



Music Progression



	Performing	Composing	Transcribing	Listening to music	Gain an understanding of the history of music
Year 1	Take part in singing and chanting accurately following the melody when appropriate	Clap rhythms		Listen with concentration, expression opinion of simple musical elements such as fast, slow, loud, soft	
		Choose sounds to create an effect		Discuss how songs make me feel	
	Follow instructions on how and when to sing or play an instrument.	Create short, rhythmic phrases		Name some instruments I can hear	
Play an untuned instrument musically	Identify a beat				
Year 2	Make and control long and short sounds, using voices and instruments	Create a sequence of long and short sounds		Recognise changes in timbre, dynamics and pitch	
		Create a mixture of different sounds (long, short, loud, quiet, high and low)		Listen with concentration, noticing many of the key elements such as beat, rhythm, instruments and musical style	
	Imitate changes in pitch	Sequence sounds to create an overall effect			
	Play tuned and untuned instruments musically	Create short musical patterns			
Year 3	Play simple, melodic and rhythmic parts	Create accompaniments for tunes		Listen to different types of composers and musicians	Describe the different purpose of music throughout history and in other cultures
	Sing in tune	Choose, order, combine and control sounds to create an effect		Notice and explore the way sounds can be combined and used expressively	
	Improvise repeated patterns			Recognise how musical instruments can be combined to create music	
	Start to show control of voice				
	Begin to understand the importance of pronouncing words clearly within a song	Create repeated patterns with a range of instruments			
Perform with confidence					
Year 4	Sing in tune with awareness of others	Create accompaniments for tunes	Recognise the symbol for rest and use silence for effect in my music	Evaluate music using musical vocabulary to identify areas of likes and dislikes	Understand that a sense of occasion affects a performance
	Maintain a simple part within a group	Choose, order, combine and control sounds to create an effect		Understand layers of sound and discuss their effect on mood and feelings	
	Sing songs from memory with accurate pitch and control	Compose and perform melodic songs	Recognise the symbols for the minim, crochet and semibreve and say how many beats they represent	Discuss techniques used by a musician to create an effect	
	Understand the importance of pronouncing words well within a song	Use sound to create abstract effects		Recognise the number of singers or instruments involved in a song	
	Play simple, melodic and rhythmic parts with awareness of others	Create repeated patterns with a range of instruments			
	Play notes on instruments with care so they sound clear	Use digital technologies to compose pieces of music			
Year 5	Sing or play from memory with confidence	Create a song with a chorus	Understand the standard musical notation of crochet, minim, semibreve to indicate how many beats to play	Choose from a wide range of musical vocabulary to accurately discuss music	Understand the difference cultural meanings and purposes of music including contemporary culture
	Perform solos or as part of an ensemble	Create rhythmic patterns with an awareness of timbre and duration		Notice and explore the relationship between sounds	
	Sing or play expressively and in tune	Select elements for a piece in order to gain a defined effect			
	Hold a part within a round	Improve melodic and rhythmic phrases	Create notes on a musical stave		
	Sing a harmony part	Use digital technologies to compose and edit pieces of music			
	Sustain a drone to accompany singing				
	Play on an instrument or sing an accompaniment with control				
Year 6	Sing or play from memory with confidence, expressively and in tune	Create songs with a verse and a chorus	Use the standard musical notation of crochet, minim, semibreve to indicate how many beats to play	Analyse and compare musical features using appropriate musical vocabulary	Notice and explore how music reflects time, place and culture
	Perform solos or as part of an ensemble	Combine a variety of musical devices, including melody, rhythm and chords	Read and create notes on a musical stave		
	Sing a harmony part confidently and accurately	Use drones and melodic ostinato (based on the pentatonic scale)	Understand the purpose of the treble and bass clefs and use them in transcribing compositions	Notice, comment on and compare the use of musical devices	Understand and express opinions on the different cultural meanings and purposes of music including contemporary culture
	Sustain a drone or a melodic ostinato to accompany singing	Convey the relationship between the lyrics and the melody		Explain and evaluate how musical elements features and styles can be used together to combine music	
	Perform with controlled breathing(voice) and skilful playing (instrument)	Use digital technologies to compose, edit and refine pieces of music	Use and understand simple time signatures		