

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Su b-		Progression Statement	Progression Statement	Progression statement	Progression statement	Progression statement	Progression statement	Progression statement
Listening and appreciating	Listen with increased attention to sounds.	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		
	Listen attentively, move to and talk about 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	
	Respond to what they have heard, expressing their thoughts, feelings and responses.	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

Musical Understanding

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		
	Remember and sing simple songs, e.g. Nursery Rhymes, phonics songs etc.	Join in with singing.	Follow the melody accurately using their voice or an instrument	Sing songs from memory with increasing expression, accuracy and fluency	Sing songs from memory with accurate pitch	Learn a range of songs and perform them from memory with accurate pitch	

	Sing the pitch of a tone sung by another person ('pitch match').	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
	Play instruments with increasing control to express their feelings and ideas.	Use an instrument to perform a simple piece	Play simple rhymic 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
	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Respond musically and with increasing accuracy to a call (lower, higher, softer, louder, faster, slower)	Perfrom 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
	Sing in a group or on their own, increasingly matching the pitch and following the melody.				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.
	Create their own songs or improvise a song around one they know	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	Mozart, Bach, Beethoven Chart artists	Mozart, Bach, Beethoven Chart artists	Haydn, Handel, Vivaldi Smokey Robinson, Diana Ross, Marvin Gaye Ella Fitzgerald, Nina Simone, Louis Armstrong Elvis Presley, Chuck Berry, Jerry Lee Lewis	Brahms, Rachmaninov, Elgar John Coltrane, Duke Ellington, Billie Holiday Stevie Nicks, Jimi Hendrix, Aerosmith, The Beatles, Bob Dylan, Joni Mitchell, Leonard Cohen, Janis Joplin Ravi Shankar, A R Rahman, Shankar-Jaikishan	Pachelbell, Tchaikovsky, Grieg Bob Marley, Jimmy Cliff, Aswad, Gloria Gaynor, Bee Gees, Earth, wind and Fire, Village People, Nile Rodgers Carrie Underwood, Willie Nelson, Dolly Parton, Tim McGraw	Nicola Benedetti, Sheku Kanneh-Mason, Philip Glass Nikki Minaj, Dr Dre, Tupac Shakur, Jay Z, Run DMC The Weekend, Janet Jackson, TLC, Destiny's child, Boyz2Men Michael Buble, Peggy Lee, Big Bad Voodoo Daddy, Benny Goodman, Sammy Davis Jr. Rat Pack Carlos Santana, Camilla Cabello, Marc Anthony, Pitbull, Paco de Lucia,	Wynton Marsalis, Jamie Cullum, Trombone Shorty, Eta James, Elaine Paige, Michael Ball, Lea Salonga, Lin-Manuel Miranda, Ben Platt, Andrew Lloyd-Webber, Billy Porter Giuseppe Verdi, Giacomo Puccini, Luciano Pavorotti, Maria Callas, Moserat Caballe David Guetta, Swedish House Mafia, Norman Cooke (Fat Boy Slim), Calvin Harris Ladysmith Black Mambazo, Burna Boy, Angélique Kidjo
	Nursery rhymes Traditional songs (home on the range, on top of old smokey etc.) Current pop Classical	Nursery rhymes Traditional songs (home on the range, on top of old smokey etc.) Current pop Classical	Modern/current chart Classical Motown Traditional Jazz Rock and Roll	Classical Jazz Rock Folk Music of India	Classical Reggae Disco Country	Classical Hip Hop Rhythm and Blues Swing Latin	Contemporary Jazz Broadway and West End Opera Dance music African music
General musical terms	Pupils should recognise common words; song, singing, music, perform, voice, listen, follow, repeat	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, droe, 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; loud, soft, high, low	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