with increasing accuracy	Play a part on a tuned or untuned instrument by ear. Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.	Play together as a group while keeping in time with a steady beat. Follow a part on the recorder in a group.	Play a part on a tuned instrument by ear or from notation. Use notes C D E in dot notation to show higher or lower pitch 	Play the right notes with secure rhythms. Listen to and follow musical instructions from a leader and from a written form using up to 5 notes eg C-G (see composing)	Rehearse and learn to play a simple melodic instrumental part by ear or from notation in different keys. (Brass)	Play a melody, following staff notation written on one staff and using notes within an octave. Make decisions about dynamics.
Improvising	Improvise simple vocal chants, using question and answer phrases.	Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.	Improvise short 'on the spot' responses using a limited note-range Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end.	Improvise on an instrument making use of musical features including smooth (legato) and detached (staccato).	Improvise freely over a drone, using tuned percussion and melodic instruments. Improvise over a simple groove, responding to the beat Experiment with using a wider range of dynamics (see musicianship above)	Improvise music with multiple sections that include repetition and contrast. Use chord changes as part of an improvised sequence.
Composing	Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns	Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces	Compose in response to different stimuli. Compose 3-note rising and falling	Create short pentatonic phrases using known rhythms	Create melodic pieces with rhythmic and chord accompaniments using music technology e.g.	Using instruments and/or technology: Working in pairs, compose a short ternary piece. ABA

	Recognise how graphic notation can represent created sounds. Explore and invent own symbols, for example: 		phrases using known rhythms. Compose song accompaniments on untuned percussion. Use Music Notepad composing tool to compose melodies.	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  Use a range of tuned instruments and different ways to record compositions: graphic notation staff notation technology	Charanga Music Notepad or Garage Band app	where section B is a contrast to A In a small group/individually, 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
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