

# SUBJECT PROGRESSION: MUSIC



	NC KS1	YEAR 1	YEAR 2	NC KS2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Play and Perform</b>	Use voices expressively and creatively by singing songs and speaking chants and rhymes	<ul style="list-style-type: none"> <li>Use their voices in different ways, such as speaking, singing and chanting</li> </ul>	<ul style="list-style-type: none"> <li>Use voices expressively and creatively, to sing with the shape of melody</li> </ul>	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<ul style="list-style-type: none"> <li>To sing in unison, becoming aware of pitch</li> <li>To perform simple musical parts, beginning to vary pitch with a small range of notes</li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison maintaining the correct pitch</li> <li>To play and perform parts with an increasing number of notes, beginning to change dynamics</li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison with clear diction, controlled pitch and a sense of phrase</li> <li>To play and perform parts in solo and ensemble contexts with increasing accuracy and expression</li> </ul>	<ul style="list-style-type: none"> <li>To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase</li> <li>To play and perform parts in solo and ensemble contexts with increasing accuracy and expression</li> </ul>
	Play tuned and untuned instruments musically	<ul style="list-style-type: none"> <li>To begin to sing with awareness of pitch</li> <li>To perform simple, rhythmical patterns, beginning to show an awareness of pulse</li> </ul>	<ul style="list-style-type: none"> <li>To create and choose sounds for a specific effect</li> <li>To perform rhythmical patterns and accompaniments, keeping a steady pulse</li> </ul>		<ul style="list-style-type: none"> <li>To create simple rhythmical patterns that use a small range of notes</li> <li>To begin to join simple layers of sound e.g a background rhythm and</li> </ul>	<ul style="list-style-type: none"> <li>To create rhythmical and simple melodic patterns using an increased number of notes.</li> <li>To join layers of sound, thinking about</li> </ul>	<ul style="list-style-type: none"> <li>To create increasingly complicated rhythmical and melodic phrases within given structure</li> </ul>	<ul style="list-style-type: none"> <li>To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas</li> </ul>
<b>Create and Compose</b>	Experiment with, create, select and combine sounds using the inter-related	<ul style="list-style-type: none"> <li>To know about and experiment with sounds</li> <li>To recognise and explore how sounds can be organised. To identify and organise sounds using simple criteria</li> </ul>	<ul style="list-style-type: none"> <li>Repeat short rhythmic and melodic patterns</li> <li>To begin to explore and choose and order sounds using the inter-related dimensions of music</li> </ul>	Improvise and compose music for a range of purposes using the inter-related	<ul style="list-style-type: none"> <li>To create simple rhythmical patterns that use a small range of notes</li> <li>To begin to join simple layers of sound e.g a background rhythm and</li> </ul>	<ul style="list-style-type: none"> <li>To create rhythmical and simple melodic patterns using an increased number of notes.</li> <li>To join layers of sound, thinking about</li> </ul>	<ul style="list-style-type: none"> <li>To create increasingly complicated rhythmical and melodic phrases within given structure</li> </ul>	<ul style="list-style-type: none"> <li>To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas</li> </ul>

	dimensions of music	e.g loud, quiet, high, low		dimensions of music	a solo melody	musical dynamics of each layer and understanding the effect.		
		<ul style="list-style-type: none"> <li>to begin to represent sounds with simple symbols</li> </ul>	<ul style="list-style-type: none"> <li>to represent sounds with a range of symbols</li> </ul>	Use and understand staff and other musical notations	<ul style="list-style-type: none"> <li>to begin to recognise simple notations to represent pitch and volume</li> </ul>	<ul style="list-style-type: none"> <li>to understand and begin to use established and invented musical notation to represent music</li> </ul>	<ul style="list-style-type: none"> <li>to recognise and use musical notations, including staff notation</li> </ul>	<ul style="list-style-type: none"> <li>to use and apply musical notation, including staff notation to plan and refine musical material</li> </ul>
<b>Respond and Appraise</b>	Listen with concentration and understanding to a range of high-quality live and recorded music	<ul style="list-style-type: none"> <li>To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/dance</li> <li>To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.</li> </ul>	<ul style="list-style-type: none"> <li>To respond to different moods in music and explain thinking about changes in sound</li> <li>To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.</li> </ul>	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician	<ul style="list-style-type: none"> <li>To explore and comment on the ways sounds can be used expressively.</li> <li>To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.</li> <li>To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</li> </ul>	<ul style="list-style-type: none"> <li>To describe, compare and evaluate different types of music beginning to use musical words.</li> <li>To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may</li> </ul>	<ul style="list-style-type: none"> <li>To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music.</li> <li>To develop an understanding of the history of music from different, cultures, traditions, composer and musicians</li> </ul>

			Develop an understanding of the history of music			have changed over time.	evaluating how venue, occasion and purpose effects the way that music is created and performed.
	<ul style="list-style-type: none"> <li>To begin to identify simple repeated patterns and follow basic musical instructions.</li> </ul>	<ul style="list-style-type: none"> <li>To identify and recognise repeated patterns and follow a wider range of musical instructions</li> </ul>	Listen with attention to detail and recall sounds with increasing aural memory	<ul style="list-style-type: none"> <li>To listen with attention and begin to recall sounds.</li> </ul>	<ul style="list-style-type: none"> <li>To listen to and recall patterns of sounds with increasing accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>To listen to and recall a range of sounds and patterns of sounds confidently.</li> </ul>	<ul style="list-style-type: none"> <li>To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.</li> </ul>

### Inter-related dimensions of music (dynamics):

- ⌘ **PULSE:** the steady beat of a piece of a piece of music
- ⌘ **PITCH:** the melody and the way the notes change from low to high and vice versa.
- ⌘ **RHYTHM:** or duration is the pattern of long and short sounds in a piece of music
- ⌘ **DYNAMICS:** Loud and soft
- ⌘ **TEMPO:** Fast and slow
- ⌘ **TIMBRE:** The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)
- ⌘ **TEXTURE:** Layers of sound (number of instruments or voices playing together)
- ⌘ **STRUCTURE:** The way the music is laid out –e.g. Verse, chorus, verse.