

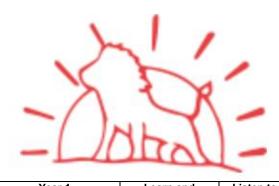






Working together

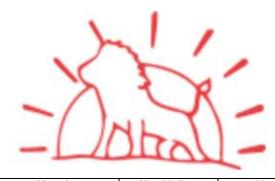
Music Progression	Singing songs	Listening and aural	Controlling pulse	Interrelated dimensions	Composition	Reading and	Performance skills
	with control and	skills evaluating and	and rhythm	of music		writing notation	Control of
	using the voice	appraising					instruments
	expressively						
EYFS	Sings in a group	Listen attentively,	Perform songs,				Explores and
	on his/her own,	move to and talk	rhymes, poems				engages in music
	increasingly	about music,	and stories with				making and dance,
	matching the	expressing his/her	others, and -				performing solo or in
	pitch and	feelings and	when				groups
	following the	responses.	appropriate- tries				
	melody.		to move in time				
	Sings a range of		with music.				
	well-known						
	nursery rhymes						
	and songs.						





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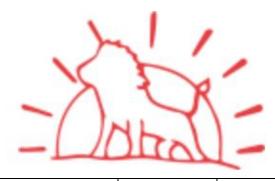
Year 1	Learn and	Listen to music with	Find the pulse	Understand that pitch	
	perform chants,	sustained	whilst listening	describes how high or	
	rhythms, raps	concentration.	to music and	low sounds are.	
	and songs.		using movement.	Understand that tempo	
	Listen to, copy	Learn to follow the	Begin to	describes how fast or	
	and repeat a	conductor or band	understand that	slow the music is.	
	simple rhythm	leader.	the rhythm is a	Understand that	
	or melody.	Use the correct	mixture of long	dynamics describe how	
	Sing songs	musical language to	and short sounds	loud or quiet the music	
	musically and	describe a piece of	that happen over	is.	
	understand how	music.	the pulse.		
	to warm up and	Discuss feelings and			
	project the	emotions linked to			
	voice whilst	different pieces of			
	demonstrating	music.			
	good posture.	Recognise different			
		instruments.			





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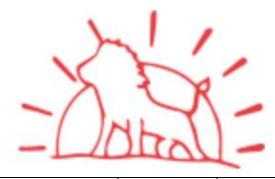
Year 2	Use his/her	Listen with	Build an	Understand that timbre	Use tuned and	Develop an
	voice	concentration and	understanding of	describes the character	untuned classroom	understanding of
	expressively	understanding to a	the pulse and	or quality of a sound.	percussion to	melody, the words
	and creatively	range of high quality	internalise it	Understand that texture	compose and	and their importance
	by singing	live and recorded	when listening to	describes layers within	improvise.	in the music being
	songs and	music.	a piece of music.	the music.	Experiment with,	listened to.
	speaking chants	Begin to describe a	Improvise a	Understand that	create, select and	Use tuned and
	and rhymes with	piece of music using a	simple rhythm	structure describes how	combine sounds	untuned classroom
	growing	developing	using different	different sections of	using the interrelated	percussion to play
	confidence.	understanding of the	instruments	music are ordered.	dimensions of	accompaniments
	Sing a song in	interrelated musical	including the		music.	and tunes.
	two parts.	dimensions.	voice.			Play instruments
						using the correct
						techniques with
						respect.
						Practise, rehearse
						and present
						performances to





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						audiences with a
						growing awareness
						of people watching.
Year 3	Sing songs with	Listen with direction	Find the pulse	Understand that	Develop an	Play and perform in
	multiple parts	to a range of high	within the	improvisation is	understanding of	solo or ensemble
	with increasing	quality music.	context of	when a composer	formal written	contexts with
	confidence.	Confidently recognise	different	makes up a tune	notation which	confidence.
		a range of musical	songs/music with	within boundaries.	includes crotchets	
		instruments.	ease.	Understand that	and rests.	
		Begin to listen to and		composition is when		
		recall sounds with		a composer writes		
		increasing aural		down and records a		
		memory.		musical idea.		





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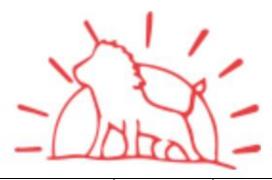
Year 4	Sing as part of	Confidently recognise	Сору	Use musical language to	Develop an	Play and perform in
	an ensemble	a range of musical	increasingly	appraise a piece or style	understanding of	solo or ensemble
	with confidence	instruments and the	challenging	of music.	formal written	contexts with
	and precision.	different sounds they	rhythms using		notation which	increasing
		make.	body percussion		included minims	confidence.
		Confidently recognise	and untuned		and quavers.	
		and explore a range of	instruments			
		musical styles and	where			
		traditions and know	appropriate.			
		their basic style				
		indicators.				
		Listen to and recall				
		sounds with				
		increasing aural				
		memory.				





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Year 5	Sings as part of	Develop an increasing	Understand hoe pulse,	Compose complex	Use and develop	Play and perform in
	an ensemble	understanding of the	rhythm and pitch work	rhythms from an	an understanding	solo or ensemble
	with increasing	history and context of	together.	increasing aural	of formal written	contexts with some
	confidence and	music.		memory.	notation which	accuracy, control,
	precision.	Listen with attention		Improvise with	includes staff,	fluency and
		to detail and recall		increasing	semibreves and	expression.
		sounds with		confidence using	dotted crotchets.	
		increasing aural		own voice, rhythms		
		memory.		and varied pitch.		





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Year 6	Sing as part of	Develop a deeper	Appropriately discuss	Create a simple	Use and deepen an	Play and perform in
	an ensemble	understanding of the	the dimensions of music	composition and	understanding of	solo or ensemble
	with full	history and contexts	and recognise them in	record using formal	formal written	contexts with
	confidence and	of music.	music heard.	notation.	notation which	increasing accuracy,
	precision.	Listen with attention		Improvise and	includes staff,	control, fluency and
		to detail and recall		compose music for a	semibreves and	expression
		sounds with		range of purposes	dotted crotchets.	
		increasing aural		using the interrelated		
		memory and		dimensions of		
		accuracy.		music.		
		Appreciate and				
		understand a wide				
		range of high quality				
		live and recorded				
		music drawn from				
		different traditions				
		and from great				

composers and			
musicians.			



