



Music - Progression

Early Years Foundation Stage (EYFS)			
<p>ELG 16 Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG 17 Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Hearing and listening – listening games, phase 1 {listening games} and 2 phonics games, nursery rhymes, familiar songs, CD player and headphones: self-learning, Charanga</p> <p>Vocalising and singing – singing familiar songs, Charanga music games, nativity & Easter songs, number songs, theme based songs.</p> <p>Moving and dancing – Encourage role play and expression through music and dance. Instruments in provision outside.</p> <p>Exploring and playing – Musical instruments in provision {challenged and questioned by adults}, making their own instruments. Discussing how they sound and play.</p>			
KS1		KS2	
Year 1 and 2		Year 3 and 4	Year 5 and 6
To perform	To take part in singing, accurately following the melody	Sing from memory with accurate pitch	Sing or play from memory with accurate pitch
		Sing in tune	Sing or play expressively and in tune
	Follow instructions on how and when to sing or play an instrument	Maintain a simple part within a group	Hold a part within a round
			Sing a harmony part confidently and accurately
	Make and control long and short sounds, using voice and instruments	Pronounce words within a song clearly and control long and short sounds carefully	Perform controlled breathing (voice) and skilful playing (instrument)
	Imitate changes in pitch	Play notes on an instrument with care so that they are clear	Play notes on an instrument with care and expression so that they are clear
	Perform with others and awareness of others	Sustain a drone or a melodic ostinato to accompany singing	
To compose	To create a sequence of long and short sounds	Compose and perform melodic/rhythmic pieces	Compose and perform melodic/rhythmic pieces, paying attention to musical structure
	To clap rhythms to create patterns and phrases	To clap repeated rhythms to create patterns and phrases	Create rhythmic patterns with an awareness of timbre and duration
	Create a mixture of different sounds (long and short, loud and quiet, high and low)	Use sound to create different effects	Combine a variety of musical devices including melody, rhythm and chords
	Choose sounds to create an effect	Create accompaniments of tunes	Thoughtfully select elements for a piece in order to gain a defined effect
		Use drones as accompaniments	Use drones and melodic ostinato (based on the pentatonic scale)
	Sequence sounds to create an overall effect	Choose, order, combine and control sounds to create an effect	Choose, order, combine and control sounds to create an effect, conveying the relationship between lyrics and melody
		Use digital technologies to compose a piece of music	Use digital technologies to compose, edit and refine pieces of music



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To transcribe	Use symbols to represent a composition and use the to help with a performance	Devise non-standard symbols to indicate when to play and rest	Use the standard musical notation of semi-quavers, quavers, crotchet, minim, and semibreve to indicate how many beats to play
		Recognise the notes EGBDF and FACE on the musical stave	Read and create notes on the musical stave
		Recognise the symbols for semibreve, minim, crotchet and quavers and say how many beats they represent	Understand the purpose of the treble and bass clefs and use them in transcribing compositions
			Understand and use the # (sharp) and b (flat) symbols
			Understand and use simple time signatures
To listen and appraise	Identify a beat of a tune	Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music	Choose from a wide range of musical vocabulary to accurately describe and appraise music including Pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, round, harmonies, accompaniments, drones, cyclic patterns, cultural content
	Recognise changes in timbre, dynamics and pitch	Evaluate music using musical vocabulary to identify areas of likes and dislikes	
		Understand layers of sounds and discuss their effect on mood and feelings	Describe how lyrics often reflect the cultural context of music and have social meaning