



National Curriculum: Progression in Music

Working Musically						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and Appraise	Curriculum links: 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.					
Listening and applying knowledge and understanding	<p>The children will listen to a variety of musical styles from different times, traditions and composers.</p> <p>Learn to recognise instruments and basic style indicators.</p> <p>Use movement to find/feel the pulse together and begin to understand/feel what pulse is/does/means etc.</p> <ul style="list-style-type: none"> ● Identify some musical instruments. 	<p>The children will continue to listen to a variety of musical styles from different times, traditions and composers.</p> <p>Learn to recognise instruments and basic style indicators.</p> <p>Use movement to find/feel the pulse together and begin to understand/feel what pulse is/does/means etc.</p> <ul style="list-style-type: none"> ● Identify some musical instruments. 	<p>The children will understand and appreciate a variety of musical styles from different times and traditions.</p> <p>Continue to recognise the sound of musical instruments and basic features of key musical styles.</p> <p>Work with the children using movement to find/feel the pulse together and begin to understand/feel what pulse is/does/means etc.</p> <ul style="list-style-type: none"> ● Continue to identify musical instruments. 	<p>The children will continue to understand and appreciate a variety of musical styles from different times and traditions.</p> <p>Continue to recognise the sound of musical instruments and basic features of key musical styles.</p> <p>Have fun listening to a wide range of different styles of music.</p> <ul style="list-style-type: none"> ● Find the pulse together and start to understand what pulse is/does/means etc. ● Encourage listening with increasing 	<p>The children will continue to listen to a variety of musical styles from different times and traditions.</p> <p>Recognise instruments and features of key musical styles.</p> <p>When listening to the music, find and internalise the pulse using movement.</p> <ul style="list-style-type: none"> ● Listen with security and confidently recognise/identify different style indicators and different instruments and their sounds. 	<p>The children will continue to listen to a variety of musical styles from different times and traditions.</p> <p>Recognise instruments and features of key musical styles.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>

				<p>concentration and with a deeper focus.</p> <ul style="list-style-type: none"> ● Continue to learn to recognise different instruments. ● Continue to learn to recognise style indicators 		<p>When listening to the music, find and internalise the pulse using movement confidently and independently. Understand the pulse and its role as the foundation of music.</p> <ul style="list-style-type: none"> ● Listen with security/confidently recognise/identify different style indicators and different instruments and their sounds.
<p>Responding to music and reviewing music</p>	<p>Encourage discussions using musical language.</p> <ul style="list-style-type: none"> ● Begin to talk about the music and how it makes us feel. ● Encourage discussion and creative response. ● Begin to use some musical language during discussions and when describing feelings. ● Discuss and understand how other simple dimensions of music fit with each other and in the music (dynamics and tempo). 	<p>Encourage discussions using musical language.</p> <ul style="list-style-type: none"> ● Begin to talk about the music and how it makes us feel. ● Encourage discussion and creative response. ● Begin to use some musical language during discussion and when describing feelings. ● Discuss and understand how other simple dimensions of music fit with each other and in the music (dynamics and tempo). 	<p>Encourage discussion using more accurate musical language.</p> <ul style="list-style-type: none"> ● Talk about the music and how it makes us feel. Continue to encourage discussion and creative response. Try to use accurate musical language during discussion and when describing feelings. ● The purpose of the song and context within history. ● Discuss and understand how other simple dimensions of music fit with each other and in the music. ● Discuss and understand how other 	<p>Encourage more confident discussion using accurate musical language</p> <ul style="list-style-type: none"> ● Use correct musical language more confidently and consistently during discussion and when describing feelings. ● Talk about the music and how it makes us feel in greater depth. Continue to aim to use accurate musical language during discussion and when describing feelings. ● Discuss and understand how other simple dimensions of music fit with each other and within the music. 	<p>Encourage confident discussion using accurate musical language.</p> <ul style="list-style-type: none"> ● Use correct musical language consistently to describe the music you are listening to and your feelings towards it. ● Listen, comment on and discuss with confidence, ideas together as a group. ● Discuss other dimensions of music and how they fit into the music you are listening to. 	<p>Encourage confident discussion using accurate musical language.</p> <ul style="list-style-type: none"> ● Use correct musical language to confidently describe the music you are listening to and your feelings towards it. ● Listen, comment on and discuss with confidence, ideas together as a group. ● Appropriately and confidently discuss other dimensions of music and how they fit into the music you are listening to.

			simple dimensions of music fit with each other and in the music.			
Create and compose music	<p>Curriculum links: to create and compose music on their own and with others,</p> <p>Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</p>					
Improvisation	<p>Using the differentiated improvisation challenges in the Year 1 units you will learn the fundamentals of improvisation and skills will build overtime:</p> <ul style="list-style-type: none"> ● Clap and improvise (simple rhythmic patterns). ● Copy back. ● Question and Answer. ● Sing and Improvise (simple patterns). ● Copy back using voices. ● Question and Answer using voices. ● Play and Improvise (simple patterns). ● Copy back using instruments. ● Question and Answer using instruments. ● Improvise! Take it in turns to improvise 	<p>Using the differentiated improvisation challenges in the Year 2 units, you will deepen your knowledge of the fundamentals of improvisation and skills will continue to build overtime:</p> <ul style="list-style-type: none"> ● Clap and improvise (simple rhythmic patterns). ● Copy back. ● Question and Answer. ● Sing and Improvise (simple patterns). ● Copy back using voices. ● Question and Answer using voices. ● Play and Improvise (simple patterns). ● Copy back using instruments. ● Question and Answer using instruments. 	<p>Through differentiated challenges, the children will deepen their knowledge and understanding of improvisation.</p> <ul style="list-style-type: none"> ● Sing, Play and Copy back - clapping progressing to using instruments. ● Copy back a musical idea. ● Play and Improvise - using instruments. ● Invent a musical answer using one or two notes. ● Improvise! - using two notes on instruments. ● Listen to each other's musical ideas. 	<p>Progress through the differentiated Challenges:</p> <ul style="list-style-type: none"> ● Sing, Play and Copy back - clapping progressing to using instruments. ● Play and Improvise - using instruments. Invent a musical answer using one, two or three notes. ● Improvise! - using up to three notes on instruments. Listen to each other's musical ideas. ● To listen and copy musical ideas by ear (rhythmic or melodic). ● To create musical rhythms and melodies as answers as part of a group and as a soloist. ● To respect each other's musical ideas and efforts. 	<ul style="list-style-type: none"> ● Understand what musical improvisation means. Improvise and perform in solo and ensemble contexts, use quality not quantity of notes. ● Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies. ● Progress through the differentiated Challenges in Year 5. <p>Autumn and spring units:</p> <ul style="list-style-type: none"> ● Sing, Play and Copy back - clapping progressing to using instruments. ● Play and Improvise - using instruments, invent a musical answer using one, two or three notes. ● Improvise! - using up to three notes on instruments. <p>Summer 1 Challenges:</p> <ul style="list-style-type: none"> ● Challenge 1 - clapping riffs. 	<p>Deepen your understanding of what musical improvisation means. Continue to Improvise and perform confidently in solo and ensemble contexts, use quality not quantity of notes.</p> <ul style="list-style-type: none"> ● Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies. ● Progress through the differentiated Challenges in Year 6. ● Challenge 1 - clapping riffs. ● Challenge 2 - playing riffs using one, two or three notes. ● Challenge 3 - Question and Answer using one, two or three notes. ● Challenge 4 - Improvise using one, two or three notes.

	<p>using one or two notes.</p>	<ul style="list-style-type: none"> ● Improvise! Take it in turns to improvise using one or two notes. 			<ul style="list-style-type: none"> ● Challenge 2 - playing riffs using one, two or three notes. ● Challenge 3 - Question and Answer using one, two or three notes. ● Challenge 4 - Improvise using one, two or three notes. 	
<p>Composition</p>	<p>Begin to understand the differences between composition and improvisation.</p> <ul style="list-style-type: none"> ● Create your own simple melodies within the context of the song that is being learnt. ● Compose using one or two notes. ● Record the composition in any way appropriate. ● Notate music in different ways, using graphic/video, ICT. ● Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations. 	<p>Continue to explore and understand the differences between composition and improvisation.</p> <ul style="list-style-type: none"> ● Continue to create your own simple melodies within the context of the song that is being learnt. ● Compose using one, two or three notes. ● Record the composition in any way appropriate. ● Notate music in different ways, using graphic/video, ICT. ● Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations. 	<p>Continue to explore and continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required.</p> <ul style="list-style-type: none"> ● Listen to the sound of the composition as it unfolds and make decisions about it. ● Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation. ● Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context. ● Begin to recognise and musically demonstrate awareness of a link between shape 	<p>Continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required.</p> <ul style="list-style-type: none"> ● Listen to the sound of the composition as it unfolds and make decisions about it. ● Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation. ● Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context. ● Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations 	<p>Continue to create your own more complex tunes and melodies within the context of the song that is being learnt and do this with understanding as part of a group or with your whole class.</p> <ul style="list-style-type: none"> ● Continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required. ● Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation. ● Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context. ● Begin to recognise and musically 	<p>Confidently create your own melodies within the context of the song that is being learnt.</p> <ul style="list-style-type: none"> ● Move beyond composing using two notes, increasing to three notes then five if appropriate. ● Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT or with formal notation if appropriate. ● Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate. ● Recognise and musically and/or verbally demonstrate awareness

			and pitch using graphic notations if appropriate.		demonstrate awareness of a link between shape and pitch using graphic notations.	of a link between shape and pitch using notations if appropriate.
Controlling sounds through singing and playing	<p>Learn to sing and to use their voices, have the opportunity to learn a musical instrument</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>					
Use voices expressively	<p>Sing within a limited pitch range and begin to understand:</p> <ul style="list-style-type: none"> ● The importance of working together in an ensemble or as part of a group. ● How important it is and why we warm up our voices. ● How to join in and stop as appropriate - learn how to follow a leader/conductor. ● How melody and words should be interpreted. ● How to sing with good diction. 	<p>Sing within a limited pitch range and deepen their understanding of:</p> <ul style="list-style-type: none"> ● The importance of working together in an ensemble or as part of a group. ● How important it is and why we warm up our voices. ● How to join in and stop as appropriate - learn how to follow a leader/conductor. ● How melody and words should be interpreted. ● How to sing with good diction. 	<p>Sing in tune within a limited pitch range and continue to understand:</p> <ul style="list-style-type: none"> ● The importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so. ● How important it is and why we warm up our voices, posture, breathing and voice projection. ● How to join in and stop as appropriate – continue to follow a leader/conductor confidently. ● How melody and words should be interpreted. ● How to sing with good diction. 	<p>Sing in tune within a limited pitch range and continue to understand in greater depth:</p> <ul style="list-style-type: none"> ● The importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so. ● How important it is and why we warm up our voices, posture, breathing and voice projection. ● How to join in and stop as appropriate - continue to follow a leader/conductor confidently. ● How melody and words should be interpreted. Try to match your performance of the song to how the music sounds ie start to think musically. ● How to sing with good diction. 	<p>Sing within an appropriate vocal range with clear diction and continue to understand:</p> <ul style="list-style-type: none"> ● The workings of an ensemble/choir, how everything fits together. Follow the leader/conductor and have a chance to be the leader/conductor. ● How important it is and why we warm up our voices, posture, breathing and voice projection. ● Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts. ● Have a greater understanding of melody, words and their importance and how to interpret a song musically. ● Demonstrate musical quality and understanding of how 	<p>Sing within an appropriate vocal range with clear diction and continue to understand:</p> <ul style="list-style-type: none"> ● The workings of an ensemble/choir, how everything fits together. Follow the leader/conductor and have a chance to be the leader/conductor. ● How important it is and why we warm up our voices, posture, breathing and voice projection. ● Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts. ● Have a greater understanding of melody, words and their importance and how to interpret a song musically. ● Demonstrate musical quality and understanding of how

					the interrelated dimensions of music play their part.	the interrelated dimensions of music play their part.
Play tuned and untuned instruments	<ul style="list-style-type: none"> ● Start to learn to play together in a band or ensemble. ● Join in and stop as appropriate. ● Start to respond to simple musical cues such as starting and stopping etc. ● Learn how to follow a leader/conductor. ● Play and move between differentiated parts with a sound-before-symbol approach, according to ability. ● Learn to play your instrument correctly and treat it with respect. 	<ul style="list-style-type: none"> ● Continue to learn to play together in a band or ensemble. ● Join in and stop as appropriate and more confidently. ● Continue to respond to simple musical cues such as starting and stopping. ● Follow a leader/conductor. ● Play and move between differentiated parts with a sound-before-symbol approach, according to ability. ● Continue to learn to play your instrument correctly and treat it with respect. 	<p>Continue to play and move between differentiated parts with a sound-before-symbol approach, according to ability. Use the notated parts provided if appropriate.</p> <ul style="list-style-type: none"> ● Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Respond to musical cues such as starting and stopping. Learn how to follow a leader/conductor. ● Learn to treat each instrument with respect and use the correct techniques to play them. ● Begin to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations if appropriate. 	<p>In greater depth:</p> <ul style="list-style-type: none"> ● Continue to play and move between differentiated parts with a sound-before-symbol approach, according to ability. Use the notated parts provided if appropriate. ● Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Respond with more confidence to musical cues such as starting and stopping. Learn how to follow a leader/conductor. ● Treat each instrument with respect and use the correct techniques to play them. ● Continue to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations if appropriate. 	<ul style="list-style-type: none"> ● Play differentiated parts with a sound-before-symbol approach or using the notated scores. Choose parts according to ability and play them musically. Progress as appropriate between the parts. ● Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, and maintaining an appropriate pulse. ● Demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc. Maintain an independent part in a small group. ● Continue to treat each instrument with respect and use the correct techniques to play them. 	<p>With a greater depth of understanding:</p> <ul style="list-style-type: none"> ● Play differentiated parts with a sound-before-symbol approach or using the notated scores. ● Choose parts according to ability and play them musically. ● Progress as appropriate between the parts. ● Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency and maintaining an appropriate pulse. ● Demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc. Maintain an independent part in a small group. ● Continue to treat each instrument with respect and use the correct techniques to play them. ● Build on understanding the basics and foundations of formal notation - an introduction.

<p>Perform and share music</p>	<p>Perform together in an ensemble/band.</p> <p>Learn how to perform with a good sense of pulse and rhythm.</p>	<p>Perform together in an ensemble/band.</p> <p>Learn how to perform with a good sense of pulse and rhythm.</p>	<p>Perform together in an ensemble/band.</p> <p>Learn how to perform with a good send of pulse and rhythm.</p>	<p>Continue to perform together with confidence in an ensemble/band with an increasing understanding of</p> <ul style="list-style-type: none"> ● how to improve your performance ● meet the needs of the audience ● performance skills ● Understand the need to practice ● Record your performance and learn from watching it back. 	<p>Perform together in an ensemble/band with ease and confidence.</p>	<p>Perform together in an ensemble/band with ease, confidence and knowledge of your audience.</p>
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