



## Music Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listening and Appreciating</b>	<p>Music is linked to topics and themes, e.g. Diwali, Christmas music, Chinese New Year.</p> <p>Describes music in simple terms, e.g. fast, happy, loud.</p> <p>Responds to changes in music with body movements.</p>	<p>Listen with concentration to a range of high-quality live and recorded music and describe on a simple level the <b>dynamics, pitch</b>, and instruments.</p> <p>Identify an instrument being played and compare the sounds of two contrasting instruments.</p> <p>Reflect on music and say how it makes people feel.</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music, commenting on dynamics, pitch, <b>tempo</b> and instruments.</p> <p>Sort instruments into different groups.</p> <p>Notice how music can be used to create different moods and effects and can communicate ideas</p> <p>Comment on likes and dislikes.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music, commenting on dynamics, pitch, tempo, <b>timbre</b> and mood.</p> <p>Understand that there are many different styles of music and that music has changed over time.</p> <p>Name the six periods of Western music: renaissance, baroque, classical, romantic, modern and contemporary.</p> <p>Comment on likes and dislikes with reasons.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music commenting on dynamics, pitch, tempo, timbre, <b>texture</b> and <b>structure</b>.</p> <p>Develop a more detailed understanding of the history of music, naming great composers/musicians and examples of pieces of music.</p> <p>Compare periods of music and express growing tastes in music.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music commenting on dynamics, pitch, tempo, timbre, structure and texture.</p> <p>Name musical styles of the 20<sup>th</sup> Century.</p> <p>Compare styles of music and express growing tastes in music.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different cultures, traditions and from great composers and musicians.</p> <p>Notice and explore how music reflects time, place and culture.</p>
<b>Vocabulary</b>	<p>song, rhyme, beat, voice, fast, slow, vocabulary related to feelings, e.g. happy, sad, joyful, excited</p>	<p>beat, compose, dynamics, mood, pitch, pulse, rhythm, tempo, timbre</p>	<p>chorus, graphic notation, note, structure, verse</p>	<p>accompaniment, graphic score, harmony, harsh, mellow, melody, metre, pentatonic, rasping, rests, shrill, texture</p>	<p>ascending, descending, constant, ensemble, moderate/steady, scale, skip/leap, solo, stave, step, structure, treble clef, unison</p>	<p>accelerando, bass line, biphonic, chords, fortissimo, legato, major notes, minor notes, monophonic, ostinato, pianissimo, polyphonic, ritenuto, staccato</p>	<p>accent, atonal, crescendo, diminuendo, heterophonic, homophonic, intro, mezzo forte, mezzo piano, outro, scalic melody, scalic, time signatures, tonal</p>



<p><b>Composing and Notation</b></p>	<p>Represent their own ideas, thoughts and feelings through music and dance.</p>	<p>Experiment with different instruments and different sounds, focusing on <b>dynamic and pitch</b>.</p> <p>Create a short sequence of long and short sounds with help.</p> <p>Record own musical ideas through signs, symbols or pictures.</p>	<p>Experiment with different instruments and different sounds, focusing on dynamic, pitch and <b>tempo</b>.</p> <p>Create a sequence with a beginning, middle and end.</p> <p>Notate musical ideas graphically.</p>	<p>Improvise and compose short music patterns by selecting, creating and combining sounds, focusing on dynamics, pitch, tempo and <b>timbre</b>.</p> <p>Carefully select sounds to create an effect.</p> <p>Notate musical ideas on a graphic score.</p>	<p>Improvise and compose music to a given <b>structure</b> (e.g. binary, ternary, rondo) by selecting, creating and combining sounds.</p> <p>Know how many beats in a minim, crotchets, semibreve and quaver and recognise the symbols.</p> <p>Know the symbol for a rest in music.</p> <p>Begin to use some symbols for dynamics (e.g. <i>f</i> = forte, <i>P</i> = piano)</p>	<p>Improvise and compose music that combines <b>several layers</b> by selecting, creating and combining sounds (<b>texture</b>).</p> <p>Read the musical stave and can work out notes: EGBDF and FACE.</p> <p>Draw a treble clef at the correct position on the stave</p> <p>Use a wider range of symbols for dynamics (e.g. <i>ff</i>=fortissimo, <i>pp</i>=pianissimo).</p>	<p>Improvise and compose music for a range of purposes or to convey an idea using the <b>full range of inter-related dimensions</b> of music: pitch, duration, dynamics, tempo, timbre, texture and structure</p> <p>Read notes with increasing confidence and accuracy.</p> <p>Use the full range of symbols for dynamics, including <i>mp</i> = mezzo piano, <i>mf</i> = mezzo forte, &lt; =cresc, &gt; = dim.</p> <p>Use ICT/electronic devices to compose, change and manipulate sounds.</p>
	<p>song, rhyme, voice, fast, slow</p> <p>vocabulary related to feelings, e.g. happy, sad, joyful, excited</p>	<p>pulse, beat, rhythm, compose, mood</p> <p>Dynamics: loud, quiet</p> <p>Tempo: fast, slow</p> <p>Pitch: high, low</p> <p>Timbres: rough, smooth</p>	<p>graphic notation</p> <p>Dynamics: very loud, very quiet</p> <p>Tempo: very fast, very slow</p> <p>Pitch: very high, very low</p> <p>Structure: verse, chorus, sections, beginning, middle, end</p>	<p>accompaniment, harmony, pentatonic</p> <p>Dynamics: getting louder, getting quieter</p> <p>Tempo: getting faster, slowing down</p> <p>Pitch: getting higher, getting lower</p> <p>Timbres: harsh, mellow, shrill, rasping, smooth</p> <p>Duration: pulse, metre, rests</p> <p>Texture: thick, thin</p>	<p>scale, pentatonic, step, leap, skip, solo, ensemble, unison</p> <p>Dynamics: forte (=loud), piano (=quiet)</p> <p>Tempo: moderate, steady, constant</p> <p>Pitch: ascending, descending</p> <p>Staff notation: notes, crotchets, quavers, minims, semibreves, stave, treble clef</p> <p>Structure: binary ternary, rondo</p>	<p>major/minor, chords, bass line</p> <p>Dynamics: fortissimo – (=very loud), pianissimo (=very quiet)</p> <p>Tempo: accelerando (=getting faster), ritenuto (=slowing down)</p> <p>Texture: monophonic, biphonic, polyphonic</p> <p>Style: legato (=smoothly), staccato (=short and spikey), ostinato (=repeated)</p>	<p>tonal, atonal, scalar, 3/4, 4/4-time signatures, intro, middle, outro, melody</p> <p>Dynamics: mezzo forte (=moderately loud), mezzo piano (=moderately quiet), crescendo (= getting louder), diminuendo (=getting quieter)</p> <p>Texture: homophonic, heterophonic</p> <p>Style: accent (=emphasis)</p>



<p><b>Performing</b></p>	<p>Differentiate between speaking, shouting and singing.</p> <p>Sing simple nursery rhymes and songs with others.</p> <p>State how they are making sounds, e.g. hit, scrape, shake.</p> <p>Show some control with an instrument and explore different sounds that can be made.</p> <p>Play many instruments appropriately after being shown by an adult.</p> <p>Play an instrument loudly, quietly, quickly and slowly, in response to a word, e.g. run/walk.</p>	<p>Explore the use of their voices creatively by singing songs, chants and rhymes.</p> <p>Can start or stop performing at the right time or in response to a signal from the conductor.</p> <p>Sing and play high/low, quiet/loud or long/short notes on demand.</p> <p>Copies short singing, clapping or played rhythms accurately.</p> <p>Claps a short rhythm for others to copy.</p> <p>Name some familiar instruments.</p> <p>Play tuned and untuned instruments correctly and know which are blown, banged, shaken, etc.</p>	<p>Use their voice to perform songs, chants and rhymes with increasing creativity and expression.</p> <p>Perform solo or in a group.</p> <p>Copies rhythms through singing, clapping or playing instrument.</p> <p>Play tuned and untuned instruments to perform simple patterns and accompaniments keeping to a steady beat.</p> <p>Suggest how unfamiliar instruments may be played.</p> <p>Sing or play instrument at the correct time in a familiar song.</p> <p>Name a range of familiar instruments.</p>	<p>Use their voice with increasing accuracy, control and expression.</p> <p>Breathe well, maintain good posture and pronounce words clearly when singing.</p> <p>Sing songs with or without an accompaniment.</p> <p>Sustain an ostinato.</p> <p>Listen and recall varying sounds with increasing aural memory.</p> <p>Play tuned and untuned instruments to perform simple melodic and rhythmic parts with increasing accuracy.</p> <p>Rehearse with others in a small group.</p>	<p>Use their voice to perform in ensemble contexts, with overall accuracy, control and expression.</p> <p>Maintain a simple part within a group.</p> <p>Listen and recall varying songs and sounds with increasing aural memory.</p> <p>Play tuned and untuned instruments to perform melodic and rhythmic parts with increasing accuracy.</p> <p>Follow a conductor correctly to know how and when to play, e.g. start, stop, faster, louder, lower.</p>	<p>Use their voice to perform in solos and ensemble contexts, with overall accuracy, control and expression.</p> <p>Maintain their own part with awareness of how the different parts fit together.</p> <p>Play tuned and untuned instruments in solo and ensemble contexts, to perform simple melodic and rhythmic parts with increasing accuracy, expression and fluency.</p> <p>Listen with increasing attention to detail and recall sounds with increasing aural memory.</p> <p>Follow two instructions from a conductor, e.g. louder and faster.</p>	<p>Use their voice to perform in solos and ensemble contexts, with overall accuracy, control and expression, showing an awareness of audience and purpose.</p> <p>Perform significant parts from memory and from notation</p> <p>Play tuned and un-tuned instruments in solo and ensemble contexts, to perform simple melodic and rhythmic parts with increasing accuracy, expression, fluency and control</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>
	<p>hit, scrape, blow, shake, song, rhyme, speak, sing, instrument, sound, loudly, quietly, quickly, slowly, response</p>	<p>beat, chant, conductor, pluck, strike, tuned, untuned, signal, dynamic, pitch, length, note, loud, quiet, high, low, long, short</p>	<p>ensemble, solo, melody, steady, accompaniment, hit, strike, tap, drag, blow, pluck, shake, rub, tempo</p>	<p>articulate, aural, expression, ostinato, posture, position, pronunciation, sustain, timbre, recall, convey, accompaniment</p>	<p>Acapella, diction, duet, harmony, melodic, motif, phrasing, projection, rhythmic, riff, stamina, stave, conductor</p>	<p>flat, sharp, placement, vocal range, repertoire, vibrato, meaning, occasion, posture, diction, expression, conductor</p>	<p>forte, piano, fortissimo, pianissimo, mezzo forte, mezzo piano, crescendo, diminuendo, accent</p>