Music Progression

By the end of Early Years: - Children sing songs, make music and dance, and experiment with ways of changing them. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space				
	Year 1	**Year 2**	**Year 3**	**Year 4**
Singing songs with control and using the voice expressively	• To find their singing voice and use it confidently • Sing with a sense of awareness of pulse and control of rhythm • Follow pitch movements with their hands and use high, middle and low voices • Recognise phrase lengths and know when to breathe • Sing songs expressively	• Sing a melody accurately at their own pitch • Begin to sing with control of pitch (eg. following the shape of the melody) • Sing with an awareness of other performers • Recognise phrase lengths and know when to breathe • Sing songs expressively	• Internalise sounds by singing parts of a song 'in their heads' • Sing with confidence using a wider vocal range • Sing in tune • Recognise simple structures (phrases) • Sing songs and create different vocal effects • Understand how mouth shapes can affect voice sounds	• Sing with an awareness of pulse and control of rhythm • Sing expressively with awareness and control of the expressive elements Eg. timbre, tempo, dynamics etc. • Sing with confidence using a wider vocal range • Sing in tune • Recognise simple structures (phrases) • Sing songs and create different vocal effects • Understand how mouth shapes can affect voice sounds
Listening, memory and movement	• Recall and remember short songs and sequences and patterns of sounds • Respond physically when performing, composing and appraising music • Identify different sound sources	• Identify well defined musical features • Respond physically when performing, composing and appraising music • Identify different sound sources	• Explore and choose different movements to describe *animals* • Create sequences of movements in response to sounds • Identify phrases that could be used as an introduction, interlude and ending	• Demonstrate the ability to recognise the use of structure and expressive elements through dance. • Create sequences of movements in response to sounds • Identify phrases that could be used as an introduction, interlude and ending
Controlling pulse and rhythm	• Identify the pulse in different pieces of music • Perform a rhythm to a given pulse • Identify long and short sounds in music • Accompany a chant or song by clapping or playing the pulse or rhythm	• Identify the pulse and join in getting faster and slower together • Begin to internalise and create rhythmic patterns • Identify long and short sounds in music • Accompany a chant or song by clapping or playing the pulse or rhythm	• Recognise rhythmic patterns • Perform a repeated pattern to a steady pulse • Identify and recall rhythmic and melodic patterns	• Recognise rhythmic patterns • Perform a repeated pattern to a steady pulse • Identify repeated patterns used in a variety of music (ostinato)
Exploring sounds, melody and accompaniment	• To explore different sound sources • Make sounds and recognise how they can give a message	• To explore different sound sources • Make sounds and recognise how they can give a message	• Explore and perform different types of accompaniment • Recognise and explore different	• Identify ways sounds are used to accompany a song. • Analyse and comment on how sounds

			combinations of pitch sounds	are used to create different moods
	• Identify and name school instruments • Create and choose sounds in response to a given stimulus	• Identify and name school instruments • Create and choose sounds in response to a given stimulus • Identify how sounds can be changed • Change sounds to reflect different stimuli	• Identify ways sounds are used to accompany a song.	• Explore and select different melodic patterns
Control of instruments	• Play instruments in different ways • Handle and play instruments with control	• Play instruments in different ways • Handle and play instruments with control • Identify different groups of instruments	• Select instruments to describe visual images • Choose instruments on the basis of internalised sounds	• Select instruments to describe visual images • Identify melodic phrases and play them by ear.
Composition	• Contribute to the creation of a class composition • Basic skills development for composition in KS1 are to be found within 'Exploring sounds' above	• Contribute to the creation of a class composition • Basic skills development for composition in KS1 are to be found within 'Exploring sounds' above	• Compose music in pairs and make improvements to their own work • Create an accompaniment to a known song • Create descriptive music in pairs or small groups	• Compose music in pairs and make improvements to their own work • Create textures by combining sounds in different ways • Create music that describes contrasting moods/emotions • Improve simple tunes based on the pentatonic scale
Reading and writing notation	• Create long and short sounds on instruments • Perform long and short sounds in response to symbols.	• Create long and short sounds on instruments • Play and sing phrases from dot notation	• Record their own ideas • Make their own symbols as part of a class score	• Record their own ideas • Make their own symbols as part of a class score
Performance skills	• Perform together and follow instructions	• Perform together and follow instructions that combine the musical elements	• Perform with an awareness of different parts	• Perform with an awareness of different parts
Evaluating and appraising	• Choose sounds and instruments carefully and make improvements to their own and others work	• Choose sounds and instruments carefully and make improvements to their own and others work	• Recognise how music can reflect different intentions	• Recognise how music can reflect different intentions