



Progression Grid

Music

2023-2024

National Curriculum Area: Performing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Nursery: Sing a large repertoire of songs. (C&L) Use large-muscle movements to wave flags and streamers, paint and make marks. (PD) Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Play instruments with increasing control to express their feelings and ideas.</p>	<p>To use their voices to speak/sing/chant.</p> <p>To join in with singing.</p> <p>To use instruments to perform.</p> <p>To look at their audience when they are performing.</p> <p>To clap short rhythmic patterns.</p> <p>To copy sounds.</p>	<p>To sing and follow the melody (tune).</p> <p>To sing accurately at a given pitch.</p> <p>To perform simple patterns and accompaniments keeping a steady pulse.</p> <p>To perform with others.</p> <p>To play simple rhythmic patterns on an instrument.</p> <p>To sing/ clap a pulse increasing or decreasing in tempo.</p>	<p>To sing in tune with expression.</p> <p>To control their voice when singing.</p> <p>To play clear notes on instruments.</p>	<p>To perform a simple part rhythmically.</p> <p>To sing songs from memory with accurate pitch.</p> <p>To improvise using repeated patterns.</p>	<p>To sing and use their understanding of meaning to add expression.</p> <p>To perform 'by ear' and from simple notations.</p> <p>To improvise within a group using melodic and rhythmic phrases</p> <p>To recognise and use basic structural forms e.g. rounds, variations, rondo form.</p> <p>To maintain their part whilst others are performing their part.</p>	<p>To sing a harmony part confidently and accurately.</p> <p>To perform parts from memory.</p> <p>To perform using notations.</p> <p>To take the lead in a performance.</p> <p>To take on a solo part.</p> <p>To provide rhythmic support.</p>
<p>Reception: Listen carefully to rhymes and songs, paying attention to how they sound. (C&L) Learn rhymes, poems and songs. (C&L) Combine different movements with ease and fluency. (PD) Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p>						
<p>ELG: Sing a range of well-known nursery rhymes and songs.</p>						

Subject Lead: Mrs Warner



Progression Grid

Music

2023-2024

National Curriculum Area: Listening & Appraising

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Nursery: Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>To respond to different moods in music.</p> <p>To say how a piece of music makes them feel.</p>	<p>To improve their own work.</p> <p>To listen out for particular things when listening to music.</p>	<p>To improve their work explaining how it has improved.</p> <p>To use musical words (the elements of music) to describe a piece of music and compositions.</p>	<p>To explain the place of silence and say what effect it has.</p> <p>To start to identify the character of a piece of music.</p>	<p>To begin to explore reasons for composers' tempo choices.</p> <p>To pick out details within a piece and recall these details from memory.</p>	<p>To evaluate others work thinking about texture, structure, timbre and dynamics.</p>
<p>Reception: Listen carefully to rhymes and songs, paying attention to how they sound. (C&L)</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>To say whether they like or dislike a piece of music.</p> <p>To choose sounds to represent different things.</p> <p>To recognise repeated patterns.</p> <p>To follow instructions about when to play or sing.</p>		<p>To use musical words to describe what they like and dislike.</p> <p>To listen to the work of at least one famous composer.</p>	<p>To describe and identify the different purposes of music.</p> <p>To recognise the work of at least one famous composer.</p>	<p>To compare pieces thinking about texture, structure, timbre and dynamics.</p>	<p>To find similarities and differences between different historical composers and musicians.</p> <p>To explain how the music of the past reflected the society of the time.</p> <p>To explain how music has changed over time.</p>
<p>ELG:</p>						

Subject Lead: Mrs Warner



Progression Grid

Music

2023-2024

National Curriculum Area: Creating & Composing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Nursery: Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>To make different sounds with their voice.</p> <p>To make different sounds with instruments.</p>	<p>To order sounds to create a beginning, middle and end.</p> <p>To create music in response to reflect a topic.</p>	<p>To use different elements in their composition.</p> <p>To create repeated patterns with different instruments.</p>	<p>To improvise using repeated patterns.</p> <p>To use notations to record and interpret sequences of pitches.</p>	<p>To begin to use standard notation.</p> <p>To use their notations to record groups of pitches (chords).</p>	<p>To be able to use a variety of different musical devices in their composition (including melody, rhythms and chords).</p>
<p>Reception: Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>To identify changes in sounds.</p> <p>To change the sound.</p> <p>To repeat (short rhythmic and melodic) patterns.</p> <p>To make a sequence of sounds.</p>	<p>To choose sounds which create an effect.</p> <p>To use symbols to represent sounds.</p> <p>To make connections between notations and musical sounds.</p>	<p>To compose melodies and songs.</p> <p>To create accompaniments for tunes.</p> <p>To combine different sounds to create a specific mood or feeling.</p>	<p>To use standard notation.</p> <p>To use notations to record compositions in a small group or on their own.</p> <p>To use their notation in a performance.</p>	<p>To choose the most appropriate tempo for a piece of music.</p> <p>To use technology to compose music which meets a specific criterion.</p>	<p>To recognise that different forms of notation serve different purposes.</p> <p>To use different forms of notation.</p> <p>To be able to combine groups of beats.</p>
<p>ELG:</p>	<p>To show sounds by using pictures.</p>					