

St Mary's Primary School, Oxted

Music Progression

Progression in Music					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen to music with sustained concentration I can concentrate and listen to a piece of music Find the pulse whilst listening to music and using movement I can find the pulse by moving my body Use the correct musical language to describe a piece of music I can use musical words and phrases to describe a piece of music Recognise different instruments I can name different musical instruments Discuss feelings and emotions linked to different pieces of music	Listen with concentration and understanding to a range of high-quality live and recorded music I can listen to and understand different pieces of high quality live and recorded music Build an understanding of the pulse and internalise it when listening to a piece of music I can find the pulse and internalise it in my head Begin to recognise and explore different musical styles I can recognise where music might come from, the people who might	Listen with direction to a range of high quality music I can listen with direction to a range of high quality music Confidently recognise a range of musical instruments I can confidently recognise a range of musical instruments Find the pulse within the context of different songs/music with ease I can find the pulse in songs/music with confidence Understand that improvisation is when a composer makes up a tune within boundaries I can understand that improvisation is when a composer	Confidently recognise a range of musical instruments and the different sounds they make I can confidently recognise a range of musical instruments and the different sounds they make Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators Use musical language to appraise a piece or style of music	Compose complex rhythms from an increasing aural memory I can compose complex rhythms using my aural memory Understand how pulse, rhythm and pitch work together I can understand how pulse, rhythm and pitch work together Improvise with increasing confidence using own voice, rhythms and varied pitch I can improvise with increasing confidence using my own voice, rhythms and varied pitch Sing as part of an ensemble with increasing	Sing as part of an ensemble with full confidence and precision I can sing as part of an ensemble with full confidence and precision Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression I can play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression Create a simple composition and record using formal notation I can create a simple composition

Confidently Me – Belonging Together – Challenged to Contribute

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I can say what I like or dislike about a piece of music and describe how it makes me feel Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse I can understand that rhythm describes the mixture of long and short sounds which are performed on top of the pulse Listen to, copy and repeat a simple rhythm or melody I can listen to, copy and repeat a simple rhythm or melody Understand that pitch describes how high or low sounds are I can understand that pitch describes	perform it and when it might be played Begin to develop an understanding of the history and context of music I can show some understanding of how to recognise music from different points in history and I know why music might have been composed and performed Improvise a simple rhythm using different instruments including the voice I can improvise a simple rhythm using different instruments including my voice Understand that timbre describes the character or quality of a sound I can understand that timbre	makes up a tune within boundaries Understand that composition is when a composer writes down and records a musical idea I can understand that composition is when a composer writes down and records a musical idea Sing songs with multiple parts with increasing confidence I can sing songs with multiple parts with increasing confidence Play and perform in solo or ensemble contexts with confidence I can play and perform in solo or ensemble contexts with confidence Develop an understanding of formal, written	I can use musical language to appraise a piece or style of music Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate I can copy increasingly challenging rhythms using body percussion and untuned instruments Sing as part of an ensemble with confidence and precision I can sing as part of an ensemble with confidence and precision Play and perform in solo or ensemble contexts with increasing confidence	confidence and precision I can sing as part of an ensemble with increasing confidence and precision Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression I can play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets I can understand some formal, written notation which includes semibreves and	and record it using formal notation Develop a deeper understanding of the history and context of music I can develop a deeper understanding of the history and context of music Appropriately discuss the dimensions of music and recognise them in music heard I can appropriately discuss the dimensions of music and recognise them in music heard Listen with attention to detail and recall sounds with increasing aural memory and accuracy I can listen with attention to detail and recall sounds with increasing aural
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how high or low sounds are Understand that tempo describes how fast or slow the music is I can understand that tempo describes how fast or slow the music is Understand that dynamics describe how loud or quiet the music is I can understand that dynamics describe how loud or quiet the music is Learn and perform chants, rhythms, raps and songs I can perform rhymes, raps and songs Work and perform together with others as an ensemble or as a group singing I can work and perform as part of	describes the character or quality of a sound Understand that texture describes the layers within the music I can understand that texture describes the layers within the music Understand that structure describes how different sections of music are ordered I can understand that structure describes how different sections of music are ordered Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions I can describe a piece of music using musical language	notation which includes crotchets and rests I can understand some formal, written notation which includes crotchets and rests Begin to listen to and recall sounds with increasing aural memory I can begin to listen to and recall sounds with increasing aural memory	I can play and perform in solo or ensemble contexts with increasing confidence Develop an understanding of formal, written notation which includes minims and quavers I can understand some formal, written notation which includes minims and quavers Listen to and recall sounds with increasing aural memory I can listen to and recall sounds with increasing aural memory	dotted crotchets and their position on a staff Develop an increasing understanding of the history and context of music I can develop an increasing understanding of the history and context of music Listen with attention to detail and recall sounds with increasing aural memory I can listen with attention to detail and recall sounds with increasing aural memory	memory and accuracy Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians I can appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets I can deepen my understanding and use of formal, written notation which includes staff,
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an ensemble or as a group singing Learn to follow the conductor or band leader I can follow the conductor or band leader Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture I can understand how to sing musically after warming up, sitting or standing well so that I can project the sounds confidently	Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence I can confidently perform rhymes, raps and songs Develop an understanding of melody, the words and their importance in the music being listened to I can understand that the words in a song can affect its melody Sing a song in two parts I can sing a song in two parts Use tuned and untuned classroom percussion to play accompaniments and tunes				semibreves and dotted crotchets Improvise and compose music for a range of purposes using the inter-related dimensions of music I can improvise and compose music for a range of purposes using the inter-related dimensions of music
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	I can use tuned and untuned classroom percussion to play accompaniments and tunes Use tuned and untuned classroom percussion to compose and improvise I can use tuned and untuned classroom percussion to compose and improvise Perform as an ensemble using a variety of instruments and play different parts where appropriate I can perform as an ensemble using different instruments Play instruments using the correct techniques with respect I can play instruments using				
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	the correct techniques with respect Start to understand basic musical notation I can use pictures or formal musical notation to help me compose or perform music Start to choose, organise and combine musical patterns I can choose, organise and combine musical patterns Practise, rehearse and present performances to audiences with a growing awareness of the people watching I can practise, rehearse and perform music to an audience with confidence				
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	Experiment with, create, select and combine sounds using the inter-related dimensions of music I can experiment with, create, select and combine sounds using the inter-related dimensions of music				
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