

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Su b- Listening and appreciating	Progression statement	Progression statement	Progression statement	Progression statement	Progression statement	Progression statement	Progression statement
	Identify fast, slow, loud and quiet, high and low	Identify and demonstrate pulse, rhythm, pitch, tempo	Identify dynamics, texture, timbre, duration and interlude	Identify the use of silence (identify when a rest occurs)	Identify and analyse features within a wide range of pieces of music		
	Identify a pulse	Tap along to a pulse	Identify and repeat the pulse and different rhythms in a piece of music	Recognise harmonies, drone and ostinato pattern			
	Identify what different sounds could represent and give reasons why.	Recognise and name by sight: Brass: trumpet, trombone; Woodwind: Clarinet, flute, recorder; Percussion: drum kit, Djembe, piano, claves, triangle, tamborine, tambor; String: Violin, Cello, guitar. (children can also name instruments linked to their geographical knowledge, e.g. Didgeridoo, Bullroarer and Gum-leaf)	Recognise and name by ear: Brass: trumpet, trombone; Woodwind: Clarinet, flute, recorder; Percussion: drum kit, Djembe, piano, claves, triangle, tamborine, tambor; String: Violin, Cello, guitar. (children can also name instruments linked to their geographical knowledge, e.g. Didgeridoo, Bullroarer and Gum-leaf)	Recognise by sight and ear: Brass: tuba; Woodwind: oboe, bassoon, piccolo, saxophone; Percussion; String: Viola, Double bass, sitar, electric guitar, bass guitar	Identify different ensemble combinations	Identify instruments heard and their role within a piece of music	
	Identify whether there is more than one sound at a time.	Begin to associate sounds heard with instruments	Identify melody and harmony	Identify different	Discern and distinguish between layers of sound and describe their effect		
			Recognise the difference between music from other cultures and times	Understand the cultural and social meaning behind music and lyrics	Describe how lyrics often reflect the cultural context of the music and the social meaning behind lyrics and melodies	Evaluate how the venue, occasion and purpose affects the way a piece of music is created	

Identify musical structure, i.e. verse and chorus	Identify the verses and choruses. Identify repeated sections and those that are distinct	Identify bridges	Recognise the relationship between lyrics and melody	Identify cyclic patterns and different structures of musical composition	
Describe how sounds are made and changed	Recognise and describe changes in timbre, dynamics, and pitch and explain how these have been made	Recognise changes in sound that move incrementally.	Recognise how inter-related dimensions of music are used to create different moods and effects	Identify where a gradual change in dynamics has helped to shape a phrase of music	
	Verbally recall what has been heard using simple vocabulary: Loud, soft, high, low, fast, slow	Begin to repeat music that has been heard including using the same dynamic changes	Listen with attention to detail and recall sounds with increasing aural memory	Listen with attention to detail and recall sounds accurately	
Say how a piece of music makes them feel	Say what they like and do not like giving some reasons	Give opinions about different pieces of music using appropriate musical vocabulary	Identify and describe the purpose and character of a piece of music	Explain how tempo changes the character of a piece of music.	Compare different versions of the same piece of music describing the changes they hear and the effect
	Know some different musical genres: Classical, Traditional, Pop, Rock, Jazz	Compare known genres of music using musical vocabulary	Compare live and recorded music using musical vocabulary	Identify and compare a wide variety of musical genres using appropriate vocabulary	Identify and compare a wide variety of musical genres using appropriate and varied vocabulary
Know the names of some composers	Know the names of some composers and their music	Identify well-known composers by famous pieces of music	Identify well-known composers and a range of their work	Contrast the work of established composers and explain their preferences	Compare and contrast the impact that different composers from different times had on the people of the time

Performing	Know how and when to respond to musical indications about when to play or sing	Know what is shown in a musical representation	Recognise how pitch can be presented in informal musical notation	Begin to read staff notation	Read staff notation	Read staff notation understanding different pitches (clefs) used and why
	Perform a steady pulse	Sing or clap a pulse increasing or decreasing in tempo	Sing or play rhythmic patterns in contrasting tempo; keeping to the pulse	Sing songs with a simple ostinato pattern		
	Join in with singing.	Follow the melody accurately using their voice or an instrument	Sing songs from memory with increasing expression, accuracy and fluency	Sings songs from memory with accurate pitch	Learn a range of songs and perform them from memory with accurate pitch	
	Use voice to speak, chant and sing	Sing songs as an ensemble following a melody	Modulate and control their voice when singing and pronounce words clearly	Sing with a developing understanding of dynamics and expression	Breathe in the correct places when signing to control dynamics, pitch and expression	Perform with control, dynamics and awareness of others
	Use an instrument to perform a simple piece	Play simple rhythmic patterns on an instrument. Demonstrate control when playing instruments	Play notes on tuned and untuned instruments with increasing clarity and accuracy	Play tune percussion instrument with an increasing degree of accuracy	Perform 'by ear' and from simple notation	Read and play different scales on an instrument or with their voice accurately
	Clap short rhythmic patterns	Perform musical patterns keeping a steady pulse.	Perform rhythmically simple parts using a limited range of notes, e.g. '3 blind mice', 'she sells sea shells'	Perform simple rhythmic and melodic patterns on a variety of percussion instruments		Provide rhythmic support as part of a performance

	Respond musically and with increasing accuracy to a call (lower, higher, softer, louder, faster, slower)	Perform in an ensemble with instructions from a leader (hand signals to indicate pitch and duration)	Maintain a simple part within an ensemble.	Sing rounds and partner songs maintaining own part	Sing different parts of a piece accurately keeping together with the group, maintaining an awareness of others	Sing parts other than the harmony confidently and accurately
				Improvise using repeated patterns	Improvise within a group using melodic and rhythmic phrases	

Composing

Composing	Identify changes in sounds	Choose sounds to achieve a specific effect	Choose, order, combine and control sounds to create different textures			
	Tell the difference between long and short sounds		Understand how tempo can provide contrast within a piece of music		Choose the most appropriate tempo for a piece of music	Show how a change in tempo can change the effect of a piece of music.
	Repeat patterns	Order sound to create a beginning, middle and end	Improvise repeated patterns		Organise improvised repeated patterns to create a desired effect	Improvise with confidence and an awareness of rhythm
			Understand metre in 4 beats, then 3 beats			
	Make a sequence of sounds for a purpose	Create short, rhythmic patterns; sequences of short and long sounds	Combine several layers of sound with awareness of the effect	Combine tuned and percussion instrument to create a desired effect	Use drones and rhythmic ostinati	Combine a variety of musical devices including melody, rhythm and chords.
		Recognise the effect of sounds on a listener and use this to create a desired outcome	Combine different inter-related dimensions of music		Create rhythmic patterns with an awareness of timbre and duration	

	Begin to compose short melodic patterns using two or three notes	Create repeated patterns with different instruments and percussion	Create extended patterns of tuned instruments	Create songs with verses and choruses	
		Compose a simple piece of music that they can recall and use again			
Represent sounds pictorially	Know, identify and create symbols to represent sounds	Begin to write simple notation	Use notations to record and interpret sequences of pitches	Use standard notation to record compositions	Compose 4 bars of music understanding note value, time signature and melody
	Represent sounds pictorially with increasing relevance		Use notations to record compositions on their own or in a small group	Use notation to record 'groups' of notes (chords)	Represent sounds on a graphic score for a group performance.
			Recognise symbols (minim, crotchet, semibreve) and say how many beats they are worth.	Recognise musical symbols (rest, quaver, semi-quaver, treble clef, bass clef)	Understand the purpose of treble and bass clef and use them in transcribing compositions
			Devise non-standard symbols to indicate when to play and rest		Use and understand time signatures
			Recognise notes on a staff (EGBDF, FACE)	Recognise chords, scales and arpeggios	Understand sharp and flat symbols and their effect
Make a range of sounds with their voice	Know that phrases are where we breathe in a song				
Make a range of sounds with instruments	Demonstrate control on an instrument in order to create an intended effect				
Give a reason for choosing an instrument					

				Decide which composition or part of a composition is better and explain why	Thoughtfully select and deselect elements of a composition	Refine and improve compositions based on their own and others feedback
Musician						
General musical terms	Pupils should recognise and understand the following common words; chant, follow, instrument, repeat, sing, song, sounds, beater, cymbal, drum, listen, perform, quiet, shaker, tambourine, triangle, voice	Pupils should recognise and understand the following common words; body percussion, chime bar, claves, percussion	Pupils should recognise and understand the following common words; Call and response, castanets, composer, conductor, dree, duration, glockenspiel, lyrics, melodic phrase, melody, orchestra, orchestration, round, structure, theme, woodblock, xylophone	Pupils should recognise and understand the following common words; improvise, interval	Pupils should recognise and understand the following common words; notation, texture,	Pupils should recognise and understand the following common words; diction
Technical voca	Pupils should recognise and understand the following common words; fast, high, low, loud, quiet, soft, rhythm, pulse, tune	Pupils should recognise and understand the following common words; accompany, duration, pitch, ostinato, phrase	Pupils should recognise and understand the following common words; duet, accompaniment, dynamics, ostinati, scale, unison	Pupils should recognise and understand the following common words; harmony, pentatonic, crotchet, minim, semi-breve	Pupils should recognise and understand the following common words; accent, timbre, cleff, quaver, semi-quaver	Pupils should recognise and understand the following common words; syncopation