



Music Progression All Saints Church School

“All things are possible if you believe.” Mark 9:23

	EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composing							
Progression of notation	Exploring how sounds can be changed during play. Making marks to represent their music.	Creating a simple graphic score to represent a composition. Make different sounds (High/low)	Using letter name and graphic notation to represent the details of their composition.	Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.	Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.	Using staff notation to record rhythms and melodies.	Recording own composition using appropriate forms of notation and/or technology.
Melodies	Making up own songs and music whilst playing.	Combining instrumental and vocal sounds within a given structure. Make a sequence of long and short sounds with help - Duration Creating simple melodies using a few notes	Appropriately combining and layering several instrumental and vocal patterns within a given structure. Carefully choose sounds to achieve an effect (including ICT) Creating simple melodies from 5 or more notes.	Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).	Composing a coherent piece of music in a given style with voices, bodies & instruments. Beginning to improvise musically within a given style (Blue Developing melodies using rhythmic variation, transposition, inversion, and	Composing a detailed piece of music from a given stimulus with voices, bodies & instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style.	Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. Improvise confidently vocally and with instruments from a

							range of chosen stimuli.
Improving	Exploring how sounds can be changed during play.	Starting to make improvements as suggested by the teacher.	Beginning to suggest improvements to their own work.	Suggesting and implementing improvements to their own work, using musical vocabulary	Suggesting improvements to others work, using musical vocabulary.	Suggesting and demonstrating improvements to own and others' work.	Analysing recordings of own and others compositions using appropriate forms of notation and/or technology.
Musical elements	Responds to rhythm of music through dancing and clapping. Taps out simple repeated rhythms.	Choosing dynamics, tempo and timbre for a piece of music.	Choosing appropriate dynamics, tempo and timbre for a piece of music.	Develop melodies using rhythmic variations. Begin to create layers within a piece of music.	Combining rhythmic patterns (ostinato) into multi-layered compositions using the inter-related	Combining rhythmic patterns (ostinato) into a multi-layered composition using the inter-related dimensions of music to add musical interest.	Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
Performing							
Use of voice;	Joins in with familiar songs. Beginning to follow instructions on how and when to sing. Beginning to take notice of others when performing.	Using their voices expressively to speak and chant. Make controlled long and short sounds (duration) Imitate changes in pitch-high and low.	Using their voices effectively when singing, including the use of basic dynamics (loud and quiet). Understand the importance of warming up first.	Singing songs from memory with accurate pitch and tune. Demonstrating and developing vocal technique- Show control in voice and pronounce the words clearly (diction)	Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.	Show control, phrasing and expression in singing. Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Hold part in a round (pitch/structure)	Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
Performing songs	Building a repertoire of familiar songs and rhymes.	Singing short songs from memory, maintaining the overall shape of the	Singing short songs from memory, with melodic and rhythmic accuracy.	Singing and playing in time with peers, with some degree of accuracy and	Singing and playing with control, accuracy and awareness of what	Perform in solo and ensemble contexts using a variety of techniques	Working as a group to perform a piece of music, adjusting the interrelated

		melody and keeping in time. Take notice of others when performing.	Perform an ensemble with instructions from the leader.	awareness of their part in the group performance.	others are singing/playing. Improvise within a group using more than 2 notes.	confidently, expressively and in tune. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.	dimensions of music as required, keeping in time with others and communicating with the group. Take turns to lead the group.
Rhythm pulse	Join in with clapping songs and rhymes. Move body with rhythm in response to own singing and music making.	Maintaining the pulse (play on the beat) using hands and instruments Copying back short rhythmic and melodic phrases on percussion instruments	Copying longer rhythmic patterns on tuned and un-tuned percussion keeping a steady pulse.	Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology	Beginning to play syncopated rhythms with accuracy, control and fluency. Sustain a rhythmic ostinato/drone/melodic (riff) to accompany singing on an instrument (tempo/duration/texture)	To play syncopated rhythms with accuracy, control and fluency.	To play syncopated rhythms with accuracy, control and fluency.
Inter-related dimensions	Imitates movement in response to music. Responds to instructions to change dynamics and tempo. Playing/singing loud, quiet, fast and slow.	Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.	Performing expressively using dynamics and timbre to alter sounds as appropriate	Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology	Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.	Performing a piece of music, with increased skill adjusting dynamics and pitch.	Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a

							leadership role within a performance.
Listening, appraising and responding							
Pulse Rhythm Pitch	Begin to hear the beat (pulse) in music	Hear the pulse in music	Identify the pulse in music	Internalise the pulse in music. Recognising and understanding the difference between pulse and rhythm	Know how pulse stays the same but the rhythm changes in a piece of music	Know how pulse, rhythm and pitch fit together	Pulse Rhythm Pitch
Timbre Tempo Melody Harmony Lyrics	Begin to hear and talk about different moods in music. Happy, sad, exciting.	Understanding that different types of sounds are called timbres, begin to describe sounds. Eg. soft/hard, bouncy. Choose sounds to represent things (ideas, thoughts feelings)	Identify and discuss timbre sound quality – scratchy, tinkling rattling. Begin to use musical vocabulary to describe music. Loud/quiet – dynamics, tempo – fast/slow, an pitch – high/low	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).	Listen to several sounds (texture) and talk about the effect on moods and feelings. Increase musical vocabulary to describe music. Texture, structure, metre, riff, ostinato, melody, harmony. Identify orchestral families: Brass, strings, woodwind percussion. Identify cyclic patterns.	Recognising discuss stylistic features of different genres, styles and traditions of music. using musical vocabulary, and explaining how these have developed over time; African, Musical Theatre, Dance Remix, Classical. Include terms; chord, sharp, dotted, staccato, crescendo, diminuendo	Timbre Tempo Melody Harmony Lyrics