

Music Progression at Stramongate Primary School

This document aims to give guidance on the **progression** of musical knowledge and skills within year groups as well as across the year groups.

It can also be used to differentiate work, and expectations, appropriately for pupils working above and below age-related expectations (particularly SEND pupils and GD pupils).

Potential GD pupils should also be encouraged to make more consistent and confident reference to the inter-related dimensions of music. When performing, they should be encouraged to work with greater independence and show proficiency in leading ensemble performances. This should also be linked to their compositional skills, given opportunities to demonstrate technical and musical quality in all aspects of this strand.

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing songs with control and using the voice expressively.	Join in when singing a song as a group.	To find their singing voice and use their voices confidently.	To find their singing voice and use their voices confidently.	Sing with confidence using a wider vocal range.	Sing with confidence using a wider vocal range.	Sing songs with increasing control of breathing, posture and sound projection.	Sing songs with increasing control of breathing, posture and sound projection.
	Sing a melody at their own pitch	Sing a melody accurately at their own pitch.	Sing a melody accurately at their own pitch.	Sing in tune.	Sing in tune, beginning to show awareness of other parts.	Sing songs in tune and with an awareness of other parts.	Sing songs in tune and with an awareness of other parts.
	Sing a song as a group, broadly singing in time.	Sing with a sense of awareness of pulse and control of rhythm	Sing with a sense of awareness of pulse and control of rhythm	Sing with awareness of pulse and control of rhythm	Sing with awareness of pulse and control of rhythm	Identify phrases through breathing in appropriate places.	Identify phrases through breathing in appropriate places.
	Sing with an awareness of other performers.	Sing with an awareness of other performers	Recognise phrase lengths and know when to breathe.	Recognise simple structures. (Phrases).	Recognise simple structures. (Phrases).	Sing with expression and rehearse with others.	Sing with expression and rehearse with others.
			Sing songs expressively.	Sing expressively with awareness	Sing expressively with awareness	Sing a round in two parts and identify	Sing a round in two parts and identify

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				and control at the expressive elements. E.g. timbre, tempo, dynamics.	and control at the expressive elements. E.g. timbre, tempo, dynamics.	the melodic phrases and how they fit together.	the melodic phrases and how they fit together.
			Begin to sing with control of pitch (e.g. following the shape of the melody).	Sing songs and create different vocal effects.	Sing songs and create different vocal effects.	Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.	Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.
			Follow pitch movements with their hands and use high, low and middle voices.	Understand how mouth shapes can affect voice sounds.	Understand how mouth shapes can affect voice sounds.	Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.	Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.
				Internalise sounds by singing parts of a song 'in their heads.'	Internalise sounds by singing parts of a song 'in their heads.'		
Listening, Memory and Movement	Recall and remember short songs with prompting from an adult.	Recall and remember short songs and sequences and patterns of sounds.	Recall and remember short songs and sequences and patterns of sounds.	Create sequences of movements in response to sounds.	Identify melodic phrases and play them by ear.	Create dances that reflect musical features.	Listen to longer pieces of music and identify features.
		Respond physically when performing, composing and appraising music.	Identify well defined musical features.	Identify well defined musical features.	Identify phrases that could be used as an introduction, interlude and ending	Identify different moods and textures. Identify how a mood is created by music and lyrics.	Internalise short melodies and play these on pitched percussion (play by ear).

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Controlling pulse and rhythm	Take part in a teacher-led activity, finding the pulse of shorter songs/pieces of music.	Identify the pulse in different pieces of music	Identify long and short sounds in music	Recognise rhythmic patterns.	Identify and recall rhythmic and melodic patterns.	Identify different speeds of pulse (tempo) by clapping and moving.	Identify the metre of different songs through recognising the pattern of strong and weak beats.
		Identify the pulse and join in getting faster and slower together	Perform a rhythm to a given pulse	Perform a repeated pattern to a steady pulse.	Identify repeated patterns used in a variety of music. (Ostinato).	Improvise rhythm patterns.	
		Perform a rhythm to a given pulse	Begin to internalise and create rhythmic patterns			Perform an independent part keeping to a steady beat.	
		Begin to internalise and create rhythmic patterns	Accompany a chant or song by clapping or playing the pulse or rhythm				
		Accompany a chant or song by clapping or playing the pulse or rhythm					
Exploring sounds, melody and accompaniment	To find sources of sound in the classroom.	To explore different sound sources.	Identify and name classroom instruments.	Identify ways sounds are used to accompany a song.	Analyse and comment on how sounds are used to create different moods.	Analyse and comment on how sounds are used to create different moods.	Analyse in depth and comment on how sounds are used to create different moods.
	Make different sounds by experimenting with ways of changing them.	Make sounds and recognise how they can give a message.	Create and chose sounds in response to a given stimulus	Explore and perform different types of accompaniment.	Explore and perform different types of accompaniment.	Explore and perform different types of accompaniment.	Explore and perform different types of accompaniment with a variety of instruments.

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	Make different sounds by experimenting with ways of changing them.	Identify and name classroom instruments.	Identify how sounds can be changed.	Explore and select different melodic patterns.	Explore and select different melodic patterns.	Explore and select different melodic patterns.	Explore and select different melodic patterns.
			Change sounds to reflect different stimuli.	Recognise and explore different combinations of pitch sounds.	Recognise and explore different combinations of pitch sounds.	Recognise and explore different combinations of pitch sounds.	Recognise and explore different combinations of pitch sounds.
Control of instruments	Play instruments to make a sound.	Play instruments in different ways and create sound effects	Play instruments in different ways and create sound effects	Select instruments to describe visual images.	Select instruments to describe visual images.	Identify and control different ways percussion instruments make sounds.	Identify and control different ways percussion instruments make sounds.
	Handle and play instruments with control.	Handle and play instruments with control.	Handle and play instruments with control.	Choose instruments on the basis of internalised sounds.	Choose instruments on the basis of internalised sounds.	Play accompaniments with control and accuracy.	Play accompaniments with control and accuracy.
		Identify different groups of instruments.	Identify different groups of instruments.			Create different effects using combinations of pitched sounds.	Create different effects using combinations of pitched sounds.
						Use ICT to change and manipulate sounds.	Use ICT to change and manipulate sounds.
Composition	Make music and dance using different tools, materials and techniques.	Contribute to the creation of a class composition.	Contribute to the creation of a class composition.	Create textures by combining sounds in different ways.	Create music that describes contrasting moods/emotions.	Identify different starting points or composing music.	Identify different starting points or composing music.
		Basic skills developments for composition in KS1 are to be found within	Basic skills developments for composition in KS1 are to be found within	Compose music in pairs and make improvements to their own work	Improvise simple tunes based on the pentatonic scale.	Explore, select combine and exploit a range of different sounds to compose a soundscape.	Explore, select combine and exploit a range of different sounds to compose a soundscape.

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		'Exploring sounds'.	'Exploring sounds'.	Create an. accompaniment to a known song. Create descriptive music in pairs or small groups.	Create an. accompaniment to a known song.	Write lyrics to a known song. Compose a short song to own lyrics based on everyday phrases.	Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.
Reading and writing notation		Perform long and short, high and low, loud and soft sounds in response to symbols	Perform long and short, high and low, loud and soft sounds in response to symbols	Continue to compose and perform using symbols and dot notation	Continue to compose and perform using symbols and dot notation	Perform using staff notation	Perform using staff notation
		Compose and perform using symbols and dot notation	Compose and perform using symbols and dot notation	Begin to read staff notation – in conjunction with learning the recorder	Begin to read staff notation – in conjunction with learning the recorder	Sing songs with staff notation	Sing songs with staff notation
		Make scores using their own symbols	Make scores using their own symbols	Begin to compose using note names and dot notation to represent rhythms.	Begin to compose using a wider variety of note names and dot notation to represent rhythms.	Begin to compose using a variety of note names, dot notation and words/symbols to represent dynamics.	Compose using a variety of note names, dot notation and words/symbols to represent dynamics and tempo.
Performance skills	Perform together, following simple instructions,	Perform together and follow instructions that combine the musical elements	Perform together and follow instructions that combine the musical elements	Perform in different ways, exploring the way the performers are a musical resource	Perform in different ways, exploring the way the performers are a musical resource	Present performances effectively with awareness of audience, venue and occasion	Present performances effectively with awareness of audience, venue and occasion

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				Perform with awareness of different parts	Perform with awareness of different parts		
Evaluating and appraising	Express whether or not they like a sound and why.	Choose sounds, and instruments carefully and make improvements to their own and others' work	Choose sounds, and instruments carefully and make improvements to their own and others' work	Recognise how music can reflect different intentions	Recognise how music can reflect different intentions	Improve their work through analysis, evaluation and comparison.	Improve their work through analysis, evaluation and comparison.