



Progression in Music

Year	Strand	Key knowledge	Key Vocabulary	Key Skills
EYFS	Performance (Expressive arts and design)	Begins to build a repertoire of songs. Explores the different sounds of instruments. Taps out simple repeated rhythms.	Song, tune, rhyme, instrument, sound, high, low, clap, rhythm, listen	- To take part in singing, memorising the melody and lyrics. - Play notes on instruments, know how to change the sounds (pitch). - Repeat or create simple rhythms by tapping them.
1	Performance	Begin to sing accurately (time and pitch). Begin to control voice and instruments to make long and short sounds. Show basic understanding of what pitch is and how it changes.	Pulse, rhythm, pitch (high/low), rap, improvise, perform, singers, audience, imagination.	- I can use my voice in different ways such as speaking, singing and chanting. - I can play tuned and untuned instruments with control. - I follow instructions on how and when to sing or play an instrument. - I can make and control long and short sounds, using voices and instruments. - I can imitate changes in pitch. - I can perform simple rhythmic patterns showing an awareness of pulse. - I take notice of others when I am performing
2	Performance	Sing accurately in time and with the correct pitch. Demonstrate control of their voice or instruments to make long and short sounds.	Pulse, rhythm, pitch (high/low), rap, improvise, perform, singers, audience, imagination, change, melody, time, start.	- I take part in singing songs, following the tune (melody) well. - I use my voice to good effect. - I perform with others, taking instructions from the leader.

		Demonstrate an understanding of what pitch is and how it changes		- I can perform rhythmical patterns and accompaniments, keeping a steady pulse. - I can use my voice and instruments to make loud and quiet sounds (dynamics).
3	Performance	Sing accurately in time and with the correct pitch. Demonstrate control of their voice or instruments to make long and short sounds. Demonstrate an understanding of what pitch is and how it changes. Begin to sing in unison and singing different parts.	Pulse, rhythm, pitch (high/low), rap, improvise, perform, singers, audience, imagination, change, melody, time, start, in tune, control, clear, unison, group.	- I take part in singing songs, following the tune (melody) well, with accurate pitch and using expression. - I use my voice to maintain a simple part. - I perform with others, singing in unison and taking instructions from the leader. - I can vary dynamics with my voice and instruments when working alone or with others.
4	Performance	Sing accurately in time and with the correct pitch. Demonstrate control of their voice or instruments to make long and short sounds. Demonstrate an understanding of what pitch is and how it changes. Sing in unison and sing different parts.	Pulse, rhythm, pitch (high/low), rap, improvise, perform, singers, audience, imagination, change, melody, time, start, in tune, control, clear, unison, group, pronunciation.	- I sing in unison and in tune with expression and sense of phrase, showing control in my voice. - I use my voice or an instrument to maintain a simple part. - I understand the importance of pronouncing the words in a song well. - I play notes on instruments with care so they sound clear.

				I perform with control and awareness of what others in the group are singing or playing.
5	Performance	Sing accurately in time and with the correct pitch. Demonstrate control of their voice or instruments to make long and short sounds. Demonstrate an understanding of what pitch is and how it changes. Sing in unison and sing different parts. Begin to sing in harmony. Begin to sing with expression that reflects to tone of the piece of music. Begin to sing in rounds.	Pulse, rhythm, pitch (high/low), rap, improvise, perform, singers, audience, imagination, change, melody, time, start, in tune, control, clear, unison, group, pronunciation, solo, parts, ensemble, expression, round, harmony.	- I sing in tune and show control, breathing well and using clear diction. - I perform songs with an awareness of the meaning of the words. - I hold my part in a round. - I perform songs in a way that reflects their meaning and the occasion. - I can sustain a drone or melodic ostinato to accompany singing. - I can play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal). - I can improvise within a group.
6	Performance	Sing accurately in time and with the correct pitch. Demonstrate control of their voice or instruments to make long and short sounds. Demonstrate an understanding of what pitch is and how it changes. Sing in unison and sing different parts. Sing in harmony. Sing with expression that reflects to tone of the piece of music.	Pulse, rhythm, pitch (high/low), rap, improvise, perform, singers, audience, imagination, change, melody, time, start, in tune, control, clear, unison, group, pronunciation, solo, parts, ensemble, expression, round, harmony, ostinato and drone.	- I sing or play from memory with confidence, expression and in tune. - I perform alone and in a group, with clear diction, controlled pitch and sense of phrase. - I take turns to lead a group. - I hold my part in a round. - I am confident in singing or playing solo. - I sing a harmony part confidently and accurately.



		Sing in rounds.		I maintain my own part with an awareness of what others are playing or singing.
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Year	Strand	Key knowledge	Key Vocabulary	Key Skills
1	Describing	Begin to identify and describe the beat. Can identify dynamics and pitch.	Fast, slow, beat, high, low, loud and quiet.	- I know what the song is about. - I am beginning to identify instruments heard in a song and can name them. - I can find the pulse. - I can make up my own rhythm and clap it using a name, food, words, colours and animals.
2	Describing	Know what a beat is and can describe it. Can identify timbre, dynamics and pitch.	Fast, slow, beat, high, low, loud, quiet, timbre and dynamics.	- I can find the pulse/beat in the song. - I am beginning to identify instruments heard in a song and can name them. - I can listen to a rhythm and clap it back. - I know that we can create rhythm from words, food, animals and colours. - I can warm-up my voice and understand why we need to warm-up. - I can understand pitch can be high or low.
3	Describing	Understand the key vocabulary used for their year group. Form an opinion on music and begin to think of the reason why. Can describe how a piece of music makes them feel.	Fast, slow, beat, high, low, loud, quiet, timbre, dynamics, tempo, texture, silence.	- I can talk about pitch, rhythm, dynamics, texture and tempo. - I can identify instruments heard in a song. - I can identify the main sections of a song.

				• I can find the pulse. • I can identify the difference between pulse and rhythm. • I understand that pitch, pulse and rhythm work together to make a song.
4	Describing	Understand the key vocabulary used for their year group. Form an opinion on music and think of the reason why. Can describe how a piece of music makes them feel.	Fast, slow, beat, high, low, loud, quiet, timbre, dynamics, tempo, texture, silence, duration, note.	• I can confidently move in time to the pulse. • I can talk about how the music makes me feel. • I am beginning to use musical vocabulary when talking about music. • I know and can talk about how the pulse, rhythm and pitch work together. • I know and can talk about an internal pulse.
5	Describing	Show an understanding for the key vocabulary for their year group and begin to use this when talking about music. Show an understanding of some cultural context in music.	Pitch, dynamics, tempo, timbre, texture, lyrics and melody, expressive, solo, rounds, harmonies, accompaniments, cultural context, lyrics.	• I can confidently identify and move in time to the pulse with ease. • I can talk about musical dimensions working together in the unit songs e.g. dynamics. • I can talk about how the music makes me feel. • I am beginning to use musical vocabulary when talking about music. • I can talk about musical dimensions used within the song. (tempo, dynamics etc) • I can identify the main sections of the song. • I can name some of the instruments used within the song.

				- I can talk about how pulse, rhythm, dynamics, texture and structure work together and how they connect in a song. - I can keep an internal beat. - I can sing in unison and backing vocals. - I know and can talk about the instruments I might play or see in a band or orchestra.
6	Describing	Show an understanding for the key vocabulary for their year group and begin to use this when talking about music. Show an understanding of cultural context in music.	Pitch, dynamics, tempo, timbre, texture, lyrics and melody, expressive, solo, rounds, harmonies, accompaniments, cultural context, lyrics, sense of occasion, drone, cyclic patterns,	- To explain the keynote or home note and the structure of the melody. - I know and can talk about different ways of writing music down e.g. staff notation, symbols. - I know and can talk about the instruments I might play or see in a band or orchestra. - I can talk about the venue of a performance and best use it to effect.

Year	Strand	Key Knowledge	Key Vocabulary	Key Skills
1	Composition	Know the difference between long and short sounds. Begin to understand what rhythm is. Know the difference between loud and quiet. Begin to know the difference between high and low pitch.	Pulse/beat, composing, improvising, solo, loud, quiet, pitch, high, low, long, short, note	- I can copy a simple pattern of long and short sounds. - I can make a sequence of long and short sounds with help. - I can use invented or real symbols to invent and record simple rhythm patterns.

				- I can choose sounds to represent different things (ideas, thoughts, feelings, moods etc). - I can make sounds that are very different (loud and quiet, high and low etc).
2	Composition	Know the difference between long and short sounds. Understand what rhythm is. Know the difference between loud and quiet. Know the difference between high and low pitch.	Pulse/beat, composing, improvising, solo, melody, rhythm, loud, quiet, pitch, high, low, long, short, note	- I can copy a simple pattern of long and short sounds. - I can make a sequence of long and short sounds with help. - I can use invented or real symbols to invent and record simple rhythm patterns. - I can choose sounds to represent different things (ideas, thoughts, feelings, moods etc). - I can make sounds that are very different (loud and quiet, high and low etc).
3	Composition	Know the difference between long and short sounds. Understand what rhythm is. Know the difference between loud and quiet. Know the difference between high and low pitch. Begin to use abstract affects in their own music. Know the use for repeated patterns	Pulse/beat, composing, improvising, solo, melody, rhythm, loud, quiet, pitch, high, low, long, short, note, tempo, melody, introduction, hook, chorus, structure.	- I carefully choose sounds and order them to achieve an effect. (including use of ICT). - I create short rhythmic phrases and record these using real or invented symbols. - I can create short musical patterns. - I show control when playing musical instruments so that they sound, as they should.

		Begin to know and create melodic songs.		- I use changes in pitch to communicate an idea. - I can begin to join simple layers of sound e.g. a background rhythm and a solo melody.
4	Composition	Know the difference between long and short sounds. Understand what rhythm is. Know the difference between loud and quiet. Know the difference between high and low pitch. Use abstract affects in their own music. Know the use for repeated patterns Know and create melodic songs. Begin to create accompaniments for the melody.	Pulse/beat, composing, improvising, solo, melody, rhythm, loud, quiet, pitch, high, low, long, short, note, tempo, melody, introduction, hook, chorus, structure, bridge, verse, dynamics, balance, riff and phrase.	- I compose and perform melodies and songs, using simple repeated patterns. (Including using ICT.) - I use sound to create abstract effects. - I recognise and create repeated patterns with a range of instruments. - I can join layers of sound thinking about musical dynamics of each layer and understanding the effect. - I carefully choose, order, combine and control sounds with awareness of their combined effect.
5	Composition	Know the difference between long and short sounds. Understand what rhythm is. Know the difference between loud and quiet. Know the difference between high and low pitch. Use abstract affects in their own music. Know the use for repeated patterns Know and create melodic songs. Begin to create accompaniments for the melody and keep in time.	Pulse/beat, composing, improvising, solo, melody, rhythm, loud, quiet, pitch, high, low, long, short, note, tempo, melody, introduction, hook, chorus, structure, bridge, verse, dynamics, balance, riff, phrase, texture, notation.	- I know how to make creative use of the way sounds can be changed, organised and controlled (including ICT). - I create my own songs showing understanding of the link between music and lyrics. - I can create rhythmic patterns with an awareness of timbre and duration. - I create music, which reflects given intentions and uses notations as a support for performance. - I identify where to place emphasis and accents in a song to create effects.



		Begin to use/think about timbre in own music. Begin to structure songs. Begin to use music technology.		I can vary and maintain rhythms to fit style e.g. blues, waltz, African etc
6	Composition	Know the difference between long and short sounds. Understand what rhythm is. Know the difference between loud and quiet. Know the difference between high and low pitch. Use abstract affects in their own music. Know the use for repeated patterns Know and create melodic songs. Create accompaniments for the melody and keep in time. Use/think about timbre in own music. Structure songs. Use music technology.	Pulse/beat, composing, improvising, solo, melody, rhythm, loud, quiet, pitch, high, low, long, short, note, tempo, melody, introduction, hook, chorus, structure, bridge, verse, dynamics, balance, riff, phrase, texture, notation, ostinato, chord, harmony.	- I demonstrate imagination and confidence in the use of sound. - I use ICT to organize my musical ideas. - I show thoughtfulness in selecting sounds and structures to convey an idea. - I use a variety of different musical devices including melody, rhythms, and chords. - I can create and improvise melodic and rhythmic phrases as part of a group performance. - I can compose by developing ideas within a range of given musical structures.

Year	Strand	Key knowledge	Key Vocabulary	Key Skills
1	Transcribing	Begin to understand long and short notes and reflect these in graphic notation.	Symbol, note, performance, composition, beat.	I can begin to use symbols and letters to help represent their composition to help them with their performance.

2	Transcribing	Understand long and short notes and reflect these in graphic notation.	Symbol, note, performance, composition, beat, crochet	I can use symbols and letters to help represent their composition to help them with their performance.
3	Transcribing	Use of non-standard notation to represent long and short notes and high and low pitch. Begin to read treble clef natural notes (white key notes). Begin to recognise the symbols for minim, crochet and semibreve and say how beats they represent.	Stave, beat, minim, crochet, semibreve, time.	- I can devise non-stand symbols to indicate when to play and rest. - I can begin to recognise some of the notes EGBDF and FACE on musical stave with an aid - I can begin to recognise the symbols for minim, crochet and semibreve and say how many beats they represent.
4	Transcribing	Use of non-standard notation to represent long and short notes and high and low pitch. Read treble clef natural notes (white key notes). Recognise the symbols for minim, crochet and semibreve and say how beats they represent.	Stave, beat, minim, crochet, semibreve, time signature.	- I can devise non-stand symbols to indicate when to play and rest. - I can begin to recognise the notes EGBDF and FACE on musical stave with or without resources. - I can recognise the symbols for minim, crochet and semibreve and say how many beats they represent.
5	Transcribing	Become more confident with standard musical notation of minim, maxim and semibreve to indicate how many beats to play. With aids, read and create notes on musical stave. The purpose of treble clef and use them in transcribing compositions with aids. Use and understand the 4/4 time signature.	Notation, minim, maxim, semibreve, stave, treble clef, sharp (#), flat (b), time signature.	- I can use the standard musical notation of minim, maxim and semibreve to indicate how many beats to play. - I can talk about how pulse, rhythm, dynamics, texture and structure work together and how they connect in a song. - I know and can talk about the notes C D E F G A B C on the treble stave.

				I know and can talk about different ways of writing music down e.g. staff notation, symbols.
6	Transcribing	Standard musical notation of crochet, minim, semibreve and to indicate how many beats to play and begin recognising quavers. Read and create notes on musical stave. The purpose of treble clef and use them in transcribing compositions. Understand and use the # (sharp) and b (flat) symbols. Use and understand the 4/4 time signature.	Notation, crochet, minim, semibreve, stave, treble clef, sharp (#), flat (b), time signature, chord, pentatonic scale.	- To explain the keynote or home note and the structure of the melody. - I can listen to and reflect upon the developing composition and make musical decision about pulse, rhythm, pitch dynamics and tempo. - I can record my composition using graphic notation. - I know and can talk about the notes C D E F G A B C on the treble stave. - I know and can talk about different ways of writing music down e.g. staff notation, symbols.