

National Curriculum 2014: Progression in Music

		Year 1/2	Year 3/4	Year 5/6
Performing - Singing	Vocal Expression / Effects	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	
		<p><i>For instance:</i></p> <p>Use their voices confidently to create sound effects</p> <p>Explore different types of voices</p> <p>Sing songs in different ways and discuss the effect</p>	<p><i>For instance:</i></p> <p>Use voices to create and control sounds (including tempo/speed-dynamics/volume and pitch)</p>	<p><i>For instance:</i></p> <p>Create different vocal effects when singing and rapping</p>
	Chants and Rhymes	<p><i>For instance:</i></p> <p>Chant words expressively using known songs and rhymes</p> <p>Chant and clap in time with a steady pulse</p>	<p><i>For instance:</i></p> <p>Keep in time with a steady pulse when chanting, singing or moving. Be aware of correct posture whilst singing/playing</p> <p>Play singing games and clapping games</p> <p>Sing/perform rhythmically straightforward parts (i.e. minims, crotchets, quavers in simple common meter)</p>	<p><i>For instance:</i></p> <p>Sing songs in unison and two parts</p> <p>Maintain their own part when singing songs written in two parts</p> <p>Sing songs written in different metres - tap the pulse on the strong beats</p>

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		Year 1/2	Year 3/4	Year 5/6
Performing - Singing <small>continued</small>	Pitching	<p><i>For instance:</i></p> <p><i>Listen to notes G - E played on chime bars. Use the tune found in playground songs e.g. 'I'm the King of the Castle', to find their singing voice and match pitches</i></p> <p><i>Slide the voice upwards in pitch to a high voice and downwards in pitch to a low voice</i></p> <p><i>Follow the shape of the melody when singing songs. (Use hand/arm to gesture)</i></p>	<p><i>For instance:</i></p> <p><i>Sing in tune in a group and alone</i></p> <p><i>Sing using a limited range of notes (i.e. middle C to D octave above)</i></p>	<p><i>For instance:</i></p> <p><i>Sing with control of pitch</i></p>
	Singing	<p><i>For instance:</i></p> <p><i>Sing songs while maintaining a steady beat: tapping/walking</i></p> <p><i>Sing songs at different speeds</i></p> <p><i>Sing the same song in different ways: loud, quiet; fast, slow, and in various moods</i></p> <p><i>Use the 'thinking voice' - ie sing the words in their head</i></p> <p><i>Play singing games in which children sing phrases alone</i></p> <p><i>Sing songs expressively increasingly in tune within a limited pitch</i></p> <p><i>Recognise phrase lengths and know when to breathe with an attention to posture</i></p> <p><i>Use movements to show phrases</i></p> <p><i>Perform each phrase in a different way</i></p>	<p><i>For instance:</i></p> <p><i>Sing words/phrases of a song in their heads (thinking voice)</i></p> <p><i>Sing with expression</i></p> <p><i>Sing/play appropriate material confidently and fluently</i></p> <p><i>Make improvements to singing - rehearse together to achieve objectives</i></p> <p><i>Use graphic notation to illustrate the shape and formation of melodies</i></p>	<p><i>For instance:</i></p> <p><i>Sing/play with increased control, expression, fluency and confidence</i></p> <p><i>Sing with clear diction, a sense of phrase and musical expression</i></p> <p><i>Control breathing, posture and sound projection.</i></p> <p><i>Breathe in agreed places to identify phrases.</i></p> <p><i>Recognise structures in known songs (identify repeated phrases)</i></p> <p><i>Sing a round in two parts - identify the melodic phrases and how they fit together</i></p> <p><i>Use graphic/traditional/other notation to develop a deeper understanding of shape/form of melodies</i></p>

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Performing - Playing		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play tuned and un-tuned instruments musically 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	
	Identify Instruments / Sound Effects	<p><i>For instance:</i></p> <p>Describe, name and group a variety of instruments</p> <p>Play instruments or use body percussion in different ways to create sound effects and follow directions to 'perform' a story together</p>	<p><i>For instance:</i></p> <p>Create and control sounds on instruments (including tempo/speed-dynamics/volume and pitch)</p> <p>Select instruments and create sounds to describe visual images</p>	
	Control	<p><i>For instance:</i></p> <p>Handle and play a variety of tuned and un-tuned instruments with control</p> <p>Sing a song they know well - one group taps the pulse on their thighs the other group taps the rhythm with two fingers on the palm of their hands</p> <p>Add an instrument to play on the beat and one to play with the rhythm</p> <p>The children mark the pulse of a song with stamps/claps</p> <p>Chant/sing, clap the rhythm of the song; transfer the rhythm onto an un-tuned instrument; use it to accompany the chanting</p> <p>Count with a steady pulse</p> <p>Contribute ideas and control sounds as part of a class composition and performance</p>	<p><i>For instance:</i></p> <p>Keep in time with a steady pulse when playing instruments</p> <p>Perform a repeated pattern to a steady pulse</p> <p>Maintain own part with awareness of how the different parts fit together to achieve an overall effect</p>	<p><i>For instance:</i></p> <p>Play instruments with control and rhythmic accuracy</p> <p>Perform a particular cyclic pattern i.e. rhythmic phrase structured, layered and repeated. SAMBA, STREET BAND or AFRICAN DRUMMING</p> <p>Perform a round confidently using voices and instruments. Be aware of other parts when playing an independent part</p> <p>Play simple chords in sequence</p> <p>Demonstrate awareness of own contribution - leading others, taking a solo part and/or providing rhythmic support/accompaniment</p> <p>Subdivide the pulse keeping to a steady beat. e.g. count in 4s - one part plays every beat (crotchets) another part plays every 2 beats (minims) holding each for 2 counts; another part plays every 4 beats (semi-breve) holding for 4 full beats</p>

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Performing - Playing <small>continued</small>	Notation	<p><i>For instance:</i></p> <p><i>Follow a conductor and be the conductor themselves, responding to a range of gestures for: start/stop, slow/fast, loud/quiet</i></p> <p><i>Make a picture label for each group of instruments</i></p> <p><i>Play together, using symbols as a support</i></p> <p><i>Talk about and devise signs/gestures/symbols for the concepts: high/low, fast/slow, long/short.</i></p> <p><i>Make two flash cards, one for long and one for short sounds</i></p> <p><i>Perform long and short sounds in response to symbols</i></p> <p><i>Play and sing phrases from dot notation using 'pitch cards' - High/Middle/Low -</i></p> <p><i>Interpret the pattern on the card e.g. H-H-L or L-M-H or H-L-H</i></p>	<p><i>For instance:</i></p> <p><i>Play new pieces by ear and from simple notations</i></p>	<p><i>For instance:</i></p> <p><i>Perform significant parts from memory and from notations</i></p>
	Evaluating	<p><i>For instance:</i></p> <p><i>Evaluate own music and that of others</i></p> <p><i>Discuss what was good</i></p> <p><i>Suggest how it might be improved</i></p>	<p><i>For instance:</i></p> <p><i>Suggest and make improvements to work and that of others, commenting on the intended effect and how to achieve it</i></p> <p><i>Contribute to a class performance</i></p> <p><i>Rehearse together to achieve objectives</i></p> <p><i>Suggest Ideas and preparations for performances</i></p>	<p><i>For instance:</i></p> <p><i>Rehearse with others and help achieve a high quality performance showing an awareness of the audience</i></p> <p><i>Refine and improve their own and others' work in relation to the intended effect</i></p> <p><i>Perform with awareness of audience, venue and occasion</i></p>

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Improvising and Experimenting		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory 	
	Explore and Make Sounds	<p><i>For instance:</i></p> <p><i>Explore different sounds using body percussion</i></p> <p><i>Make various sound effects to describe selected/thematic words</i></p> <p><i>Suggest which instruments would make a particular sound</i></p> <p><i>Select sounds and sound sources carefully in response to a story suggest what sounds could be added to depict ideas</i></p> <p><i>Make own short sequence of sounds using symbols as a support</i></p> <p><i>Make sounds and recognise how they can communicate ideas</i></p> <p><i>Create and choose sounds in response to stimulus e.g. night-time, the seaside etc.</i></p> <p><i>Suggest instruments that make sounds like those described by the selected words and create sound pictures</i></p> <p><i>Children order sounds in response to the stimulus and make their own short sequence of sounds using symbols as a support</i></p> <p><i>Create a sound story</i></p>	<p><i>For instance:</i></p> <p><i>Recognise and explore the ways sounds can be combined and used expressively</i></p> <p><i>Identify how songs are structured and accompanied</i></p> <p><i>Express song meanings/lyrics using voices or instruments</i></p> <p><i>Identify and control different ways instruments make sounds</i></p>	<p><i>For instance:</i></p> <p><i>Develop musical imagination through experimenting, improvising and adapting sounds</i></p> <p><i>Explore different textures of un-tuned sounds</i></p> <p><i>Explore the relationship between sounds</i></p> <p><i>Explore different combinations of vocal sounds</i></p>

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Improvising and Experimenting <small>continued</small>	Control and Change Sounds	<p><i>For instance:</i></p> <p><i>Identify how sounds can be changed e.g. grip triangle to 'stop it from vibrating well and release it to enable a full, vibrating sound</i></p> <p><i>Identify the pulse and explore getting faster and slower</i></p> <p><i>Experiment with different timbres (sound qualities)</i></p> <p><i>Explore the concepts: loud/quiet, high/low, fast/slow</i></p> <p><i>Explore the effect of silence</i></p> <p><i>Experiment and change sounds</i></p> <p><i>Make instruction flash cards showing selected words or symbols and hold up to play from to help children remember the different sections of a composition</i></p> <p><i>Experiment to improve the intended effect</i></p> <p><i>Give the composition a title</i></p>	<p><i>For instance:</i></p> <p><i>Explore repeated patterns in music/art/dance</i></p> <p><i>Create repeated patterns and combine several layers of sound with awareness of the combined effect</i></p>	<p><i>For instance:</i></p> <p><i>Devise more complex rhythmic patterns using semi-quavers and rests</i></p> <p><i>Improvise rhythmic patterns over a steady pulse with confidence</i></p> <p><i>Fit different rhythmic patterns together and maintain own part with awareness of the pulse</i></p>

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Improvising and Experimenting <small>continued</small>	Create Rhythms and Melodies	<p><i>For instance:</i></p> <p><i>Begin to internalise and create rhythmic patterns</i></p> <p><i>Use words/phrases (these could be from songs days of week/months of year) - tap them out</i></p> <p><i>Make up simple dance patterns – keeping in time with the pulse and including rhythms</i></p> <p><i>Use voices to provide sound effects</i></p> <p><i>Create long and short sounds on instruments.</i></p> <p><i>Find and play by ear, phrases of well-known songs on tuned instruments</i></p> <p><i>Make up three-note tunes independently</i></p> <p><i>Record their own tunes - use colours instead of note names</i></p> <p><i>Create songs of their own using high-middle-low pitches</i></p>	<p><i>For instance:</i></p> <p><i>Improvise - devise melodic phrases - using pentatonic scales (limited range of notes: DEGAB or CDEGA)</i></p>	<p><i>For instance:</i></p> <p><i>Recognise combinations of pitched sounds - concords and discords</i></p> <p><i>Identify and play CM diatonic Chords C-F-G-Am-Dm</i></p> <p><i>Improvise - developing rhythmic and melodic material within given structures - when performing</i></p>
	Electronic		<p><i>For instance:</i></p> <p><i>Use ICT/electronic devices, (microphones and recording equipment) to change and manipulate sounds</i></p>	<p><i>For instance:</i></p> <p><i>Use ICT / electronic devices, (microphones and recording equipment) to change and manipulate sounds</i></p>

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Composing		Pupils should be taught to: <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimension of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations 	
		<i>For instance:</i> Combine sounds to create textures Create sequences of sound - musical structures which express ideas or moods using lyrics/sounds/movements-actions Compose sequences using notated rhythms Join sequences together to create structures of rhythmic, descriptive or dance patterns Select and sequence pitches (limited range) to create melodic phrases Add words to melodic phrases to create a class/group song Compose music in pairs - and small groups Explore, choose, combine, organise and record musical ideas within musical structures Use a variety of notations including 'graphic score' - pictograms etc. Develop an ability to represent sounds and symbols in movement/words/instruments Use staff notation as a support Look at the music and follow each part	<i>For instance:</i> Create textures by combining sounds Compose music to describe images Create music that describes two contrasting moods Internalise sounds, then select, combine and exploit a range of different sounds to compose a sound-scape stimulated by...(topic) Develop more complex rhythmic ideas Devise rhythmic, melodic and harmonic accompaniments Apply knowledge and understanding of how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures/forms and used to communicate different moods and effects Compose music for different occasions using appropriate musical features and devices (melody, rhythms, chords and structures) Use standard and additional methods of notation as appropriate across a range of different contexts. Be aware of some of the basic major scales Play from pitched notation (read music) Show understanding of how music is produced in different ways and described through relevant established and invented notations

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Listening, Developing Knowledge and Understanding		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen with concentration and understanding to a range of high quality live and recorded music 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians develop an understanding of the history of music 	
	Listening	<p><i>For instance:</i></p> <p><i>Listen to short excerpts of music from a variety of styles, genres and traditions</i></p> <p><i>Identify a variety of instruments that can be heard and describe sounds</i></p> <p><i>Identify the pulse in different pieces of music</i></p> <p><i>Tap knees in time with 'steady beat' music</i></p> <p><i>Listen to different sounds in the environment</i></p> <p><i>Recall short sequences / patterns of sounds</i></p> <p><i>Sing a familiar song, identify then tap the rhythm of the words</i></p> <p><i>Sing back melodic phrases from known songs</i></p> <p><i>Listen to pieces of music that describe e.g. The Sea/ Fireworks etc</i></p> <p><i>Describe different images created by music</i></p> <p><i>Identify features e.g. Loud/quiet, fast/slow, high/low, pulse, rhythm, sound effects...</i></p> <p><i>Listen to a selection of music that has long (often slow) and short (often fast) sounds</i></p> <p><i>Recognise long and short sounds and make longer and shorter sounds with their voices</i></p>	<p><i>For instance:</i></p> <p><i>Listen with attention to detail and internalize and recall sounds with increasing aural memory</i></p> <p><i>Learn new songs quickly; sing from memory</i></p> <p><i>Identify rhythmic patterns, instruments and repetitions of sound/pattern</i></p> <p><i>Internalise short melodies and play these on pitched instruments (play by ear)</i></p> <p><i>Analyse and compare different sound qualities (TIMBRES) instrumental, vocal, environmental/ natural, synthesised</i></p> <p><i>Explain how sounds can create different intended effects</i></p> <p><i>Recognise how the different musical elements are combined and used expressively</i></p>	<p><i>For instance:</i></p> <p><i>Identify musical features (scale, arpeggio, canon, drone, dynamics, ostinato, timbre...)</i></p> <p><i>Analyse and comment on the effectiveness of how sounds, images and lyrics are used to create different moods</i></p> <p><i>Recognise different tempi – speeds of music</i></p> <p><i>Identify different meters – grouping of the beat – counting and feeling the pulse on the strong beat</i></p> <p><i>Describe the effect of different combinations of pitched notes using the terms tense-discord, relaxed-concord</i></p> <p><i>Appraise own work by comparing/contrasting with work of others</i></p> <p><i>Improve performance through listening, internalising and analysing</i></p>

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Listening, Developing Knowledge and Understanding	continued	<p><i>For instance:</i></p> <p><i>Recall and perform rhythmic patterns to a steady pulse</i></p> <p><i>Use instruments to copy back 4-beat rhythm patterns</i></p> <p><i>Introduce the Xylophone or metallophone</i></p> <p><i>Play 'High-middle-low': prepare two chime bars an octave apart, Introduce the middle note, G</i></p> <p><i>Illustrate stories or nursery rhymes by playing up or down the notes at appropriate moments</i></p> <p><i>Use movement and dance to reinforce the enjoyment of music and the sense of pulse</i></p> <p><i>Respond to long and short sounds through movement - match actions to long and short sounds</i></p> <p><i>Talk about high and low sounds in the environment and everyday life and imitate them with voices</i></p> <p><i>Use hand position to reinforce high, middle, low</i></p> <p><i>Sing back melodic phrases from known songs</i></p> <p><i>Express thoughts and feelings about music and respond physically through simple demonstration, language, movement and other art forms, giving simple justifications of reasons for response</i></p>	<p><i>For instance:</i></p> <p><i>Identify descriptive features in art and music</i></p> <p><i>Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary</i></p> <p><i>Evaluate how venue, occasion and purpose affects the way music is created performed and heard</i></p> <p><i>Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary</i></p> <p><i>Develop an understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians</i></p>	<p><i>For instance:</i></p> <p><i>Listen with concentration and some engagement to longer pieces of instrumental and vocal music</i></p> <p><i>Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary</i></p> <p><i>Identify how music reflects different intentions</i></p> <p><i>Identify how music reflects time and place</i></p> <p><i>Show knowledge and understanding of how time and place can influence the way music is created, performed and heard.</i></p> <p><i>Identify and explore musical device</i></p> <p><i>Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary e.g. pitch, tempo. timbre, lyrics</i></p> <p><i>Develop a broad understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians</i></p>
	Knowledge and Understanding			