



Sequencing and Progression of Learning

Subject: Music

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
SINGING	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Has strong preferences for songs he or she likes to sing and/or listen to.</p> <p>Sing a range of well-known nursery rhymes and songs.</p>	<p>Sing simple folk tunes in unison both with and without accompaniment or backing tracks. 1.1</p>	<p>Sing simple songs and folk songs in rounds. 1.1</p>	<p>Sing songs and folk rounds whilst accompanied by ostinatos from the groups.2.1</p>	<p>Sing pieces in two parts that have contrasting melodies and counter-melodies. 2.1</p>	<p>Sing pieces, including those from the western classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts. 2.1</p>	<p>Sing musically, responding to the performance directions of the piece e.g. phrasing; sing more extended harmony parts. 2.1/2.4</p>
Greater Depth in Singing	<p>Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV</p> <p>Creates sounds in vocal sound games.</p>	<ul style="list-style-type: none"> Can they sing with an open mouth and clear pronunciation? 	<ul style="list-style-type: none"> Do they show accuracy of pitch and use clear words? 	<ul style="list-style-type: none"> Can they control pitch and tuning accurately within an octave; understand why posture, breathing and dictation are important? 	<ul style="list-style-type: none"> Can they sing with gradual changes in dynamics; an awareness of breathing in order to support the voice in longer phrases; with music expression? 	<ul style="list-style-type: none"> Do they have a range of an octave; sing confidently in a wide variety of styles with increased control of longer phrases through breath support and good diction; follow conducting for accurate starts? 	<ul style="list-style-type: none"> Do they sing with a clear and consistent, well projected tone; show awareness of blending and balancing with other performers; follow hand signals from a conductor, responding with accurate timing, entries and expression?
ACTIVE LISTENING	<p>Listen attentively and respond to what they hear.</p> <p>Can identify and match an instrumental sound, eg hear a shaker and indicate that they understand it is a shaker.</p> <p>Creates visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music.</p>	<p>Identify musical features in a range of high-quality live and recorded music; replicate basic rhythms heard. 1.3/1.4</p>	<p>Identify where elements change (e.g. music gets faster or louder); replicate these changes in a simple performance 1.3/1.4</p>	<p>Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard. 2.3/2.5/2.6</p>	<p>Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time. 2.1/2.3/2.5/2.6</p>	<p>Whilst listening, pick out and perform syncopated and off-beat rhythms; be able to explain why the music uses those types of rhythms. 2.2/2.5/2.6</p>	<p>Talk about the key features including:</p> <ul style="list-style-type: none"> Tempo Metre Instrumentation Melody <p>Understand the key features of at least four different types/genres of music. 2.1/2.3/2.5/2.6</p>
Greater Depth in active listening	<p>Describes the sound of instruments eg scratchy sound, soft sound.</p>	<ul style="list-style-type: none"> Can they respond to the mood of the piece through art and dance and say how a range of music makes them feel? 	<ul style="list-style-type: none"> Can they pick out and clap along with the pulse in music from different styles; listen with concentration to recorded or live music, recognising where 	<ul style="list-style-type: none"> Can they recognise common instruments in recorded music, and identify them as belonging to a specific family eg violin (strings); drum kit (percussion); guitar 	<ul style="list-style-type: none"> Can they identify, across a range of music, some key musical features of that time period or tradition (eg instruments used, style of performing); and listen attentively to live or 	<ul style="list-style-type: none"> Can they show a basic understanding of the history of western classical music by distinguishing between music from 17th/18th century; 19th century; 20/21st century; and 	<ul style="list-style-type: none"> Can they use musical vocabulary confidently and accurately to identify key features of music from a wide range of different genres, cultures and traditions; and

			musical ideas are repeated?	(plucked strings); flute (woodwind); trumpet (brass); piano (keyboard); and memorise musical ideas (eg a melody, a chorus, a rhythmic idea) and identify when, or how many times it is heard in a piece of recorded music?	recorded music, using aural memory to identify details eg when a memorised musical idea comes back; which instruments play a specific feature?	identify how developments in musical instrument design and technology have influenced how composers create music; and recognise types of ensembles from different countries and traditions, identifying instruments combinations and key features that give them their unique sounds eg samba band, jazz quartet, djembe group?	select a piece of music that they identify with and listen attentively to identify unique musical features to justify why it is special; and memorise simple phrases by ear and work out how to play them on an instrument?
PULSE AND RHYTHM	Combine different movements with ease and fluency. Try to move in time with music. Claps or taps to the pulse of the music he or she is listening to. Children will play an instrument following a musical pattern.	Keep a steady pulse and be able to pick out two different tempos in music 1.3/1.4	Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4) 1.3/1.4	Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, 3/4 and 4/4 using at least 3 tempos. 2.1/2.3	On a tuned instrument, keep a steady pulse in 2/4, 3/4 and 4/4 time signatures and using different tempos with other pupils playing another ostinato to accompany. 2.1/2.3	On a tuned instrument, regularly and accurately perform pieces using at least 3 contrasting tempos and time signatures. 2.1	When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music. 2.1/2.3
Greater Depth in pulse and rhythm	Distinguishes and describes changes in music and compares pieces of music, eg “this music got faster/slower.”	<ul style="list-style-type: none"> Can they repeat back short basic rhythms? 	<ul style="list-style-type: none"> Can they repeat back longer basic rhythms (at least 2 bars); performing notation (using crotchets, quavers and minims)? 	<ul style="list-style-type: none"> Can they perform rhythms that are longer than 2 bars using crotchets, quavers, minims and their rests? 	<ul style="list-style-type: none"> Can they perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests? 	<ul style="list-style-type: none"> Can they perform pieces which use off-beat and dotted rhythms and single quaver rests? 	<ul style="list-style-type: none"> Can they perform pieces which use off-beat and syncopated rhythms in: 3 different time signatures and 3 different tempos?
MELODY (AND NOTATION)	Sing in a group or on their own, increasingly matching the pitch shape of the melody.	Sing back short melodies that use 2 pitched notes and develop the concept of pattern work in music using rhythm grids. 1.1/1.2/1.4	Sing back short melodies that use around 3 pitched notes; Perform from rhythmic notation including crotchets and minims. 1.1/1.2/1.4	Perform from and compose using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests). 2.1/2.2/2.3/2.4	Perform from and compose using 5 pitched notes (or 4 chords). 2.1/2.3	Perform from and compose using 5-8 pitched notes; capture the work in different formats so it can be recreated. 2.1	Perform pieces which use off-beat and syncopated rhythms in: 3 different time signatures and 3 different tempos. 2.1
Greater Depth in melody (and notation)	Pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another. ☑	<ul style="list-style-type: none"> Can they sit or stand with basic posture with relaxed shoulders? 	<ul style="list-style-type: none"> Do they know that phrases are where we breathe in a song? 	<ul style="list-style-type: none"> Can they create accompaniments for melodies? 	<ul style="list-style-type: none"> Does it have a discernible form, such as a verse and chorus, or beginning, middle and end? 	<ul style="list-style-type: none"> Can they make adaptations to their compositions to better suit the different formats? 	<ul style="list-style-type: none"> Can they apply to this the written word – whether it is their own writing or to enhance dramatic poetry?
COMPOSING AND IMPROVISING	Create collaboratively, sharing ideas, resources and skills. Adds sound effects to stories using instruments. Leads or is led by other children in their music making, ie being a conductor.	Improvise simple rhythms based on a given stimuli (e.g. rhythm grids). 1.4	Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms. 1.4	Create 3 basic note tunes and simple rhythms using crotchets, quavers, minims and their rests. 2.2	Improvise and compose tunes using 5 notes. Create more developed rhythmic patterns (around 4 bars). 2.2	Create four bar melodies (in different tempos and time signatures) that can be performed and include some off-beat rhythms. 2.2/2.5/2.6	Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures. 2.2/2.5/2.6

	Plays instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo).						
Greater Depth in composing and improvising	<p>Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making.</p> <p>Taps rhythms to accompany words, eg tapping the syllables of names/objects/ animals/lyrics of a song.</p> <p>Creates rhythms using instruments and body percussion.</p>	<ul style="list-style-type: none"> • Can they experiment with more than one sound at once: voice, body, instrument? 	<ul style="list-style-type: none"> • Can they use a simple structure (e.g. repetition and order) in a piece of music? 	<ul style="list-style-type: none"> • Can they compose a simple piece of music that they can recall to use again? 	<ul style="list-style-type: none"> • Can they show how they can use dynamics to provide contrast? 	<ul style="list-style-type: none"> • Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre? 	<ul style="list-style-type: none"> • Do they use a full range of chromatic pitches to build up chords, melodic lines and bass lines?
PERFORMANCE SKILLS	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Perform songs, rhymes, poems and stories with others</p>	Play basic rhythms on untuned percussion instruments and body percussion. 1.2	Play longer phrases on untuned percussion instruments and body percussion. 1.2	Use tuned percussion/melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms. 2.1	Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments. 2.1	Perform 5-8 note melodies or developed chord progressions (e.g. 2+ chords per bar) and more complex rhythms. 2.1	Perform confidently and accurately individually and as a part of a group. 2.1/2.4
Greater Depth in performance skills	<p>Physically interprets the sound of instruments, eg tiptoes to the sound of a xylophone or hops to the sound of a beating drum</p> <p>Physically imitates the actions of musicians, eg pretends to play the trumpet, piano, guitar.</p> <p>Replicates familiar choreographed dances eg imitates dance and movements associated with pop songs.</p> <p>Choreographs his or her own dances to familiar</p>	<ul style="list-style-type: none"> • Can they play in time to a changing beat? • Can they follow hand signals for start/stop and quieter/louder? 	<ul style="list-style-type: none"> • Can they understand the importance of a warm up? Can they copy back an accented rhythm pattern? 	<ul style="list-style-type: none"> • Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse? 	<ul style="list-style-type: none"> • Can they use selected pitches simultaneously to produce simple harmony? 	<ul style="list-style-type: none"> • Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song? 	<ul style="list-style-type: none"> • Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?

	music, individually, in pairs/small groups.					
EVALUATING AND APPRAISING	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Choose sounds and instruments carefully and make improvements to their own and others' work. 1.3/1.4	Recognise how music can reflect different intentions. 2.5/2.6	Improve their work through analysis, evaluation and comparison. 2.1/2.2/2.3		
Greater Depth in evaluating and appraising	<p>Thinks abstractly about music and expresses this physically or verbally eg "This music sounds like floating on a boat." "This music sounds like dinosaurs."</p> <p>Associates genres of music with characters and stories. ☑</p>	<ul style="list-style-type: none"> Can they tell whether a change (e.g. pitch, tempo, dynamics, texture and timbre) is gradual or sudden and describe its effect? 	<ul style="list-style-type: none"> Can they recognise changes in sounds that incrementally and more dramatically? Can they compare repetition, contrast and variation within a piece of music? Can they identify how a change in timbre can change the effect of a piece of music? 	<ul style="list-style-type: none"> Can they explain how tempo changes the character of music? Can they identify where a gradual change in dynamics has helped to shape a phrase of music? Can they appraise the introductions, interludes and endings for songs and compositions they have created? 		

Note you can have more/less strands