

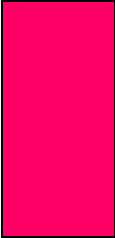
Whole School Music Progression

	Music in EYFS	
	Nursery	Reception
Communication and Language	<ul style="list-style-type: none"> Sing a large repertoire of songs. 	<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.
Physical Development	<ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, <ul style="list-style-type: none"> paint and make marks. 	<ul style="list-style-type: none"> Combine different movements with ease and fluency.
Expressive Arts and Design	<ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. <p>Play instruments with increasing control to express their feelings and ideas.</p>	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.
ELG - Being Imaginative and Expressive		<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.

Strand 1 : Listening and Appraising

Year 1	<ol style="list-style-type: none"> Start to recognise/identify very simple style indicators and different instruments used. March, clap, tap your knees, move to find and internalise the pulse. Begin to understand what it means to find the pulse.
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	<ol style="list-style-type: none"> 3. Start using basic musical language to describe the music you are listening to and your feelings towards it. 4. Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to. 5. Discuss simple dimensions of music (pulse, rhythm, pitch and perhaps tempo and dynamics) and how they fit into the music you are listening to.
Year 2	<ol style="list-style-type: none"> 1. Try to recognise/identify very simple style indicators and different instruments used. 2. March, clap, tap your knees, move to find and internalise the pulse. Continue to understand what it means to find the pulse. 3. Start using basic musical language to describe the music you are listening to and your feelings towards it. 4. Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to. 5. Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.
Year 3	<ol style="list-style-type: none"> 1. Identify basic musical styles through learning about their style indicators and the instruments played. 2. Find the pulse, the steady beat to the music they are listening to and understand what that means. 3. More consistently use accurate musical language to describe and talk about music. 4. Listen to other ideas about music and respect those ideas and feelings. 5. Continue to realise/understand and show how pulse, rhythm and pitch fit together.
Year 4	<ol style="list-style-type: none"> 1. Identify basic musical styles through learning about their style indicators and the instruments played. 2. Find the pulse, the steady beat to the music they are listening to and understand what that means. 3. More consistently use accurate musical language to describe and talk about music. 4. Listen to other ideas about music, respect those ideas and feelings. 5. Continue to realise/understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too.
Year 5	<ol style="list-style-type: none"> 1. Continue to identify musical styles through learning about their style indicators and the instruments played. 2. Find the pulse confidently and innately of the music that are listening to and understand what that means. 3. Use accurate musical language to describe and talk about music. 4. Listen to other ideas about music, respect those ideas and feelings. 5. Continue to realise/understand/explain give examples and show how pulse, rhythm and pitch fit together, Include tempo, dynamics, timbre, texture and structure if possible.
Year 6	<ol style="list-style-type: none"> 1. Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth.

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2. Find the pulse confidently and innately of the music they are listening to and understand what that means.
 3. Use accurate musical language confidently and with understanding to describe and talk about music.
 4. Listen to other ideas about music, respect those ideas and feelings.
 5. Continue to realise/understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include dynamics, tempo, timbre, texture and structure if possible.

Strand 2: Embedding the Interrelated Dimensions of Music

Year 1	<ol style="list-style-type: none">1. Begin to find and internalise the pulse on their own or with support.2. Try to or demonstrate more confidently how they find/feel the pulse.3. Begin to demonstrate how pulse, rhythm and pitch work together – copy a simple rhythm over the pulse and sing back over the Games Track in time.4. Clap the rhythm of your name, favourite food, favourite colour etc.5. Begin to understand how pulse, rhythm and pitch and perhaps dynamics and tempo work together and are sprinkled through songs/music.
Year 2	<ol style="list-style-type: none">1. Continue to learn to find and internalise the pulse on their own or with support.2. Demonstrate more confidently how they find/feel the pulse.3. Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing back over the Games Track in time.4. Clap the rhythm of their name, favourite food, favourite colour etc confidently and create their own rhythm when asked.5. Show a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.
Year 3	<ol style="list-style-type: none">1. Find and internalise the pulse on your own or with support but more confidently.2. Demonstrate how you find/feel the pulse with ease.3. Demonstrate more confidently how pulse, rhythm, and pitch work together – copy a simple rhythm over the pulse and sing/play back over the Games Track in time.4. Clap/play simple rhythms/copy one or two note pitches confidently and create your own rhythm when asked.5. Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.
Year 4	<ol style="list-style-type: none">1. Find and internalise the pulse on your own and stay in time.2. Demonstrate how you find/feel the pulse with ease. Demonstrate a fast and slow pulse.3. Demonstrate more confidently how pulse, rhythm and pitch work together – copy a simple rhythm over the pulse and sing/play back over the Games Track in time.4. Clap/play simple rhythms/copy one-two note pitches confidently and create their own rhythm when asked. Leads others if asked.5. Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music
Year 5	<ol style="list-style-type: none">1. Find and internalise the pulse on your own and stay in time.2. Demonstrate how you find/feel the pulse with ease. Demonstrate a fast and slow pulse.

	<ol style="list-style-type: none"> 3. Demonstrate more confidently how pulse, rhythm and pitch work together – copy a simple rhythm over the pulse and sing/play back over the Games Track in time. 4. Clap/play simple rhythms/copy one or two note pitches confidently and create your own rhythm when asked. Lead others when asked. 5. Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.
Year 6	<ol style="list-style-type: none"> 1. Find and internalise the pulse on your own and with ease. 2. Demonstrate how you find/feel the pulse with ease, Demonstrate a fast and slow pulse. 3. Understand and demonstrate confidently how pulse, rhythm and pitch work together – copy a simple rhythm over a pulse and sing/play back over the Games Track in time. 4. Clap/ play rhythms/copy one to two note pitches confidently and create their own rhythm when asked. Lead others if asked. 5. Have a deeper understanding of how pulse, rhythm, pitch, dynamics and tempo work together and are sprinkled through songs/music.

Strand 3: Singing

Year 1	<ol style="list-style-type: none">1. Begin to understand working together as part of a group and with their friends, gradually developing the confidence to sing alone.2. Begin to understand the importance of warming up their voices and to establish a good singing position.3. Start to consider that words mean something and how they work together with the music.4. Sing with a good sense of the pulse internally and try to sing together with the group.5. Stop and start as appropriate, begin to follow a leader/conductor.
Year 2	<ol style="list-style-type: none">1. Continue to understand how to work together as part of a group and with their friends, gradually developing the confidence to sing alone.2. Continue to understand the importance of warming up their voices and to establish a good singing position.3. Consider that words mean something and how they work together with the music.4. Sing with a good sense of the pulse internally and try to sing together and in time with the group.5. Stop and start as appropriate, begin to follow a leader/conductor.
Year 3	<ol style="list-style-type: none">1. Continue to understand how to work together as part of a group and with their friends, developing the confidence to sing alone.2. Continue to understand the importance of warming up their voices and to establish a good singing position.3. Consider that words mean something and project the meaning of the song.4. Sing with a good sense of the pulse internally and sing together and in time with a group.5. Follow a leader/conductor.
Year 4	<p>Sing in tune with a limited pitch range and continue to understand:</p> <ol style="list-style-type: none">1. How to work together as part of a group and with their friends, developing confidence to sing alone.2. The importance of warming up the voices and to establish a good singing position.3. How to perform a song stylistically and as musically as you can.4. How to sing with a good sense of the pulse internally and sing together and in time with the group. Perhaps sing in two parts.5. How to follow a leader/conductor with confidence.
Year 5	<ol style="list-style-type: none">1. Understand how to work together as part of a group and in an ensemble, or as a soloist.2. Continue to understand the importance if warming up your voice and to establish a good singing position.3. Perform and interpret a song stylistically and as musically as you can.4. Sing with a good sense of the pulse internally and sing together in time with the group. Understand the importance of clear diction and tuning.

	<p>5. Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. Begin to have the confidence to lead the group.</p>
Year 6	<ol style="list-style-type: none"> 1. Understand how to work together as part of a group and in an ensemble or as a soloist. 2. Continue to understand the importance of warming up your voice and to establish a good singing position. 3. Perform and interpret a song stylistically and as musically as you can. 4. Sing with a good sense of the pulse internally and sing together and in time with the group. Understand the importance of clear diction and tuning. 5. Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. Continue to have the confidence to lead the group.

Strand 4: Playing Instruments

Year 1	<ol style="list-style-type: none">1. Begin to play a classroom instrument as part of a group/ensemble and as part of the song that is being learnt.2. Move between differentiated parts as required using a sound-before-symbol approach.3. Learn to stop/start and respond to basic musical cues from the leader/conductor.4. Learn how to treat your instrument with respect and how to play it correctly.5. Play as part of your ensemble/group with a sound-before-symbol (by ear) approach.
Year 2	<ol style="list-style-type: none">1. Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning.2. Move between differentiated parts as required using a sound-before-symbol approach.3. Continue to respond to basic musical cues from the leader/conductor.4. Continue to treat your instrument with respect and how to play it correctly.5. Play more confidently as part of your ensemble/group with a sound-before.
Year 3	<ol style="list-style-type: none">1. Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. Play with more knowledge and confidence.2. Move between differentiated parts as requires by using a sound-before-symbol approach. Use notation if appropriate.3. Continue to respond to basic musical cues from the leader/conductor.4. Continue to treat your instrument with respect and care and to play it correctly.5. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach o9r with notation if appropriate.
Year 4	<ol style="list-style-type: none">1. Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. Play with more knowledge.2. Move between differentiated parts as required using sound-before-symbol approach. Use notation if appropriate.3. Continue to respond to basic musical cues from the leader/conductor. Follow the leader confidently.4. Continue to treat your instrument with respect and care and to play it correctly.5. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or with notation if appropriate.
Year 5	<ol style="list-style-type: none">1. Continue to play a classroom instrument as part of a group/ensemble and as a part of the sing you are learning. Play with more knowledge, confidence, ease and enjoyment.2. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate.3. Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context.4. Continue to treat your instrument with respect and care and to play it correctly.

	5. Play more confidently as part of your ensemble/group with a sound-before-symbol approach or with notation if appropriate.
Year 6	<ol style="list-style-type: none"> 1. Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment. 2. Move between differentiated parts required using a sound-before-symbol approach. Use notation if appropriate. 3. Demonstrate confidence and fluency when playing your instrument in a solo/ensemble context. 4. Continue to treat your instrument with respect and care and to play it correctly. 5. Play more confidently as part of your ensemble/group with a sound-before-symbol approach or with notation if appropriate.

Strand 5: Improvising

Year 1	<ol style="list-style-type: none">1. Explore and create simple musical sounds with voices and instruments within the context of the song being learnt.2. Begin to understand through activity, that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. <i>An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.</i>3. Improvise using very simple patterns on your instrument and/or voice.4. Create your own simple rhythmic patterns that lead to melodies in a group or a solo situation.5. Start to perform your own rhythms and melodies with confidence and understanding in the group. Start improvising using one or two notes.
Year 2	<ol style="list-style-type: none">1. Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt.2. Deepen your understanding through activity, so that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.3. Continue to improvise using very simple patterns on your instrument and/or voice.4. Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation.5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using one or two notes.
Year 3	<ol style="list-style-type: none">1. Continue to explore and create simple musical sounds with voices and instruments within the context if the song being learnt.2. Deepen your understanding through activity that when you improvise you make up your own tune (or rhythm) using one or two notes.3. Continue to improvise using very simple patterns on your instrument and /or voice.4. Continue to create your own simple rhythmic patterns that lead to melodies in a group or solo situation.5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using two notes with confidence.
Year 4	<ol style="list-style-type: none">1. Continue to explore and create simple musical sounds with voices and instruments within the context if the song being learnt.2. Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes or you can sing.3. Continue to improvise using very simple patterns on your instrument and/or your voice.4. Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation.5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using two notes with confidence.

Year 5	<ol style="list-style-type: none"> 1. Continue to explore and create musical improvisations with voices and instruments within the context of the song being learnt. 2. Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes or you can sing. 3. Continue to improvise using simple patterns on your instrument and/or voice. 4. Continue to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation. 5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using up to three notes with greater confidence.
Year 6	<ol style="list-style-type: none"> 1. Continue to explore and create musical improvisations with voices and instruments within the context of a song being learnt. 2. Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two, or three notes or you can sing. 3. Continue to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation. 4. Continue to create your own more complex rhythmic patterns that lead to melodies in a group in a solo situation. 5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using up to three or more notes with greater confidence.

Strand 6: Composition

Year 1	<ol style="list-style-type: none">1. Create your own very simple melodies (usually in a group) within the context of the song that is being learnt.2. Create compositions using one or two notes, increasing to three notes if appropriate.3. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.4. Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg. getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch).5. Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it.
Year 2	<ol style="list-style-type: none">1. Continue to create your own very simple melodies (usually in a group) within the context of the song that is being learnt.2. Move beyond composing using one or two notes, increasing to three notes if appropriate.3. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.4. Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo) and slower (tempo).5. Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it.
Year 3	<ol style="list-style-type: none">1. Continue to work together as part of an ensemble/band. Follow the conductor/band leader.2. Perform what you have learnt to other people. Play your instrument. Improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible.3. Perform with an understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.4. Practice, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple music demonstration.5. Watch recording and/or discuss the performance, Offer helpful and thoughtful comments and feedback about others.
Year 4	<p>Compose a section of music that can be added to a performance or a song.</p> <ol style="list-style-type: none">1. Continue to create your own more complex melodies (usually in a group) within the context of the song that is being learnt.2. Move beyond composing using two notes, increasing to three notes if appropriate.3. Record the composition in anyway appropriate Notate music in different ways using graphic/pictorial notation, video, ICT.

	<ol style="list-style-type: none"> 4. Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music. 5. Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it.
Year 5	<p>Compose a section of music that can be added to a performance of a song.</p> <ol style="list-style-type: none"> 1. Create your own more complex melodies within the context of the song being learnt. 2. Move beyond composing using two notes, increasing to three and then five if appropriate. 3. Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. 4. Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate. 5. Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.
Year 6	<p>Compose a section of music that can be added to a performance of a song.</p> <ol style="list-style-type: none"> 1. Confidently create your own melodies within the context of the song that is being learnt and do this with deeper understanding. 2. Move beyond composing using two notes, increasing to three then five if appropriate. 3. Use voices, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. 4. Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate. 5. Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.