

Progression in Music

We use Developmental Matters as Non-statutory curriculum guidance for the Early Years Foundation Stage.

3- and 4-year olds will be learning to:

Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.

Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.

Play instruments with increasing control to express their feelings and ideas.

Children in reception will be learning to:

Explore many different songs and rhymes.

Perform songs and rhymes and use different musical instruments.

The EYFS profile is a statutory assessment of children's attainment. At the end of the Early Years Foundation Stage children should be able to:

Sing a range of well-known nursery rhymes and songs

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

The national curriculum for Music aims to ensure that all pupils:

Key stage 1

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music

Key Stage 2

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Pupils should be taught to:	Early Years		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Class One		Class Two		Class Three		Class Three	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing and Performing	Sing well-known nursery rhymes in a small group.	Sing nursery rhymes in a larger group, matching the pitch and the melody.	Sing and play traditional songs, chants and nursery rhymes together.	Sing simple songs with a sense of melody and shape. Play tuned and untuned percussion.	Use voice in different ways, play or sing with increasing control, fluency and accuracy.	Sing songs accurately, solo and as an ensemble. Play music from memory or notation.	Maintain a part in a round or a harmony. Maintain part in performance with awareness of others.	Use gesture and expression to create a finished, polished performance. Take the lead in performances and provide suggestions to others.
Pulse and Rhythm	Join in with simple repeated rhythms.	Tap or clap simple repeated rhythms.	Copy a simple rhythm, keep a steady pulse.	Play a range of rhythms and pulses and identify differences.	Identify two, three or four beats in a piece of music.	Play and create repeated rhythmic patterns.	Compose and perform music with a range of techniques including an ostinato.	Play and create pieces of music with a clear understanding of pulse and rhythm.
Composition	Explore different sounds their voices and instruments can make.	Explore ways to create simple rhythms and sound effects.	Create, select and combine sounds.	Create, select and combine layers of sound and vocalisations with awareness of the effect.	Improvise and compose sequences of sounds and vocals, record using notes or pictures.	Improvise and compose sequences of sounds and vocals and record them using standard or invented notation.	Create using layers of sound and vocalisations showing awareness of pitch, tempo, rhythm, melody and dynamics.	Compose and perform a group score using a wide variety of timbres, textures, rhythms and motifs.
Notation	Be aware that music can be recorded by marks and symbols.	Make or follow very simple symbols and marks to play music.	Understand that music can be written down and read.	Recognise and respond to simple notation.	Recognise and respond to invented musical notation and symbols.	Play or sing simple melodies from standard and invented musical notation and symbols.	Use musical notation to perform and write music.	Use features of musical notation when composing.
Music Appreciation and Listening	Listen with increased attention to different music and say what they like and dislike.	Listen to a variety of music and talk about how it makes them feel.	Listen and respond to a range of high-quality live and recorded music and songs and identify basic features.	Listen and respond with movement, words and pictures to a range of high-quality live and recorded music that tells a story. Describe the way instruments have been used.	Listen and respond to pieces of music written around the same theme. Recognise and describe sounds and changes in a piece of music using musical vocabulary.	Compare and evaluate different genres of music, describe how different instruments are used to add interest and meaning.	Use descriptive words and relevant musical vocabulary when talking about the elements of live or recorded music. Explain how pitch, temp, rhythm, melody dynamics and major and minor tonality have been used to create particular feelings in the listener.	Identify and explain patterns and motifs in live and recorded music that provoke feelings in the listener. Listen to and comment on a wide range of genres and musical styles using a broad musical vocabulary.
Significant People	Be aware that music is composed by different people.	Be aware of some different composers.	Describe the lives of some composers.	Describe the lives and music of some composers.	Describe the lives and music of romantic composers.	Describe the lives and music of famous popular musicians from the late 20 th C.	Describe the lives and music of famous Baroque composers.	Describe the lives and music of famous classical composers.