

Progression in Music KS1

Igra Primary school

| | EYFS | YEAR 1 | YEAR 2 |
|--|---|--|--|
| Use of voice expressively and creatively | <p>Sing echo songs and perform movements to a steady beat</p> <p>Explore singing at different speeds and pitch to create moods and feelings</p> <p>Discover how to use the voice to create loud and soft sounds</p> | <p>Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture</p> <p>Understand that pitch describes how high or low sounds are</p> <p>Learn and perform chants, rhythms, raps and songs</p> | <p>Sing with a sense in the shape of a melody</p> <p>Sing a song in two part</p> <p>To represent sounds with symbols</p> <p>To improvise in making sounds with the voice</p> <p>Perform songs using creativity and expression and create dramatic effect</p> |
| Play untuned instruments | <p>Play instruments to a steady beat.</p> <p>Understand how to hold and play an instrument with care.</p> <p>Explore the different sounds instruments make.</p> <p>Choose an instrument to create a specific sound.</p> | <p>Learn to follow the conductor or band leader</p> <p>Recognise different instruments</p> | <p>Perform simple patterns and accompaniments keeping to a steady pulse.</p> <p>Recognise and explore how sounds can be organised</p> <p>Respond to starting points that have been given</p> <p>Understand how to control playing an instrument so that it sounds as it should</p> <p>Use untuned percussion to play accompaniments and tunes</p> <p>Use untuned percussion to compose and improvise</p> |

| | | | |
|---|---|--|--|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Listen with concentration and understanding</p> | <p>Express feelings in music by responding to different moods in a musical score.</p> <p>Listen to music and respond by using hand and whole-body movements.</p> <p>Listen to different sounds (animal noise, water etc) and respond with voice and movement.</p> | <p>Listen to music with sustained concentration Discuss feelings and emotions linked to different pieces of music</p> <p>Use the correct musical language to describe a piece of music</p> <p>Understand that tempo describes how fast or slow the music is and dynamics describe how loud or quiet the music is</p> <p>Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse</p> | <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Build an understanding of the pulse and internalise it when listening to a piece of music</p> <p>Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Experiment with, create, select and combine sounds</p> | <p>Choose different instruments, including the voice, to create sound effects in play.</p> <p>Investigate a variety of ways to create sound with different materials.</p> <p>Experiment performing songs and music together with body movements to a steady beat.</p> | <p>Listen to, copy and repeat a simple rhythm or melody</p> <p>Find the pulse whilst listening to music and using movement</p> | <p>Improvise a simple rhythm using different instruments including the voice</p> <p>Understand that timbre describes the character or quality of a sound</p> <p>Understand that texture describes the layers within the music</p> <p>Use sounds to achieve an effect. (including use of ICT) Create short musical patterns.</p> <p>Practise, rehearse and present performances to audiences with a growing awareness of the people watching</p> <p>Experiment, create, select and combine sounds using the inter-related dimensions of music</p> |

Progression in Music KS2

Iqra Primary school

| | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------|---|---|--|--|
| Play and perform | <p>Sing songs with multiple parts with increasing confidence</p> <p>Play and perform in solo or ensemble contexts with confidence</p> | <p>Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate</p> <p>Sing as part of an ensemble with confidence and precision</p> <p>Play and perform in solo or ensemble contexts with increasing confidence</p> | <p>Sing as part of an ensemble with increasing confidence and precision</p> <p>Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression</p> | <p>Sing as part of an ensemble with full confidence and precision</p> <p>Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression</p> <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p> |
| Improve and compose music | <p>Confidently recognise a range of musical instruments</p> | <p>Confidently recognise a range of musical instruments and the different sounds they make</p> | <p>Understand how pulse, rhythm and pitch work together</p> <p>Compose complex rhythms from an increasing aural memory</p> <p>Improvise with increasing confidence using own voice, rhythms and varied pitch</p> | <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</p> <p>Create a simple composition and record using formal notation</p> |

| | | | | |
|---|--|---|---|---|
| <p>Listen with attention to detail and recall sounds.</p> | <p>Find the pulse within the context of different songs/music with ease</p> <p>Listen with direction to a range of high-quality music</p> | <p>Listen to and recall sounds with increasing aural memory</p> | <p>Listen with attention to detail and recall sounds with increasing aural memory</p> | <p>Appropriately discuss the dimensions of music and recognise them in music heard</p> <p>Listen with attention to detail and recall sounds with increasing aural memory and accuracy</p> |
| <p>Use and understand staff and other musical notation.</p> | <p>Develop an understanding of formal, written notation which includes crotchets and rests</p> | <p>Develop an understanding of formal, written notation which includes minims and quavers</p> | <p>Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets</p> | <p>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets</p> <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p> |
| <p>Appreciate and understand a wide range of live and recorded music.</p> | <p>Understand that improvisation is when a composer makes up a tune within boundaries</p> <p>Begin to listen to and recall sounds with increasing aural memory</p> | <p>Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators</p> <p>Use musical language to appraise a piece or style of music</p> | <p>Develop an increasing understanding of the history and context of music</p> | <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Listen with increasing discrimination to a wide range of music from great composers and musicians</p> |

| | | | | |
|---|--|---|--|---|
| <p>Develop an understanding of the history of music.</p> | <p>Describe the different purposes of music throughout history and in other cultures.</p> <p>Understand that the sense of occasion affects the performance</p> | <p>Understand that the sense of occasion affects the performance. Combine sounds expressively</p> | <p>Understand the different cultural meanings and purposes of music, including contemporary culture.</p> | <p>Develop a deeper understanding of the history and context of music</p> <p>Understand and express opinions on the different cultural meanings and purposes of music</p> |
|---|--|---|--|---|