



Music Progression Grid Music

National Curriculum		
Early Years Framework	KS1 National Curriculum Aims (Year 1/2)	KS2 National Curriculum Aims (Year 3/4)
<p>ELG: Managing self</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge <p>ELG: Being imaginative and expressive</p> <ul style="list-style-type: none"> - Sing a range of well-known nursery rhymes and songs. <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with the music</p> <ul style="list-style-type: none"> • To join in with singing familiar songs and rhymes. • To make up songs and rhymes of their own. <p>To match the pitch of their voice to the pitch of the song they are singing.</p> <ul style="list-style-type: none"> • To listen to live and recorded music, hearing lyrics, rhymes and instruments. • To listen to live and recorded music, hearing changes in tempo, rhythm and dynamics. <p>ELG: Being imaginative and expressive</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with the music To respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine.</p> <ul style="list-style-type: none"> • To respond to music, including individual instruments with movement and dance 	<ul style="list-style-type: none"> • 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 • learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence • understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> • 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 • learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence • understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. • 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

<p>ELG: Listening, attention and understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>To match movements to the rhythm and pulse of a piece of music</p> <ul style="list-style-type: none">• To explore the range of sounds made by different instruments.• To use a range of percussive instruments to enhance songs and rhymes. <p>To know the names of instruments that they have explored and used.</p>		<ul style="list-style-type: none">• develop an understanding of the history of music
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Subject Progression Grid- Knowledge Progression

**Following themes within Singup*

Theme	EYFS	Year 1	Year 2	Year 3	Year 4
<p>To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures.</p> <p>To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.</p>	<p>Sing a melody tunefully with an awareness of pitch:</p>	<p>To begin to understand that musical elements can be used to create different moods and effects.</p>	<p>To understand how musical elements create different moods and effects.</p>	<p>To begin to understand how different musical elements are combined and used to create an effect.</p>	<p>To understand how different musical elements are combined and used expressively.</p>
<p>To know how music is used for particular purposes</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 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 to and begin to respond to music drawn from different traditions and great composers and musicians</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>

To understand that sounds can be represented with symbols can be made in different ways and described using given and invented signs and symbols.		To begin to represent sounds, shapes or marks.	To confidently represent sounds with a range of symbols, shapes or marks.	To begin to recognise simple notations represent music, including pitch and volume.	To understand and begin to use established musical notations invented musical notations to represent music.
				To develop an understanding of the history of music	To develop an understanding of the history of music



Music Progression Grid- Skills Progression

**Following themes within Singup*

Theme	EYFS	Year 1	Year 2	Year 3	Year 4
Use voices expressively	<p>Sing a simple melody in tune</p> <p>Change their voices to show different feelings or to suit new characters eg. grumpy or witchy voices</p>	<p>Use voices in different ways such as speaking, singing and chanting</p>	<p>Use voices expressively and creatively. To sing with the sense of shape of the melody</p>	<p>To sing in unison, becoming aware of pitch.</p>	<p>To sing in unison maintaining the correct pitch and using increasing expression.</p>
Play tuned and un-tuned instruments	<p>Play simple accompaniments on tuned and untuned percussion</p> <p>Play long notes on tuned percussion accurately</p> <p>Choose and justify percussion sounds to match the lyric</p>	<p>To create and choose sounds</p> <p>To perform simple rhythmical patterns, beginning to show an awareness of pulse.</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>To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.</p>	<p>To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.</p>
Rehearse and perform with others		<p>To think about others when performing.</p>	<p>To think about others when performing.</p>	<p>To think about others when performing.</p>	<p>To think about others when performing.</p>
Create musical patterns	<p>Mark the pulse with body-percussion</p>	<p>To know about and experiment with sounds</p>	<p>Repeat short rhythmic and melodic patterns</p>	<p>To create simple rhythmical patterns that use a small range of notes.</p>	<p>To create rhythmical and simple melodic patterns using an increased number of notes.</p>

Explore, choose and organise sounds and musical ideas	Think up new actions and perform them in the song Sing and play showing contrasting quiet and loud dynamics	To recognise and explore how sounds can be organised, to identify and organise sounds using simple criteria e.g. loud, soft, high low.	To begin to explore, choose and order sounds using the inter-related dimensions of music.	To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.
Explore and express ideas and feelings about music using movement, dance and expressive and musical language.		To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc.	To respond to different moods in music and explain thinking about changes in sound.	To explore and comment on the ways sounds can be used expressively	To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.
To make improvements to my own work		To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder.	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.	To comment on the effectiveness of own work, identifying and making improvements.	To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.
To listen with concentration and recall sounds with increasing aural memory.	To listen to music	To begin to identify simple repeated patterns and follow basic musical instructions.	To identify and recognise repeated patterns and follow a wider range of musical instructions	To listen with attention and begin to recall sounds.	To listen to and recall patterns of sounds with increasing accuracy.