



Progress in Music by Year Group (EYFS-KS2)

		Birth to 3	3- 4 years	Reception/ ELG	By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Singing		Explore their voices and enjoy making sounds Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds Enjoy and take part in action songs such as twinkie twinkie little star Enjoy singing, music and toys that make sounds	Remember and sing entire songs. Create their own songs, or improvise a song around one they know.	Sing in a group or on their own, increasingly matching the pitch and following the melody Sing a range of well known nursery rhymes and songs	I can sing simple songs, chants and rhymes from memory at the same pitch I can sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy I can sing for pleasure	I can sing songs regularly with a pitch range of do-so with increasing control I can sing songs with a small pitch range, pitching accurately I know the meaning of dynamics (fast/ slow) and tempo (fast/ slow) to be able to demonstrate these when singing by responding to a) leaders direction and b) visual symbols	I can sing a wide range of unison songs of varying styles and structures with a pitch range of do-so tunelessly and with expression I can perform actions confidently and in time to a range of action songs I can walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes I can perform as a choir in school assemblies	I can continue to sing a broad range of unison songs with a range of an octave (do-so) pitching the voice accurately and following directions for getting louder and quieter I can sing songs and partner songs in different time signatures (2, 3 and 4 times) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony I can perform a range of songs in school assemblies	I can sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style I can sing three-part rounds, partner songs and songs with a verse and a chorus I can perform a range of songs in school assemblies and in school performance opportunities	I can sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. I can continue to sing three and four part rounds or partner songs, and experiment with positioning singers randomly within the group- i.e no longer in discrete parts- in order to develop greater listening skills, balance between parts and vocal independence I can perform a range of songs as a choir in school assemblies,



										school performance opportunities and to a wider audience
Listening		Shows attention to sounds and music Respond emotionally and physically to the music when it changes	Listen with increased attention to sounds	Listen carefully to songs, paying attention to how they sound	I can listen to western classical and traditional film music I can listen to popular music such as art pop and blues I can listen to musical traditions such as the Samba from Brazil	I can listen to western classical and traditional film music I can listen to popular music such as rock n roll, pop, art pop and blues I can listen to musical traditions such as the Gamelan from Indonesia and the Samba from Brazil	I can listen to western classical and traditional film music I can listen to popular music such as disco, rock n roll, pop, art pop and blues I can listen to musical traditions such as the Indian Classical from India, Gamelan from Indonesia and the Samba from Brazil I can listen to traditional music and understand the history of this.	I can listen to western classical and traditional film music I can listen to popular music such as Jazz, 90's Indie, rock n roll, pop, funk, disco, art pop and blues I can listen to musical traditions such as the Bhangra from Punjab, Calypso from Trinidad Gamelan from Indonesia and the Samba from Brazil and Indian Classical from India I can listen to traditional music and understand the history of this.	I can listen to western classical and traditional film music I can listen to popular music such as 90's style, jazz, rock n roll, pop, funk, disco, art pop, 90s Indie and Blues I can listen to musical traditions such as the Drumming from Nigeria, Choral from South Africa, Bhangra from Punjab, Calypso from Trinidad Gamelan from Indonesia and the Samba from Brazil and Indian Classical from India I can listen to traditional music and understand the history of this.	I can listen to western classical and traditional film music I can listen to popular music such as 90's RnB, blues, jazz, rock n roll, pop, funk, disco, 80's synth/pop, 90's, art pop and 90's Indie I can listen to musical traditions such as the Folk from Middle East, England and Poland, Tango from Argentina, Drumming from Nigeria, Choral from South Africa, Bhangra from Punjab, Calypso from Trinidad Gamelan from Indonesia and the Samba from Brazil and Indian Classical from India I can listen to traditional music and understand



										the history of this.
Composing			Play instruments with increasing control to express their feelings and ideas	Listen attentively, move and talk about music, expressing their feelings and responses Explore and engage in music making, performing solo or in groups	I can improvise simple vocal chants, using question and answer phrases I can create musical sound effects and short sequences of sounds in response to stimuli. Combine to make a story, choosing and playing classroom instruments or sound makers I can understand the difference between creating a rhythm pattern and a pitch pattern I can invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns	I can create music in response to a non- musical stimulus I can work with a partner to improvise simple question and answer phrases, to be sung and played on un tuned percussion, creating a musical conversation I can use graphic symbols, dot notation, as appropriate, to keep a record of composed pieces I can use music technology, if available, to capture, change and combine sounds	<u>Improvise</u> I can become more skilled in improvising, inventing short on the spot responses using a limited note range I can structure musical ideas to create music that has a beginning, middle and end. They can compose responses to different stimuli and musical sources <u>Compose</u> I can combine known rhythmic notation with letter names to create rising and falling phrases using just three notes	<u>Improvise</u> I can improvise on a limited range of pitches on the instrument they are now learning, making use of musical features I can begin to make compositional decisions about the overall structure of improvisations <u>Compose</u> I can combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable to the instrument being learnt	<u>Improvise</u> I can improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments I can improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics <u>Compose</u> I can compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the	<u>Improvise</u> I can create music with multiple sections that include repetition and contrast I can use chord changes as part of an improvised sequence I can extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape <u>Compose</u> I can plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest. I



					I can use music technology, if available, to capture, change and combine sounds I can recognise how graphic notation can represent created sounds.		I can compose song accompaniments on un tuned percussion using known rhythms and note values	I can arrange individual notation cards of known note values to create sequences of 2-, 3- or 4- beat phrases, arranged into bars I can explore developing knowledge of musical components by composing music to create specific mood I can introduce major and minor chords I can include instruments played in whole-class/ group/ individual teaching to expand the scope and range of the sound palette available for composition work I can capture and record creative ideas	instrument chosen I can work in pairs to compose a short ternary piece I can use chords to compose music to evoke a specific atmosphere, mood or environment I can capture and record creative ideas	can play this melody on percussion or orchestral instruments I can compose melodies made from pairs of phrases in either G major or E minor I can compose a ternary piece; use available music software/ apps to create and record it, discussing how musical contrasts are achieved
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Musicianship	Pulse/ Beat	Explore a range of sound makers and instruments and play them in different ways	Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs		I can walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes I can use body percussion (clapping, tapping, walking) and classroom equipment (shakers, sticks, blocks) to play repeated patterns on tuned instruments to maintain a steady beat I can respond to the pulse in recorded/ live music through movement and dance	I can understand that the speed of the beat can change, creating a faster or slower pace I can mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo I can walk in time to the beat of a piece of music or song I can begin to group beats in twos and threes by tapping knees on the first beat and clapping the remaining beats I can identify the beat groupings in familiar music that they sing regularly and listen to	I can use call and response, question phrase, answer phrase, echo and ostinato when performing with an instrument I can use the terms duration, timbre, pitch, beat, tempo, texture and use of silence to describe music	I can get louder (crescendo), softer (decrescendo) when performing with an instrument I can use the terms duration, timbre, pitch, beat, tempo, texture and use of silence to describe music	I can work in 3 parts and 4 parts when performing with an instrument I can use the standard musical notation of crochet, minim and semibreve to indicate how many beats to play	I can work in 3 parts and 4 parts when performing with an instrument I can use the standard musical notation of crochet, minim and semibreve to indicate how many beats to play
	Rhythm				I can perform a short copycat rhythm patterns accurately, led by the teacher I can perform a short repeating rhythm patterns	I can play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion	I can use downbeats, fast (allegro), slow (adagio) in performance	I can get faster (accelerando) and slower (rallentando) in performance	I can use simple time, compound time and syncopation in performance	I can use simple time, compound time and syncopation in performance



					while keeping in time with a steady beat I can perform word- pattern chants; create, retain and perform their own rhythm patterns	I can create rhythms using word phrases as a starting point I can read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests I can create and perform their own chanted rhythm patterns with the same stick notation				
	Pitch		Sing the pitch of a tone sung by another person		I can listen to sounds in the local school environment, comparing high and low sounds I can sing familiar songs in both low and high voices and talk about the difference in sound I can explore percussion sounds to enhance story telling I can follow pictures and	I can play a range of singing games based on the cuckoo interval matching voices accurately, supported by the leader playing the melody I can sing short phrases independently within a singing game or short song I can respond independently to pitch changes heard in short melodic phrases,	I can use a high, low, rising and falling pitch in the range do-so when performing	I can use the pentatonic scale, major and minor tonality and the pitch range do-do when performing	I can use the full diatonic scale in different keys when performing	I can use the full diatonic scale in different keys when performing



					symbols to guide singing and playing on the drum	indicating with actions I can recognise dot notation and match it to a 3-note tunes played on tuned percussion				
Performing		Move and dance to music. Anticipate phrases and actions in rhymes and songs like pe-po		Perform songs and when appropriate try to move in time with music			I can develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. I can play and perform melodies following staff notation using small range as a class or small groups I can use listening skills to correctly order phrases using dot notation, showing different arrangements of notes I can individually copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio- fast and slow	I can develop facility in the basic skills of a selected musical instrument over a sustained learning period I can play and perform melodies following staff notation using small range as a whole- class or in small groups I can perform in two or more parts from simple notation using instruments played in whole class teaching. Identifying static and moving parts I can copy short melodic phrases including those using the pentatonic scale	I can play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C-C as a whole class and small groups I can understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. I can perform simple, chordal accompaniments to familiar songs I can perform a range of repertoire pieces and arrangements combining acoustic instruments to	I can play a melody following staff notation written in one stave and using notes within an octave range; making decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet I can accompany this same melody, and others, using block chords or a bass line. This can be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard I can engage with others through ensemble playing with pupils taking on melody or



EYFS-KS2 Music

									form mixed ensembles, including a school or orchestra I can develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies	accompaniment roles. This can be chords or single-note bass line
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