

Music Progression Document

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Liste ning	I can respond to music through movement, altering movement to reflect the tempo, dynamic or pitch of the music	I can copy a short rhythm I can find the pulse of a piece of music I can clap the pulse I can begin to explore using my thinking voice	I can beat the pulse of a piece of music I can choose and maintain an appropriate pulse I can identify the difference between pulse and rhythm I can define crescendo, diminuendo, forte and piano	I can understand the difference between pulse and rhythm I can recognise the different instrumental families when listening to a piece of live or recorded music I can recognise how different instruments can be used to create different moods and effects	I can begin to recognise the individual instruments within a family I can listen with attention to detail and recall sounds with increasing aural memory I can respond to changes in accelerando, rallentando, allegro and lento when listening	I can identify the individual instruments within a family I can listen with attention to detail and recall sounds with increasing aural memory I can appreciate and understand a wide range of high quality live and recorded music drawn from different tradition and from great composers and musicians	I can accurately name common individual instruments when listening to a piece of music I know the elements of music and am able to show understanding of these by applying appropriately when describing a piece of music
	I can explore lyrics by suggesting appropriate actions	I can respond physically to high and low sounds	I can recognise crescendo, diminuendo, forte and piano when listening and performing	I can appreciate and understand a wide range of high quality live and recorded music drawn from different tradition and from great composers and musicians	I can appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians	I can describe, compare and evaluate differed kinds of music using appropriate vocabulary	I can appreciate and understand a wide range of high quality live and recorded music drawn from different tradition and from great composers and musicians
	I can explore the story behind the lyrics or music	I can listen to a variety of music from a range of cultures, traditions and historical periods	I can identify high and low sounds when listening to a piece of recorded music	I can listen with attention to detail and recall sounds with increasing aural memory	I can use a variety of visual scores to respond to a piece of music	I can confidently and appropriately make use of differed timbres when listening and responding to a piece of music	I can describe the use of timbres in others' work and suggest refinements
	I can consider whether a piece of music has a fast, moderate or slow tempo	I can express an opinion after listening to a piece of live or recorded music	I have explored a range of textures vocally, instrumentally and aurally	I can recognise how musical elements are combined and used expressively			
	I can name common hand held percussion instruments and recognise their sounds aurally	I can create crescendo and diminuendo vocally and instrumentally	I can define a round and unison textures	I can identify accelerando, rallentando, allegro and lento when listening			
	I can listen to sounds and match them to the object or instrument						
	I can listen to sounds and identify high and low pitch	I have experienced a range of textures	I can name a wider range of musical instruments			I can use a literary score to respond to a piece of music	I can listen with attention to detail and recall sounds with increasing aural memory
		I can recognise obvious differences					I know, understand and apply the terms ostinato, polyrhythmic,

Music Progression Document

	I can listen to and repeat a simple rhythm I can listen to and repeat simple lyrics I can understand that different instruments make different sounds and group them accordingly	in textures e.g unison and two part I can identify and respond to changes in tempo (accelerando and rallentando) I can use a simple visual score to respond to a piece of music	I can listen with concentration and understanding to a range of high quality live and recorded music I can recognise how musical elements can be used to create different moods and effects I can listen carefully and develop my aural memory I can express an opinion after listening to a piece of live or recorded music I can use a simple visual score to respond to a piece of music I can define accelerando and rallentando I can recognise accelerando, rallentando, allegro and lento when listening	I can use a variety of visual scores to respond to a piece of music			polyphonic and monophonic to describe music I can describe the use of dynamics in others' work I can use a literary score to respond to a piece of music
Singing	I can use my voice to join in with well-known songs and nursery rhymes from memory	I know how to use my voice in different ways I have found my singing voice	I know that pitch means high and low I have explored a range of structures in my own work	I can memorise and perform an extended melody I can thoughtfully select appropriate dynamics (forte and piano) to create a	I can maintain a simple melody vocally, keeping to the pulse When singing, I can experiment with crescendo,	I can play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression	I can play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression

Music Progression Document

	I can experiment with vocal sounds to respond to music e.g. animal sounds, whispering, singing, speaking	I can sing collectively at the same pitch I can use my voice expressively and creatively by singing songs and speaking chants and rhymes I can perform simple songs from memory I can sing loudly and quietly I can perform to an audience with confidence and a sense of occasion I have experienced a range of structures through simple songs and musical activities I can copy a short melodic phrase using my voice I can respond to simple visual cues (stop, go, loud, quiet)	I can rehearse and perform with others I can use my voice expressively and creatively by singing songs and speaking chants and rhymes I can accurately pitch simple melodies I can pitch small intervals with a good degree of accuracy	specific effect/mood/atmosphere I can play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression I have developed an understanding of breathing, posture, phrasing, dynamics and accuracy of pitch I can sing in tune with expression	diminuendo, forte and piano When singing, I can experiment with accelerando, rallentando, allegro and lento When singing, I can begin to follow Italian symbols for dynamics I can perform individually and in a multi part texture I can develop sensitivity in singing (e.g. replicate block dynamics) I know how to improve tone production and diction (vocal techniques) I can sing within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing	I can sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style I can play or sing a complicated melody and maintain it as part of a multi layered ensemble piece When singing, I can confidently and appropriately make use of dynamics I can follow a notated melody line as an aid to vocal performance	I can sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style I can maintain an independent part in a group or as a soloist when singing or playing, for example when part singing, showing an awareness of how parts fit together. I can maintain a complex melodic part in a 2 –part texture I can refine the use of dynamics in my own singing I can maintain a part within a polyphonic texture
Composing and improvising	I can play untuned percussion 'in time' with a piece of music	I can experiment with, create, select and combine sounds using the inter-related dimensions of music	I can experiment with, create, select and combine sounds using the inter-related dimensions of music	I can improvise and compose music for a range of purposes using the inter-related dimensions of music	I can improvise and compose music for a range of purposes using the inter-related dimensions of music	I can improvise and compose music for a range of purposes using the inter-related dimensions of music	I can improvise and compose music for a range of purposes using the inter-related dimensions

Music Progression Document

	I can select classroom objects to use as instruments I can experiment with body percussion to respond to music I can select appropriate instruments to represent action and mood I can experiment with playing instruments in different ways	I can create, repeat, adapt and extend simple rhythmic and melodic patterns and words as appropriate to given or chosen stimuli or in play contexts I can explore appropriate instruments to create a musical idea I can record my composition using a simple graphic score	I can create, repeat, adapt and extend simple rhythmic and melodic patterns and words as appropriate to given or chosen stimuli or in play contexts I can choose appropriate instruments to create a musical idea I can use simple changes in pitch to convey a simple story or image (e.g. climbing up the stairs) I can improve my own work I can begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations	I can choose carefully and order sounds within simple structures I can experiment with layers of sounds in my own compositions I can thoughtfully select appropriate tempi to create a specific effect/mood/atmosphere I have experienced the use of staff notation when composing	I understand how pitch is represented on a stave I can create simple rhythmic patterns, melodies and accompaniments I can compose and perform within specific structures (e.g. call and response, ternary form) I can begin to use the Italian symbols for tempi in my own compositions I can compose using more than one layer of sound I can use instruments to create different moods and effects I can recognise how pitch changes can be used to convey a character, story or image I can make improvements to my own work, commenting on intended effect I can create short improvisations, arrangements and	I can compose and perform using a range of structures and identify these aurally I can understand, recognise and describe how pitch changes can be used to convey a character, story or image I can begin to improvise within given or chosen parameters (e.g. structures, using particular scales/notes etc.) I can confidently and appropriately make use of tempi when composing and performing I can confidently and appropriately make use of different timbres when composing and performing I can combine several layers of sound with the awareness of the combined effect I can make improvements to	I can improvise confidently vocally and with instruments from a range of given and chosen stimuli I can improvise within given or chosen parameters (e.g. structures, using particular scales/notes etc.) I can compose by developing and organising ideas within musical structures I can refine the use of tempi in my own work I can describe the use of tempi in others' work and suggest refinements I can suggest improvements to my own and others' work, commenting on how intentions have been achieved
--	--	--	---	--	---	--	--

Music Progression Document

					compositions from a broad range of given or chosen musical and non-musical stimuli	my own work, commenting on intended effect using appropriate musical vocabulary	
Performing and notation	I can use my voice to join in with well-known songs from memory I can remember and maintain my role within a group performance I can move to music with instruction to perform actions I can participate in performances to a small audience I can stop and start playing at the right time	I can clap the pulse I can make 'high' and 'low' sounds I can play and sing fast and slowly I can create accelerando and rallentando vocally and instrumentally I can use a simple graphic notation for performing	I can play tuned and untuned instruments musically I can play the pulse on a percussion instrument I can play different pitches on a tuned instrument I can use a simple graphic notation for performing or as a stimulus for composition I am beginning to read notation for and clap/tap a 4-beat pattern (e.g. from a flashcard) I can recognise crotchet, quaver and minim rhythms	I can play a simple rhythm on a percussion instrument I can choose and maintain an appropriate pulse I can memorise and perform an extended melody I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression I have experienced the use of staff notation when performing I can confidently recognise crotchet, quaver and minim rhythms I can confidently read notation for and clap/tap a 4-beat pattern (e.g. from a flashcard)	I can maintain a simple rhythmic pattern vocally or on an instrument, keeping to the pulse I can play a simple melodic pattern based on a couple of notes I can maintain an independent part in a group or as a soloist when singing or playing for example rhythm, ostinato, drone, simple part-singing etc. I can confidently recognise crotchet, quaver and minim rhythms	I can use notation with increasing confidence (e.g. staff, tab, graphic, chord-charts etc.) when performing and composing I can maintain a complex rhythmic pattern vocally or on an instrument I can maintain a complex melody vocally or on an instrument I can engage an audience	I can use notation with increasing confidence (e.g. staff, tab, graphic, chord-charts etc.) I can maintain ostinato vocally or on an instrument in a polyphonic texture I can play or sing a complicated melody and maintain it as part of a multi-layered ensemble piece I can maintain an independent part in a group or as a soloist when singing or playing, for example when part singing, showing an awareness of how parts fit together I can engage an audience