



Subject Non- Negotiables –

Skills and knowledge components:

Progression document building from previous year's learning

Music

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Controlling sounds through singing and playing (performing)	<p>Follow instructions on how and when to sing/play an instrument.</p> <p>Take part in singing.</p> <p>Take notice of others when performing.</p> <p>Make and control long and short sounds (duration).</p> <p>Explore pitch– high and low.</p>	<p>Use voice to good effect, understanding the importance of warming up first.</p> <p>Sing songs in ensembles, following the tune (melody) well.</p> <p>Perform in an ensemble with instructions from the leader.</p> <p>Make and control long and short sounds using voices and instruments, including simple improvisation.</p>	<p>Sing songs from memory with accurate pitch and in tune.</p> <p>Show control in voice and pronounce the words in a song clearly (diction).</p> <p>Maintain a simple part within an ensemble.</p> <p>Play notes on instruments clearly and including steps/ leaps in pitch.</p> <p>Improvise (including call and response) .</p>	<p>Sing in tune, breathe well, and pronounce words, change pitch and dynamics.</p> <p>Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture).</p> <p>Perform with control and awareness of what others are</p>	<p>Show control, phrasing and expression in singing.</p> <p>Hold part in a round (pitch/structure).</p> <p>Perform in solo and ensemble contexts.</p> <p>Improvise independently with increasing aural memory.</p>	<p>Sing or play from memory with confidence.</p> <p>Take turns to lead a group.</p> <p>Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing.</p> <p>Play more complex instrumental parts.</p>



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				singing/ playing. Improvise within a group using more than 2 notes.		Perform in live contexts, accounting for musical dimensions.
Creating and developing musical ideas (composing)	<p>Make a sequence of long and short sounds with help (duration).</p> <p>Clap longer rhythms with help.</p> <p>Make different sounds (high and low–pitch; loud</p>	<p>Carefully choose sounds to achieve an effect (including use of ICT).</p> <p>Order sounds to create an effect (structure- beginnings/endings).</p> <p>Create short musical patterns.</p> <p>Create sequences of long and short sounds- rhythmic</p>	<p>Compose and perform simple melodies (limited notes).</p> <p>Use sound to create abstract effects (including using ICT).</p> <p>Create/ improvise repeated patterns (ostinato) with a range of instruments.</p> <p>Effectively choose, order, combine and</p>	<p>Compose and perform melodies using three or four notes.</p> <p>Make creative use of the way sounds can be changed, organised and controlled (including ICT).</p> <p>Create accompaniments</p>	<p>Use a variety of different musical devices including melody, rhythms and chords.</p> <p>Compose and perform melodies using four or five notes.</p> <p>Create own songs (raps-structure).</p> <p>Record own</p>	<p>Compose and perform melodies using five or more notes.</p> <p>Show confidence, thought and imagination in selecting sounds and structures to convey an idea.</p>



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	and quiet– dynamics; fast and slow-tempo; quality of the sound– smooth, crisp, scratchy, rattling, tinkling etc.– timbre).	patterns (duration). Play instruments with control and exploring pitch Start to explore simple compositions with two or three notes.	control sounds (texture/ structure).	for tunes using drones or melodic ostinato (riffs). Create rhythmic patterns with awareness of timbre and duration.	compositions.	Create music reflecting given intentions and record using standard notation. Use ICT to organise musical ideas. (Combine all musical dimensions).
Responding and reviewing (appraising)	Hear the pulse in music. Hear different moods in music. Identify texture– one sound or	Identify the pulse in music. Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and	Know the difference between pulse and rhythm. Internalise the pulse in music. Start to use musical dimensions vocabulary to describe music– duration, timbre,	Know how pulse stays the same but rhythm changes in a piece of music. Listen to several layers of sound (texture) and talk about the effect on mood	Know how pulse, rhythm fit together. Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat,	Identify dimensions of music in songs and pieces of music. Use musical vocabulary confidently to describe music.



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	<p>several sounds?</p> <p>Choose sounds to represent different thing.</p> <p>Provide opportunities to play tuned/ untuned instruments</p>	<p>pitch (high and low).</p> <p>Start to recognise different instruments.</p>	<p>pitch, dynamics, tempo, texture, structure.</p> <p>Use these words when analysing music/performances.</p>	<p>and feelings.</p> <p>Use more musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.</p> <p>Identify patterns in music.</p>	<p>rhythm, silence, riff, ostinato, melody, chord, staccato, legato, crescendo, diminuendo).</p> <p>Use these words to identify strengths and weaknesses in own and others' music.</p>	<p>Work out how harmonies are used and how drones and melodic ostinato (riffs) are used to accompany singing.</p> <p>Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions.</p> <p>Refine and improve own/ others' work.</p>
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<p>Listening and applying knowledge and understanding</p>	<p>Listen for different types of sounds (provide opportunities to listen to live music).</p> <p>Know how sounds are made and changed.</p> <p>Use voice in different ways to create different effects.</p>	<p>Listen carefully and recall short rhythmic and melodic patterns.</p> <p>Use changes in dynamics, timbre and pitch in music.</p> <p>Make sounds and symbols to make and record music (graphic scoring).</p> <p>Know music can be played or listened to for a variety of purposes (in history/ different cultures).</p>	<p>Use musical dimensions together to compose music.</p> <p>Introduce simple notation (crotchet, quaver).</p> <p>Play with a sound-then-symbol approach.</p> <p>Use silence for effect and know symbol for a rest.</p> <p>Describe different purposes of music in history/ other cultures.</p>	<p>Combine sounds expressively (all dimensions).</p> <p>Read notation- single part.</p> <p>Know that sense of occasion affects performance.</p> <p>Describe different purposes of music in history/ other cultures.</p>	<p>Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure).</p> <p>Read and perform using extended notation- both single and layered parts.</p> <p>Describe different purposes of music in history/ traditions/ other cultures.</p>	<p>Use increased aural memory to recall sounds accurately.</p> <p>Use knowledge of musical dimensions to know how to best combine them.</p> <p>Know and use standard musical notation to perform and record own.</p> <p>Introduce notation recorded on a staff.</p> <p>Develop an understanding</p>
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