



Proverbs 22 v 6 Train up a child in the way they should go and they will not depart from it

The progression grid outlines the specific knowledge which pupils are expected to learn in each phase, along with the specific vocabulary which supports this understanding.

Controlling sounds through singing and playing (Play and Perform)

	At EYFS:	Year 1:	Year 2:	Lower KS2:	Upper KS2:
Skills	<p>Pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another.</p> <p>Able to sing the melodic shape (moving melody, eg up and down, down & up) of familiar songs.</p> <p>Sings entire songs.</p> <p>May enjoy performing, solo and or in groups.</p> <p>Internalises music, eg sings songs inside his or her head.</p> <p>Plays instruments with control to play loud/quiet, (dynamics), fast/slow (tempo).</p> <p>Shows control to hold and play instruments to produce a musical sound, eg holding a triangle in the air by the string with one hand and playing it with a beater with the other.</p>	<p>Use voices in different ways such as speaking, singing and chanting.</p> <p>To create and choose sounds.</p> <p>To perform simple rhythmical patterns, beginning to show an awareness of pulse.</p> <p>To think about others when performing.</p>	<p>Use voices expressively and creatively.</p> <p>To sing with the sense of shape of the melody.</p> <p>To create and choose sounds for a specific effect.</p> <p>To perform rhythmical patterns and accompaniments, keeping a steady pulse.</p>	<p><i>Secure:</i></p> <p>To sing in unison, becoming aware of pitch.</p> <p>To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.</p> <p>To think about others while performing.</p> <p><i>Extend:</i></p> <p>To sing in unison maintaining the correct pitch and using increasing expression.</p> <p>To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.</p>	<p><i>Secure:</i></p> <p>To sing in unison with clear diction, controlled pitch and sense of phrase.</p> <p>To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</p> <p>To maintain my own part and be aware how the different parts fit together.</p> <p><i>Extend:</i></p> <p>To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.</p> <p>To play and perform with accuracy, fluency, control and expression.</p> <p>To think about the audience when performing and how to create a specific effect.</p>

Creating and developing musical ideas (Create and Compose)

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Skills	At EYFS:	Year 1:	Year 2:	Lower KS2:	Upper KS2:
	Adds sound effects to stories using instruments.	To know about and experiment with sounds.	Repeat short rhythmic and melodic patterns.	<i>Secure:</i>	<i>Secure:</i>
	Leads or is led by other children in their music making, ie being a conductor.	To recognise and explore how sounds can be organised.	To begin to explore and choose and order sounds using the inter-related dimensions of music*.	To create simple rhythmical patterns that use a small range of notes.	To create increasingly complicated rhythmic and melodic phrases within given structures.
	Operates equipment such as CD players, MP3 players, handheld devices, keyboards.	To identify and organise sounds using simple criteria e.g. loud, soft, high low.		To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	<i>Extend:</i>
	Creates music based on a theme eg creates the sounds of the seaside.			<i>Extend:</i>	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.
	Finds and records sounds using recording devices.			To create rhythmical and simple melodic patterns using an increased number of notes.	
Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making.			To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.		
Taps rhythms to accompany words, e.g. tapping the syllables of names/objects/ animals/lyrics of a song.					
Creates rhythms using instruments and body percussion.					

Responding and reviewing (Appraising skills)

Skills	At EYFS:	Year 1:	Year 2:	Lower KS2:	Upper KS2:
	<p>Listens and responds to others in pair/group music making.</p> <p>Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, eg playing quietly with quiet parts within music, stopping with the music when it stops.</p> <p>May play along to the beat of the song they are singing or music being listened to.</p> <p>May play along with the rhythm in music, eg may play along with the lyrics in songs they are singing or listening to.</p>	<p>To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc.</p> <p>To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder.</p>	<p>To respond to different moods in music and explain thinking about changes in sound.</p> <p>To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.</p>	<p><i>Secure:</i></p> <p>To explore and comment on the ways that sounds can be used expressively.</p> <p>To comment on the effectiveness of own work, identifying and making improvements.</p> <p><i>Extend:</i></p> <p>To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.</p> <p>To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.</p>	<p><i>Secure:</i></p> <p>To describe, compare and evaluate different types of music beginning to use musical words.</p> <p>To comment on the success of own and others work, suggesting improvements based on intended outcomes.</p> <p><i>Extend:</i></p> <p>To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*.</p> <p>To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.</p>

Listening and applying knowledge and understanding

Skills	At EYFS:	Year 1:	Year 2:	Lower KS2:		Upper KS2:	
				Cycle 1	Cycle 2	Cycle 1	Cycle 2
	<p>To identify how a piece of music makes them feel, eg happy or sad.</p> <p>To follow instructions from a song, eg clapping, stamping.</p> <p>To begin to know that different people like different songs or music at different times.</p>	<p>To begin to understand that musical elements can be used to create different moods and effects.</p> <p>To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.</p> <p>To begin to use symbols, shapes or marks to represent sounds.</p>	<p>To identify and recognise repeated patterns and follow a wider range of musical instructions.</p> <p>To understand how musical elements create different moods and effects.</p> <p>To confidently represent sounds with a range of symbols, shapes or marks.</p> <p>To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.</p>	<p>To listen with attention.</p> <p>To begin to understand how different musical elements are combined and used to create an effect.</p> <p>To begin to recognise simple notations to represent music, including pitch and volume.</p> <p>To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p>	<p>To listen to and recall patterns of sounds with increasing accuracy.</p> <p>To understand how different musical elements are combined and used expressively.</p> <p>To understand and begin to use established and invented musical notations to represent music.</p> <p>To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p>	<p>To listen to and recall a range of sounds and patterns of sounds confidently.</p> <p>To begin to identify the relationship between sounds and how music can reflect different meanings.</p> <p>To recognise and use a range of musical notations including staff notation.</p> <p>To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.</p>	<p>To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.</p> <p>To identify and explore the relationship between sounds and how music can reflect different meanings.</p> <p>To use and apply a range of musical notations including staff notation, to plan, revise and refine notation, to plan, revise and refine musical material.</p> <p>To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.</p>

Overarching Music Vocabulary

	EYFS	Key Stage 1		Lower KS2	Upper KS2
		Year 1	Year 2	Repeated across both cycles	Repeated across both cycles
	song music beat soft / loud fast / slow	instrument sound pulse compose	notation high / low rhythm tempo	pitch melody crotchet minim dynamics forte / piano allegro adagio timbre breathing percussion unison phrase	fortissimo / pianissimo crescendo / diminuendo quaver staccato / legato ostinato allegretto andante largo harmony

*Inter-related dimensions of music:

- PULSE: the steady beat of a piece of a piece of music
- PITCH: the melody and the way the notes change from low to high and vice versa.
- RHYTHM: or duration is the pattern of long and short sounds in a piece of music. *crotchet, minim, quaver*
- DYNAMICS: Loud and soft. *forte, piano, fortissimo, pianissimo, crescendo, diminuendo*
- TEMPO: Fast and slow. *allegro, adagio, allegretto, andante, largo*
- TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments). *staccato, legato, percussion*
- TEXTURE: Layers of sound (number of instruments or voices playing together). *ostinato, unison, harmony, chords, melody*
- STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.