



Music N/C and Progression Document.

Key Stage One
Use their voices expressively and creatively by singing songs and speaking chants and rhymes
Play tuned and untuned instruments musically
Listen with concentration and understanding to a range of high-quality live and recorded music
Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Stage Two
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Improvise and compose music for a range of purposes using the inter-related dimensions of music
Listen with attention to detail and recall sounds with increasing aural memory
Use and understand staff and other musical notations
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Develop an understanding of the history of music.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Controlling sounds through singing and playing (Play and Perform)	1. Use voices in different ways such as speaking, singing and chanting	1. Use voices expressively and creatively. To sing with the sense of shape of the melody	1. To sing in unison, becoming aware of pitch.	1. To sing in unison maintaining the correct pitch and using increasing expression.	1. To sing in unison with clear diction, controlled pitch and sense of phrase.	1. To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase
	2. To create and choose sounds	2. To create and choose sounds for a specific effect.	2. To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	2. To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	2. To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.	2. To play and perform with accuracy, fluency, control and expression
	3. To perform simple rhythmical patterns, beginning to show an awareness of pulse.	3. To perform rhythmical patterns and accompaniments, keeping a steady pulse.	3. To think about others while performing.	3. To think about others while performing.	3. To maintain my own part and be aware how the different parts fit together.	3. To think about the audience when performing and how to create a specific effect.
	4. To think about others when performing.	4. To think about others while performing				
Creating and developing musical ideas (Create and Compose)	5. To know about and experiment with sounds	5. Repeat short rhythmic and melodic patterns	4. To create simple rhythmical patterns that use a small range of notes.	4. To create rhythmical and simple melodic patterns using an increased number of notes.	4. To create increasingly complicated rhythmical and melodic phrases within given structures.	4. To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.
	6. To recognise and explore how sounds can be organized	6. To begin to explore and choose and order sounds using the inter-related dimensions of music*.	5. To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	5. To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.		
	7. To identify and organise sounds using simple criteria e.g. loud, soft, high low.					
Responding and reviewing appraising skills	8. To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc.	7. To respond to different moods in music and explain thinking about changes in sound.	6. To explore and comment on the ways sounds can be used expressively.	6. To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.	5. To describe, compare and evaluate different types of music beginning to use musical words.	5. To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*.
	9. To think about and make simple suggestions about what could make their own work better. E.g. play faster or louder.	8. To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.	7. To comment on the effectiveness of own work, identifying and making improvements.	7. To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.	6. To comment on the success of own and others work, suggesting improvements based on intended outcomes.	6. To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.
Listening and applying knowledge and understanding	10. To begin to identify simple repeated patterns and follow basic musical instructions.	9. To identify and recognise repeated patterns and follow a wider range of musical instructions	8. To listen with attention and begin to recall sounds.	8. To listen to and recall patterns of sounds with increasing accuracy.	7. To listen to and recall a range of sounds and patterns of sounds confidently.	7. To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
	11. To begin to understand that musical elements can be used to create different moods and effects.	10. To understand how musical elements create different moods and effects.	9. To begin to understand how different musical elements are combined and used to create an effect.	9. To understand how different musical elements are combined and used expressively.	8. To begin to identify the relationship between sounds and how music can reflect different meanings.	8. To identify and explore the relationship between sounds and how music can reflect different meanings.
	12. To begin to represent sounds with simple sounds including shapes and marks.	11. To confidently represent sounds with a range of symbols, shapes or marks.	10. To begin to recognise simple notations to represent music, including pitch and volume.	10. To understand and begin to use established and invented musical notations to represent music.	9. To recognise and use a range of musical notations including staff notation.	9. To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.
	13. To listen to short, simple pieces of music and talk about when and why they may hear it. E.g. a lullaby or Wedding march.	12. To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.	11. To listen to and begin to respond to music drawn from different traditions and great composers and musicians.	11. To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	10. To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have	10. To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.

Music

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*Inter-related dimensions of music (dynamics):

- **PULSE:** the steady beat of a piece of a piece of music
- **PITCH:** the melody and the way the notes change from low to high and viceversa.
- **RHYTHM:** or duration is the pattern of long and short sounds in a piece of music
- **DYNAMICS:** Loud and soft
- **TEMPO:** Fast and slow
- **TIMBRE:** The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)
- **TEXTURE:** Layers of sound (number of instruments or voices playing together)
- **STRUCTURE:** The way the music is laid out –e.g. Verse, chorus, verse