



# Progression & Skills: Music



	Reception	Year 1	Year 2	End of Key Stage Expectations
Listening	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Listen to music with sustained concentration</p> <p>Find the <b>pulse</b> whilst listening to music and using movement.</p> <p>Use the correct musical language to describe a piece of music.</p> <p>Recognise different <b>instruments</b></p> <p>Discuss feelings and emotions linked to different pieces of music.</p> <p>Use the correct musical language to describe a piece of music.</p> <p>Begin to understand that the <b>rhythm</b> is a mixture of long and short sounds that happen over the <b>pulse</b>.</p> <p>Understand that <b>pitch</b> describes how low or high sounds are</p> <p>Understand that <b>tempo</b> describes how fast or slow the music is.</p> <p>Understand that <b>dynamics</b> describe how loud or quiet the music is.</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Build an understanding of the <b>pulse</b> and internalise it when listening to a piece of music.</p> <p>Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions</p> <p>Understand that <b>structure</b> describes how different sections of music are ordered.</p> <p>Develop an understanding of <b>melody</b>, the words and their importance in the music being listened to.</p> <p>Understand that <b>texture</b> describes the layers within the music.</p> <p>Understand that <b>timbre</b> describes the layers within the music.</p>	<p>At the end of Key Stage One, pupils are expected to listen with high concentration and understanding to a range of high-quality live and recorded music.</p>

	Reception	Year 1	Year 2	End of Key Stage Expectations
Singing	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Sing simple songs, chants and rhymes from memory, singing collectively and at the same <b>pitch</b>, responding to simple visual directions and counting in.</p> <p>Begin with simple songs with a very small range, mi-so and then slightly wider.</p> <p>Sing a wide range of call and response songs, control vocal <b>pitch</b> and match <b>pitch</b> with accuracy.</p>	<p>Use their voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence</p> <p>Sing songs regularly with a <b>pitch</b> range of do-so with increasing vocal control.</p> <p>Sing songs with a small <b>pitch</b> range, pitching accurately.</p> <p>Know the meaning of <b>dynamics</b> and <b>tempo</b> and be able to demonstrate these when singing.</p>	<p>At the end of Key Stage One within singing, pupils are expected to use their voices with growing confidence expressively and creatively by singing songs and speaking chants and rhymes.</p>

	Reception	Year 1	Year 2	End of Key Stage Expectations
Performing	<p>Learn rhymes, poems and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Learn and perform chants, rhythms, raps and songs</p> <p>Learn to follow the <b>conductor</b> or band leader</p> <p>Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture.</p> <p>Listen to, copy and repeat a simple <b>rhythm</b> or <b>melody</b>.</p>	<p>Use <b>tuned</b> and <b>untuned</b> classroom percussion to play accompaniments and tunes following staff notation.</p> <p>Perform a song in two parts.</p> <p>Play instruments using the correct techniques with respect.</p> <p>Practise, rehearse and present performances to audiences with a growing awareness of the people watching.</p>	<p>At the end of Key Stage One, pupils are expected to play tuned and untuned instruments following staff notation as well as perform to an audience with growing confidence.</p>

	Reception	Year 1	Year 2	End of Key Stage Expectations
Composing	Explore and engage in music making and dance, performing solo or in groups.	<p>Begin to experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>Use clap rhythms to create a mixture of sounds.</p> <p>Understand the difference between creating a <b>rhythm pattern</b> and a <b>pitch pattern</b>.</p>	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Improvise a simple <b>rhythm</b> using different instruments including the voice.</p> <p>Use <b>untuned</b> classroom percussion to compose and improvise</p> <p>Use symbols (<b>graphic, dot notation and stick notation</b>) to represent a composition and use them to help with a performance.</p>	At the end of Key Stage One, pupils should experiment with, create, select and combine sounds using untuned instruments and voice to compose. They should represent their composition with symbols.

	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
Listening	<p>Listen with direction to a range of high-quality music</p> <p>Find the <b>pulse</b> within the context of different songs/music with ease</p> <p>Begin to listen to and recall sounds with increasing aural memory.</p> <p>Confidently recognise a range of musical instruments.</p>	<p>Listen to and recall sounds with increasing aural memory.</p> <p>Confidently recognise a range of <b>musical instruments</b> and the different sounds they make</p> <p>Use musical language to appraise a piece or style of music</p> <p>Confidently recognise and explore a range of <b>musical styles</b> and <b>traditions</b> and know their basic style indicators</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Develop an increasing understanding of the <b>history</b> and <b>context</b> of music.</p> <p>Understand how <b>pulse, rhythm</b> and <b>pitch</b> work together.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great <b>composers</b> and <b>musicians</b>.</p> <p>Appropriately discuss the dimensions of music and recognise them in music heard</p> <p>Develop a deeper understanding of the <b>history</b> and context of music.</p>	<p>At the end of Key Stage Two, pupils should listen with attention to detail and recall sounds with increasing aural memory recognising the dimensions of music. They should have appreciated and understood a wide range of high-quality live and recorded music having developed an awareness of the history and context of music.</p>

	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
Singing	<p>Sing a widening range of unison songs of varying styles and structures with a <b>pitch range</b> of do-so, tunefully and with expression.</p> <p>Perform <b>forte</b> and piano, loud and soft.</p> <p>Perform as a choir in school assemblies.</p>	<p>Continue to sing a broad range of unison songs with the range of an <b>octave</b> (do-do) pitching the voice accurately and following directions for getting louder (<b>crescendo</b>) and quieter (<b>decrescendo</b>).</p> <p>Perform a range of songs in school assemblies.</p>	<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance.</p> <p>Sing three-part rounds, partner songs and songs with a verse and a chorus.</p> <p>Perform a range of songs in school assemblies and in school performance opportunities.</p>	<p>Sing a broad range of songs, including those that involve <b>syncopated rhythms</b>, as part of a choir, with a sense of ensemble and performance.</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p>	<p>By the end of Key Stage Two, pupils should have sung a broad range of songs as part of a choir in school assemblies with a sense of ensemble and performance.</p>

	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
Performing	<p>Sing songs with multiple parts with increasing confidence.</p> <p>Play and perform in solo or ensemble contexts with confidence.</p> <p>Understand the <b>stave, lines</b> and <b>spaces</b>, and <b>clef</b>.</p> <p>Use <b>dot notation</b> to show higher and lower pitch.</p> <p>Understand the difference between <b>crotchets</b> and <b>paired quavers</b>.</p>	<p>Sing as part of an ensemble with confidence and precision.</p> <p>Copy increasingly challenging rhythms using <b>body percussion</b> and <b>untuned instruments</b> where appropriate</p> <p>Play and perform in solo or ensemble contexts with increasing confidence.</p> <p>Play and perform <b>melodies</b> following <b>staff notation</b> as a whole class or small groups.</p> <p>Perform in two or more parts.</p> <p>Understand the difference between <b>minims, crotchets, paired quavers</b> and <b>rests</b>.</p>	<p>Sing as part of an ensemble with increasing confidence and precision.</p> <p>Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.</p> <p>Play <b>melodies</b> on <b>tuned percussion</b> following <b>staff notation</b>.</p> <p>Perform simple, chordal accompaniments to familiar songs.</p> <p>Further understand the differences between <b>semibreves, minims, crotchets</b>, and <b>crotchet rests, paired quavers</b> and <b>semiquavers</b>.</p> <p>Understand <b>time signatures</b>.</p>	<p>Play and perform in solo or ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Perform with controlled breathing and skilful playing.</p> <p>Further understand the differences between <b>semibreves, minims, crotchets, quavers</b> and <b>semiquavers</b>, and their equivalent <b>rests</b>.</p>	<p>At the end of Key Stage Two, pupils should have played and performed in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>

	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
Composing	<p>Begin to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Understand that <b>improvisation</b> is when a composer makes up a tune within boundaries.</p> <p>Understand that <b>composition</b> is when a composer writes down and records a musical idea.</p> <p>Develop an understanding of <b>formal, written notation</b> which includes <b>crochets</b> and <b>rests</b>.</p>	<p>Continue to improvise and compose music for a range of purposes using the inter-related dimensions of music, introducing smooth (<b>legato</b>) and detached (<b>staccato</b>) features.</p> <p>Develop an understanding of formal, written notation which includes <b>minims, crotchet, crotchet rest</b> and <b>quavers</b>.</p> <p>Have an awareness of <b>major</b> and <b>minor chords</b>.</p>	<p>Improvise and compose music freely for a range of purposes using the inter-related dimensions of music.</p> <p>Improvise with increasing confidence using own voice, <b>rhythms</b> and varied <b>pitch</b>.</p> <p>Use and develop an understanding of formal, written notation which includes <b>staff, semibreves</b> and <b>dotted crotchets</b></p> <p>Compose complex rhythms from an increasing aural memory.</p>	<p>Extend their improvising skills and composing music for a range of purposes using the inter-related dimensions of music.</p> <p>Deepen an understanding and use of formal, written notation which includes <b>staves, semibreves</b> and <b>crochets</b></p> <p>Create a simple composition and record using <b>formal notation</b>.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Use digital technologies to compose, edit and refine pieces of music.</p>	<p>At the end of Key Stage Two, pupils should be confident in improvising and composing music for a range of purposes using the interrelated dimensions of music.</p> <p>They should use and understand formal, written notation including staves, crotchets, and semibreves.</p> <p>Pupils should have the confidence to use digital technologies to compose, edit and refine pieces of music.</p>