

## PROGRESSION IN MUSIC

EYFS	ELG	Exceeding	Key Vocabulary
	<ul style="list-style-type: none"> <li>Children sing songs, make music and dance, and experiment with ways of changing them</li> <li>Children represent their own ideas, thoughts and feelings through music and dance</li> </ul>	<ul style="list-style-type: none"> <li>Sing songs with a good sense of pulse and intonation</li> <li>Can reflect the mood of the music accurately through their dancing</li> <li>Pupil are adventurous with their musical ideas and successfully experiment with ways to change these</li> </ul>	Tune, fast, slow, happy, sad
Year One	Expected	Above	Key Vocabulary
<b>Performing</b>	<ul style="list-style-type: none"> <li>Use their voices creatively by singing simple songs and speaking chants and rhymes</li> <li>Play tuned and untuned instruments correctly and with some musicality</li> <li>Simple echo singing and clapping</li> </ul>	<ul style="list-style-type: none"> <li>Sing simple songs with accurate intonation and recite chants and rhymes with a strong sense of pulse and rhythm</li> <li>Are able to demonstrate more advanced echo patterns vocally and clapping</li> </ul>	Dynamics: loud, quiet Tempo: fast, slow Pitch: high, low
<b>Composing and Notation</b>	<ul style="list-style-type: none"> <li>Experiment with different instruments focussing on different pitches, timbres and dynamics</li> <li>Record own musical ideas through signs, symbols or pictorially</li> </ul>	<ul style="list-style-type: none"> <li>Create ideas that demonstrate a definite pattern and a sense of rhythm</li> <li>Has a simple structure – e.g. ideas repeated or two contrasting sections.</li> <li>Demonstrates an accurate understanding of how the symbol represents the sound. Length of symbol = rhythm, position of symbol = pitch, can record more than one sound at the same time correctly</li> </ul>	Dynamics: loud/quiet Tempo: Fast/slow/steady pulse Rhythm: Long/short Mood: Happy/sad, Timbres: rough/smooth,
<b>Listening and appreciating</b>	<ul style="list-style-type: none"> <li>Listen with concentration to a range of high-quality live and recorded music and describe on a simple level the dynamics, pitch, mood, instruments and tempo</li> </ul>	<ul style="list-style-type: none"> <li>Listens with real purpose and can correctly identify aspects of the music not requested e.g. Can identify some of the instruments, can identify different parts – the melody, the bass line, can identify where the music changes</li> </ul>	Percussion instruments Drum, triangle, tambourine, Recorder, piano
Year Two	Expected	Above	Key Vocabulary
<b>Performing</b>	<ul style="list-style-type: none"> <li>Use their voices creatively and expressively by singing songs and speaking chants and rhymes</li> <li>Play tuned and untuned instruments correctly and musically</li> <li>Echo singing and clapping</li> </ul>	<ul style="list-style-type: none"> <li>Intonation is good and can keep a steady pulse perfectly and fluently – doesn't rush, slow down</li> <li>Can play an instrument and maintain their part accurately, fluently, and with some style.</li> <li>Can echo more complex rhythms and patterns accurately and respond to a call and response, question and answer with musical understanding</li> </ul>	Dynamics: loud, quiet, very loud, very quiet, Tempo: fast, slow, very fast, very slow Pitch: high, low, very high, very low Melody, tune
<b>Composing</b>	<ul style="list-style-type: none"> <li>Experiment with different instruments by selecting, creating and combining sounds focussing on: pitch, duration, dynamics, tempo, timbre, texture, structure</li> <li>Notate musical ideas graphically</li> </ul>	<ul style="list-style-type: none"> <li>Combines sounds that work well together or deliberately chosen for contrast</li> <li>Create ideas that demonstrate sequential patterns, keeps with the pulse (unless mood music).</li> <li>Has a simple structure – e.g. intro middle and ending</li> <li>A strong understanding of how the symbol represents the sound – detached line or smooth curve, rise and fall is</li> </ul>	Dynamics: loud, quiet, very loud, very quiet, Tempo: fast, slow, very fast, very slow, Pitch: high, low, very high, very low, Texture: thick/thin, Structure – sections, beginning, middle and end, rhythm Graphic notation:

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		accurate of the pitch, thick or thin line for the texture and is representative of its duration	
<b>Listening and appreciating</b>	<ul style="list-style-type: none"> <li>listen with concentration and understanding to a range of high-quality live and recorded music responding to the inter-related dimensions: pitch, dynamics, tempo and timbres</li> </ul>	<ul style="list-style-type: none"> <li>able to identify different types of instruments and can describe their timbres – the cymbals have a bright and harsh sound, the drum has a dull sound, the flute has a soft sound</li> <li>can identify changes in a piece of music referring to the inter-related dimensions of music in their answer – the tempo during the introduction is slow and then gets louder when the drums start to play.</li> </ul>	<p>Guitar – classical /electric, drum kit, piano/keyboard</p> <p>Violins, trumpets, flutes, bass drum</p>
<b>Year Three</b>	<b>Expected</b>	<b>Above</b>	<b>Key Vocabulary</b>
<b>Performing</b>	<ul style="list-style-type: none"> <li>Use their voices with increasing accuracy and expression</li> <li>Play tuned and un-tuned instruments with increasing accuracy and expression</li> <li>Listen and recall sounds with increasing aural memory</li> </ul>	<ul style="list-style-type: none"> <li>Sings with accurate intonation, a strong sense of rhythm, diction is good, includes dynamics and creates a pleasing tone.</li> <li>Plays with accuracy, a strong sense of rhythm, includes dynamics and creates a pleasing tone.</li> <li>Demonstrates a ‘good ear’ by repeating longer and more complex phrases/ patterns.</li> <li></li> </ul>	<p>Dynamics: getting louder, getting Quieter, Tempo: getting faster, slowing down</p> <p>Pitch – high pitched, low pitched, getting higher, getting lower</p> <p>Melody and accompaniment</p>
<b>Composing</b>	<ul style="list-style-type: none"> <li>Improvise with different instruments by selecting, creating and combining sounds focussing on: pitch, duration, dynamics, tempo, timbre, texture, structure</li> <li>Notate musical ideas on a graphic score</li> </ul>	<ul style="list-style-type: none"> <li>Creative with their improvisation ideas and can select parts that work well and can build on these. E.g. repetition, octave higher, change the rhythm/tempo/timbre</li> <li>Can create a graphic score that is detailed and has covered all aspects of how, when and for how long the sounds should be played.</li> <li>Will be able to read basic staff notation</li> </ul>	<p>Dynamics: getting louder, getting Quieter, Tempo: getting faster, slowing down</p> <p>Pitch – high pitched, low pitched, getting higher, getting lower, Structure: Binary, Melody and accompaniment, Duration: pulse, metre, rhythm, rests, Pentatonic, ostinato</p> <p>Graphic notation</p> <p>Staff notation</p>
<b>Listening and appraising</b>	<ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality live and recorded music classical and popular, responding to the inter-related dimensions: pitch, dynamics, tempo timbre and duration</li> <li>Introduction to a musical timeline Classical: baroque, classical, romantic and twentieth century Popular: blues, jazz, swing, rock n roll, disco, dance</li> </ul>	<ul style="list-style-type: none"> <li>Can identify a variety of orchestral and popular instruments and their timbres.</li> <li>Can identify and describe a range of musical styles referring to the inter-related dimensions in detail</li> </ul>	<p>Timbres - harsh, mellow, shrill, rasping, smooth</p> <p>Strings – violins cellos</p> <p>Brass – trumpets, trombones</p> <p>Woodwind – flutes, clarinets</p> <p>Percussion – Timpani, xylophone, glockenspiel</p> <p>March, waltz</p>
<b>Year Four</b>	<b>Expected</b>	<b>Above</b>	<b>Key Vocabulary</b>
<b>Performing</b>	<ul style="list-style-type: none"> <li>Use their voices to perform in ensemble contexts, with overall accuracy and expression</li> <li>Play tuned and un-tuned instruments in ensemble contexts, with overall accuracy and expression</li> </ul>	<ul style="list-style-type: none"> <li>Can sing with excellent intonation, sense of rhythm, expression and accuracy in ensemble performances</li> <li>Maintains an independent part within a performance</li> </ul>	<p>Dynamics: forte – loud, piano – quiet</p> <p>Tempo: moderate, steady, constantly changing</p> <p>Pitch – ascending, descending</p> <p>Melody, melody shape scale, step, leap</p>

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	<ul style="list-style-type: none"> <li>Listen and recall sounds with increasing aural memory</li> </ul>	<ul style="list-style-type: none"> <li>Performs instrumentally with excellent intonation, sense of rhythm, expression and accuracy.</li> <li>Maintains their own instrumental part within an ensemble correctly</li> </ul>	Solo, ensemble, unison
<b>Composing</b>	<ul style="list-style-type: none"> <li>Improvise with different instruments by selecting, creating and combining sounds</li> <li>Compose to a given structure e.g. ternary</li> <li>Introduction to staff notation: crotchets and quavers</li> </ul> <p>Symbols for dynamics: <i>f</i> = forte, <i>P</i> = piano</p>	<ul style="list-style-type: none"> <li>Creative with their improvisation ideas and can select parts that work well and can develop these to create different layers</li> <li>Can read staff notation and record their ideas with some accuracy</li> <li>Can create a graphic score</li> </ul>	<p>Dynamics: forte – loud, piano – quiet</p> <p>Tempo: moderate, steady, constantly changing</p> <p>Pitch – ascending, descending, Structure: ternary</p> <p>Melody, melody shape scale, step, leap</p> <p>Staff notation: notes: crotchets, quavers, treble clef, notes on a stave</p>
<b>Listening and appraising</b>	<ul style="list-style-type: none"> <li>Appreciate and understand a range of high-quality live and recorded music responding to the inter-related dimensions: pitch, dynamics, tempo, timbre, texture</li> </ul> <p>Be aware of how music is classed into classical or popular music.</p> <p>Have a very basic knowledge of a musical timeline Classical: baroque, classical, romantic and twentieth century</p> <p>Popular: blues, jazz, swing, rock n roll, disco, dance</p>	<ul style="list-style-type: none"> <li>Can identify most orchestral and popular instruments and their timbres</li> <li>Can identify and describe a wide range of musical styles referring to the inter-related dimensions in detail.</li> <li>Is able to recognise some genres/styles of music</li> </ul>	<p>Instruments of the orchestra, popular instruments</p> <p>Popular song - Verse chorus</p> <p>Classical: baroque, classical, romantic and twentieth century</p> <p>Popular: blues, jazz, swing, rock n roll, disco, dance</p>
<b>Year Five</b>	<b>Expected</b>	<b>Above</b>	<b>Key Vocabulary</b>
<b>Performing</b>	<ul style="list-style-type: none"> <li>Use their voices to perform in solo and ensemble contexts, with some accuracy, expression and fluency</li> <li>Play tuned and un-tuned instruments in solo and ensemble contexts, with increasing accuracy, expression and fluency</li> <li>listen with increasing attention to detail and recall sounds with increasing aural memory</li> </ul>	<ul style="list-style-type: none"> <li>Can sing with expression, accuracy and engages the audience.</li> <li>Maintains an independent part within a performance</li> <li>Can hold a simple harmony line competently</li> <li>Has an understanding of musical phrases and demonstrates this in their performing</li> <li>Performs instrumentally with expression accuracy and engages the audience</li> <li>Maintains their own instrumental part within an ensemble with precision</li> </ul>	<p>Dynamics: fortissimo -very loud, pianissimo – very quiet</p> <p>Tempo: getting faster – accelerando, slowing down- ritenuto</p> <p>Pitch extremes – very high, very low</p> <p>Melody</p> <p>Style: legato - smoothly staccato – short and spikey</p> <p>solo, ensemble, unison</p>
<b>Composing</b>	<ul style="list-style-type: none"> <li>Improvise with different instruments by selecting, creating and combining sounds</li> <li>Create motifs</li> <li>Compose to a given structure e.g. binary, ternary and rondo</li> <li>Introduction to staff notation: crotchets, quavers, minims and semibreves. Introduction to notes on a stave: EGBDF</li> </ul>	<ul style="list-style-type: none"> <li>Can compose with a sense of flair: imaginative, combination of parts complement, rhythmic interest</li> <li>Develop motifs successfully</li> <li>Can notate their own motifs/ compositional ideas</li> </ul>	<p>Texture: monophonic, polyphonic</p> <p>Major/minor, chords</p> <p>motifs</p> <p>Structure: binary, ternary, rondo</p> <p>Staff notation: minims, semibreves</p>

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	<p>and FACE for the space. Symbols for dynamics: <i>ff</i>=fortissimo, <i>pp</i>=pianissimo</p> <ul style="list-style-type: none"> <li>Use ICT/ electronic devices to change and manipulate sounds</li> </ul>		
<b>Listening and appraising</b>	<ul style="list-style-type: none"> <li>Appreciate and understand a range of high-quality live and recorded music responding to the inter-related dimensions: pitch, dynamics, tempo, timbre, texture</li> <li>Develop an understanding of the history of music – Classical: baroque, classical, romantic and twentieth century Popular: blues, jazz, swing, rock n roll, disco, dance</li> </ul>	<ul style="list-style-type: none"> <li>Can identify orchestral and popular instruments and their timbres</li> <li>Can identify and describe a wide range of musical styles referring to the inter-related dimensions in detail</li> <li>Can identify different time signatures</li> <li>Can comment on the key – major/minor</li> </ul>	<p>Ostinato, bass line, melody, melody and accompaniment, bass line, unison, solo, monophonic, polyphonic, homophonic structure: binary, ternary, rondo verse, chorus, instrumental violins, cellos, double basses, harp trumpets, trombones, tuba flutes, clarinets, oboes, bassoons timpani, bass drum, tambourine, xylophones, glockenspiels, maracas classical/electric/bass guitar, keyboard, drumkit,</p>
<b>Year Six</b>	<b>Expected</b>	<b>Above</b>	<b>Key Vocabulary</b>
<b>Performing</b>	<ul style="list-style-type: none"> <li>Use their voices to perform in solo and ensemble contexts, with increasing accuracy, expression, fluency and control</li> <li>Play tuned and un-tuned instruments in solo and ensemble contexts, with increasing accuracy, expression, fluency and control</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> </ul>	<ul style="list-style-type: none"> <li>Can sing with style, expression, accuracy and engages the audience.</li> <li>Maintains substantial parts within a performance with musical understanding.</li> <li>Can hold a descant or harmony line competently</li> <li>Will have an understanding of musical phrases and will know where to breathe so as not to interrupt the phrase.</li> <li>Performs instrumentally with style, expression accuracy and engages the audience</li> <li>Can maintain their own instrumental part within an ensemble with musical understanding and precision</li> </ul>	<p>Dynamics: forte fortissimo, mezzo forte, piano, pianissimo, mezzo piano crescendo – getting louder, diminuendo – getting quieter Tempo: steady, moderate, contrasting, accelerando, ritenuto Pitch: high, low, getting higher/lower, extremes, contrasts Melody, accompaniment, melody shape, scalar, step, leap Style: legato, staccato, accent</p>
<b>Composing</b>	<ul style="list-style-type: none"> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure</li> <li>Use and understand staff and other musical notations Symbols for dynamics: <i>mp</i> = mezzo piano, <i>mf</i> = mezzo forte, &lt; =cresc, &gt; = dim</li> </ul>	<ul style="list-style-type: none"> <li>Can create compositional ideas that explores an instruments different timbres and techniques</li> <li>Includes chords in their composing</li> <li>Can create a composition that has a definite form and shows development of ideas accordingly</li> <li>Notates compositional ideas graphically and using staff notation</li> </ul>	<p>Texture: monophonic, polyphonic, homophonic Major/minor, atonal</p>

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<p><b>Listening and appraising</b></p>	<ul style="list-style-type: none"> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music – Classical: baroque, classical, romantic and twentieth century Popular: blues, jazz, swing, rock n roll, disco, dance</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify orchestral, popular instruments, their timbres and describe the part they are playing within a section of music e.g. the brass are playing the main melody while accompanied by the strings section</li> <li>• Can identify and describe a wide range of musical styles referring to the inter-related dimensions in detail</li> <li>• Can identify different time signatures simple and compound time</li> <li>• Can comment on the key – major/minor/atonal</li> <li>• Use their musical knowledge to identify when a piece of music was written</li> </ul>	<p>3/ 4, 4/4-time signatures March, waltz, fanfare, symphony Major/minor Ostinato, bass line, melody, melody and accompaniment, bass line, unison, solo, riff monophonic, polyphonic, homophonic structure: binary, ternary, rondo, intro, verse, chorus, middle 8, instrumental, outro violins, cellos, double basses, harp trumpets, trombones, tuba flutes, clarinets, oboes, bassoons timpani, bass drum, tambourine, xylophones, glockenspiels, maracas classical/electric/bass guitar, keyboard, drumkit Classical: baroque, classical, romantic and twentieth century Popular: blues, jazz, swing, rock n roll, disco, dance</p>
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