



MUSIC

Progression Grid

Singing

Composing

Performing

Notation



	EARLY YEARS	KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	Communication and Language Learn rhymes, poems and songs.	Use voices expressively and creatively by singing songs and speaking chants and rhymes Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual and counting in.	Use voices expressively and creatively by singing songs and speaking chants and rhymes Sing songs regularly with a pitch range of do-so with increasing vocal control.	Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so tunefully and with expression. Perform forte and piano, loud and soft.	Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder and quieter.	Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.	Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.
	Communication and Language Sing the pitch of a tone sung by another person (pitch match).	Use voices expressively and creatively by singing songs and speaking chants and rhymes Begin with simple songs with a very small range, mi-so and then slightly wider Include pentatonic songs.	Use voices expressively and creatively by singing songs and speaking chants and rhymes Sing songs with a small pitch range pitching accurately.	Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. Perform actions confidently and in time to a range of action songs.	Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.	Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. Sing three-part rounds, partner songs, and songs with a verse and a chorus.	Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.
	Communication and Language Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Use voices expressively and creatively by singing songs and speaking chants and rhymes Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy.	Use voices expressively and creatively by singing songs and speaking chants and rhymes Know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to the leader's directions and visual symbols.	Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.			

Sing a range of well-known nursery rhymes and songs.

Perform as a choir in school assemblies.

Perform a range of songs in school assemblies.

Perform a range of songs in school assemblies and in school performance opportunities.

Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.

FROG

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Improvise and compose music for a range of purposes using the inter-related dimensions of music.

Create their own songs or improvise a song around one they know.

Improvise simple vocal chants, using question and answer phrases.

Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.

Become more skilled in improvising, inventing short 'on-the-spot' responses using a limited note-range.

Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).

Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.

Extend improvisation skills through working in small groups to: create music with multiple sections that include repetition and contrast, use chord changes as part of an improvised sequence, extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.

Composing

Create musical sound effects and short sequences of sounds in response to stimuli. Combine to make a story, choosing and playing classroom instruments or sound-makers.

Create music in response to a non-musical stimulus

Structure musical ideas to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images and musical sources.

Begin to make compositional decisions about the overall structure of improvisations. Continue this process in the composition tasks below.

Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with a wider range of dynamics, including very loud, very quiet, moderately loud and moderately quiet. Continue this process in the composition tasks below.

<p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p>		<p>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).</p>	<p>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</p>	<p>Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</p>	<p>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</p>
<p>Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p>		<p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p>	<p>Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.</p>	<p>Working in pairs, compose a short ternary piece.</p>	<p>Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p>
<p>Use music technology, if available, to capture, change and combine sounds.</p>	<p>Use music technology, if available, to capture, change and combine sounds.</p>		<p>Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. Introduce major and minor chords.</p>	<p>Use chords to compose music to evoke a specific atmosphere, mood or environment.</p>	<p>Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.</p>
<p>Recognise how graphic notation can represent created sounds. Explore and invent own symbols.</p>	<p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p>		<p>Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation and technology.</p>	<p>Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.</p>	

Arrange individual notation cards of known note values to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.

FROG

Expressive Arts and Design. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music.

Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory. 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.

Perform songs, rhymes, poems and stories with others, and try to move in time with music	Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.	Understand that the speed of the beat can change, creating a faster or slower pace	Develop facility in playing tuned percussion or a melodic instrument. Play and perform melodies following staff notation using a small range (C–E/do–mi) as a whole class or in small groups.	Develop facility in the basic skills of a selected musical instrument over a sustained learning period.	Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.	Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.
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Musicianship / Performing

Play instruments with increasing control to express their feelings and ideas.	Use body percussion and classroom percussion, playing repeated rhythm patterns and short, pitched patterns on tuned instruments to maintain a steady beat.	Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.	Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.	Play and perform melodies following staff notation using a small range (C–G/do–so) as a whole-class or in small groups.	Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.	Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets.
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Respond to what they have heard, expressing their thoughts and feelings.	Respond to the pulse in recorded/live music through movement and dance e.g., stepping jumping and walking on tiptoes	Walk in time to the beat of a piece of music or song. Know the difference between left and right to support	Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to	Perform in two or more parts from simple notation using instruments played in whole class teaching.	Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles.	Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment,
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		coordination and shared movement with others.	question-and-answer phrases.	Identify static and moving parts.	if instrumental, could be chords or a single-note bass line.
		Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.		Copy short melodic phrases including those using the pentatonic scale.	Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.
		Identify the beat groupings in familiar music that they sing regularly and listen to			
	Perform short copycat rhythm patterns accurately, led by the teacher.	Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.			
	Perform short repeating rhythm patterns while keeping in time with a steady beat.	Create rhythms using word phrases as a starting point.			
	Perform word-pattern chants; create, retain and perform their own rhythm patterns.	Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.			
		Create and perform their own chanted rhythm patterns with the same stick notation.			
Listen with increased attention to sounds.	Listen to sounds in the local school environment, comparing high and low sounds.	Play a range of singing games based on the cuckoo interval (so-mi) matching voices			

accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.

Sing familiar songs in both low and high voices and talk about the difference in sound.

Sing short phrases independently within a singing game or short song

Explore percussion sounds to enhance storytelling.

Respond independently to pitch changes heard in short melodic phrases, indicating with actions.

Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.

Recognise dot notation and match it to 3-note tunes played on tuned percussion.

Use and understand staff and other musical notations.

Introduce the staff, lines and spaces, and clef. Use dot notation to show higher or lower pitch.	Introduce and understand the differences between minims, crotchets, paired quavers and rests.	Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.	Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.
Introduce and understand the differences between crotchets and paired quavers.	Read and perform pitch notation within a defined range.	Understand the differences between 2/4, 3/4 and 4/4 time signatures.	Further develop the skills to read and perform pitch notation within an octave (C-C/ do-do).
Apply word chants to rhythms, understanding how to link each syllable to one musical note	Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.	Read and perform pitch notation within an octave (C-C'/do-do).	Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.
		Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.	Read and play from notation a four-bar phrase, confidently identifying note names and durations.