



Progression of Teaching and Learning in Music

National Curriculum

EYFS	KS1	KS2
Being Imaginative and Expressive ELG Children at the expected level of development will: <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. 	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically and experiment with, create, select and combine sounds using the inter-related dimensions of music. Listen with concentration and understanding to a range of high-quality live and recorded music	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.

Learning Objectives

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically and experiment with, create, select and combine sounds using the inter-related dimensions of music.
- Listen with concentration and understanding to a range of high-quality live and recorded music

Overview of Essential Knowledge and Skills	Year 1 Secure	Year 2 Secure
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Sing songs with others, remembering the tune and keeping in time.	Follow instructions about when and how to play/volcise sounds
	Recognise and sing a rising melody	Use the voice to make different sounds
	Use voice to create sounds - humming, whispers, clicks and whistles.	Sing with expression and energy to create a sense of performance
<i>Play tuned and untuned instruments musically and experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>		Sing a song that can divide into parts
	Create, select and combine sounds within a given structure	Maintain a rhythmic ostinato selecting different instruments to perform it
	Make up simple musical patterns	Compose a four beat rhythm and use a range of instruments to perform it.
	Choose different instruments to create different timbres	Extend a song by creating further verse.
	identify a strong beat and demonstrate with an action/clapping	Create simple motifs for a piece of music using sampled sound in a given structure.
	To play rhythms in a group	Discriminate between changes in pitch
	Echo simple rhythms	Use graphic notation to illustrate pitch
<i>Listen with concentration and understanding to a range of high-quality live and recorded music</i>	Use tuned/untuned instruments to perform a four beat rhythm	
	Recognise high, middle, low pitches	
	Describe what I can hear in music	To recognise some of the instruments of the different periods
	Recognise a recognise different rhythm patterns	Compare different types of music from different periods
	Listen to music and identify the strong beat	Discuss how the inter-related dimensions of music are used to create the dramatic mood.
Identify instrumental timbres of non-European music.	Begin to notice how music from contrasting historical ears sound different.	
Listen to a piece of music and internalise the pulse		

Learning Objectives

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

Overview of Essential Knowledge and Skills	Year 3 Secure	Year 4 Secure
Singing and performing	Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft.	Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).
	To demonstrate a good singing posture	Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.
	Perform actions confidently and in time to a range of action songs	To present a musical performance designed to capture the audience.
	To sing with awareness of being in tune	
	To have an awareness of the pulse internally when singing	
Listen and appraise	Confidently identify and move to the pulse	To confidently identify and move to the pulse
	To think about what the words of a song mean	To talk about the musical dimensions working together in the Unit songs eg. if the song gets louder in the chorus (dynamics)
	To take it in turns to discuss how the song makes them feel	Talk about the music and how it makes them feel.
	Listen carefully and respectfully to other people's thoughts about the music.	When you talk try to use musical words
	To recognise changes in dynamics within a piece of music.	
Instruments	To treat instruments carefully and with respect	To treat instruments carefully and with respect
	Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.	To know and be able to talk about the instruments in class(recorder).
		Play any one, or all four, differentiated parts on a tuned instrument - a one-note, simple or medium part of the melody of the song from memory or using notation.
Composing and improvising	Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/ group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.	To play and compose rhythms that use rests.
	Take it in turns to improvise using two notes: C and D	To explore experimental music by composing rhythms.
	To know that if you improvise using the notes you are given, you cannot make a mistake	To play in an ensemble and develop ensemble and listening skills.
		Begin to make compositional decisions about the overall structure of improvisations.

Learning Objectives

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

Overview of Essential Knowledge and Skills	Year 5 Secure	Year 6 Secure
Singing and performing	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.	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.
	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.	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.
	Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.	Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.
Listen and appraise	To identify and move to the pulse with ease.	To identify and move to the pulse with ease.
	To think about the message of songs	To think about the message of songs
	To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.	To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
	Listen carefully and respectfully to other people's thoughts about the music.	Listen carefully and respectfully to other people's thoughts about the music.
	Use musical words when talking about the songs	Use musical words when talking about the songs
	To talk about the musical dimensions working together in the Unit songs.	To talk about the musical dimensions working together in the Unit songs.
	Talk about the music and how it makes you feel, using musical language to describe the music.	Talk about the music and how it makes you feel, using musical language to describe the music.
Instruments	To recognise and perform complex rhythms and maintain a rhythmic part in canon / in a round (where one parts begins before another).	To recognise and perform complex rhythms and maintain a rhythmic part in canon / in a round (where one parts begins before another).
	Play a musical instrument with the correct technique within the context of the Unit song.	Play a musical instrument with the correct technique within the context of the Unit song.
	To rehearse and perform their part within the context of the Unit song.	To rehearse and perform their part within the context of the Unit song.
Composing and improvising	Improvisation is making up your own tunes on the spot	Improvisation is making up your own tunes on the spot
	When someone improvises, they make up their own tune that has never been heard before it is not written down and belongs to them	When someone improvises, they make up their own tune that has never been heard before it is not written down and belongs to them
	To know that using one,two or three notes confidently is better than using five.	To know that using one,two or three notes confidently is better than using five.
	To know that if you improvise using the notes you are given, you cannot make a mistake	To know that if you improvise using the notes you are given, you cannot make a mistake