## Music Pupil Progression

### Listening, appraising & responding

<table>
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<tr>
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<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
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</thead>
<tbody>
<tr>
<td><strong>Listening to a range of high-quality live &amp; recorded music</strong></td>
<td>Recognising and understanding the difference between pulse and rhythm.</td>
<td>Recognising timbre changes in music they listen to</td>
<td>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</td>
<td>Recognising the use and development of motifs in music.</td>
<td>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical).</td>
<td>Identifying the way that features of a song can complement one another to create a coherent overall effect.</td>
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<td>Understanding that different types of sounds are called timbres.</td>
<td>Recognising structural features in music they listen to.</td>
<td>Understanding that music from different parts of the world, and different times, have different features.</td>
<td>Identifying gradual dynamic and tempo changes within a piece of music</td>
<td>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock &amp; Roll, Blues).</td>
<td>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</td>
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<td>Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter &amp; higher/lower).</td>
<td>Listening to and recognising instrumentation.</td>
<td>Recognising and explaining the changes within a piece of music using musical vocabulary.</td>
<td>Identifying common features between different genres, styles and traditions of music.</td>
<td>Comparing,</td>
<td>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</td>
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<td>Describing the character, mood, or ‘story’ of music they listen to, both verbally &amp; through movement.</td>
<td>Beginning to use musical vocabulary to describe music.</td>
<td>Describing the timbre, dynamic, and</td>
<td>Identifying the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</td>
<td>Evaluating how the</td>
<td>Representing the features of a piece of music.</td>
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<td>Describing the differences between two pieces of music.</td>
<td>Identifying melodies that move in steps.</td>
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<td></td>
<td>Expressing a basic opinion about music</td>
<td>Recognising and understanding the difference between pulse and rhythm.</td>
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| Listening with attention to detail and recall sounds with increasing aural memory | (like/dislike) | textural details of a piece of music, both verbally, and through movement.  
Beginning to show an awareness of metre.  
Recognising and beginning to discuss changes within a piece of music. | Recognising, naming and explaining the effect of the interrelated dimensions of music.  
Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.  
Using musical vocabulary to discuss the purpose of a piece of music. | discussing and evaluating music using detailed musical vocabulary. | venue, occasion and purpose affects the way a piece of music sounds. |
| --- | --- | --- | --- | --- | --- |
| Listening to and repeating short, simple rhythmic patterns.  
Listening and responding to other performers by playing as part of a group. | Listening to and repeating a short, simple melody by ear.  
Suggesting improvements to their own and others’ work. | Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others’ work. | Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others’ work. | Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work. | Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work. |
<table>
<thead>
<tr>
<th>Create sounds and music using the interrelated dimensions of music</th>
<th>Year 1</th>
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<th>Year 6</th>
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<td>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</td>
<td>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</td>
<td>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</td>
<td>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</td>
<td>Composing a coherent piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</td>
<td>Composing a detailed piece of music from a given stimulus with voices, bodies &amp; instruments (Remix, Colours, Stories, Drama).</td>
<td>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</td>
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<tr>
<td>Combining instrumental and vocal sounds within a given structure.</td>
<td>Successfully combining and layering several instrumental and vocal patterns within a given structure.</td>
<td>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</td>
<td>Improving coherently within a given style.</td>
<td>Developing melodies using rhythmic variation, transposition, inversion, and looping.</td>
<td>Improvising coherently within a given style.</td>
<td>Recording own composition using appropriate forms of notation and/or technology.</td>
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<tr>
<td>Creating simple melodies using a few notes.</td>
<td>Creating simple melodies from 5 or more notes.</td>
<td>Suggesting and implementing improvements to their own work, using musical vocabulary.</td>
<td>Creating a piece of music with at least four different layers and a clear structure.</td>
<td>Using letter name, graphic and rhythmic notation and key musical vocabulary to add musical interest.</td>
<td>Using staff notation to record rhythms and melodies.</td>
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<tr>
<td>Choosing dynamics, tempo and timbre for a piece of music.</td>
<td>Choosing appropriate dynamics, tempo and timbre for a piece of music.</td>
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<td>Creating a simple graphic score to represent a composition.</td>
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<tr>
<td>Beginning to make improvements to their work.</td>
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<td>Using letter name, graphic and rhythmic notation and key musical vocabulary to add musical interest.</td>
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**Composing**
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<th>Perform</th>
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<td>work as suggested by the teacher.</td>
<td>Using letter name and graphic notation to represent the details of their composition.</td>
<td>Beginning to suggest improvements to their own work.</td>
<td>label and record their compositions.</td>
<td>Suggesting improvements to others work, using musical vocabulary.</td>
<td>and with others, using musical vocabulary with confidence.</td>
<td>Suggesting and demonstrating improvements to own and others’ work.</td>
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<td><strong>Performing</strong></td>
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<td>Using their voices expressively to speak and chant.</td>
<td>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</td>
<td>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</td>
<td>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</td>
<td>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</td>
<td>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</td>
<td>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</td>
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<td>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</td>
<td>Singing short songs from memory, with melodic and rhythmic accuracy.</td>
<td>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</td>
<td>Singing and playing in time with peers, with accuracy and awareness of their part in the group performance.</td>
<td>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others.</td>
<td>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others.</td>
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<td>Maintaining the pulse (play on the beat) using hands,</td>
<td>Copying longer rhythmic patterns on un-tuned percussion</td>
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and tuned and un-tuned instruments.

Copying back short rhythmic and melodic phrases on percussion instruments.

Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.

Performing from graphic notation.

instruments, keeping a steady pulse.
Performing expressively using dynamics and timbre to alter sounds as appropriate.

Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.

Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.

part in the group performance.
Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.

Playing syncopated rhythms with accuracy, control and fluency.

Playing simple chord sequences (12 bar blues).

Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.

others and communicating with the group.
Performing with accuracy and fluency from graphic and simple staff notation.

Playing a simple chord progression with accuracy and fluency.

Performing a solo or taking a leadership role within a performance.