



THORPE HESLEY PRIMARY SCHOOL

Progression Document for Music

Progression Document for EYFS

	0-3 Years - N1 (Jan Nursery Starters)	3-4 Years – N1 (Jan Nursery Starters) & N2 (Sep Nursery Starters)	Reception
Disciplinary Knowledge	Key Vocabulary: Fast, slow, sing, song, loud, quiet	Key Vocabulary: Fast, slow, sing, song, loud, Quiet, high, low and chant.	Key Vocabulary: Chant, fast, follow, high, instrument, low, loud, quiet (use instead of 'soft') repeat, rhythm, sing, slow, song and sounds
	Substantive Knowledge:	Substantive Knowledge:	Substantive Knowledge:
Performing	<ul style="list-style-type: none"> Enjoy singing, music and toys that make sounds. Clap and stamp to music. Enjoy songs and rhymes, tuning in and paying attention. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound-makers and instruments and play them in different ways. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. 	<ul style="list-style-type: none"> Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. <p style="text-align: center;"><u>ELG</u></p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
Composing			
Appraising			

Progression Document for KS1/KS2

	Year 1	Year 2	Year 3
Disciplinary Knowledge	Key Vocabulary: As EYFS plus: beat, beater, cymbal, drum, high (sound) listen, loud, low (sound) perform, quiet, shaker, steady beat, tambourine, tempo, triangle, tune, voice	Key Vocabulary: As Year 1 plus, accompany, body percussion, chime bar, chord, claves, compose, duration, ostinato, percussion, phrase, pitch, pulse, recorder, score, tuned percussion, untuned percussion, volume	Key Vocabulary: as Key Stage One plus: names of orchestral instruments, accompaniment, call and response, castanets, composer, conductor, drone, duet, duration, dynamics, glockenspiel, lyrics, melodic phrase, melody, orchestra, orchestration, ostinato, round, scale, stepwise movement, structure, theme, unison, woodblock, xylophone.
	Substantive Knowledge:	Substantive Knowledge:	Substantive Knowledge:
Performing	<ul style="list-style-type: none"> Can they use their voice to speak/sing/chant? Do they join in with singing? Can they clap short rhythmic patterns? Can they use instruments to perform a simple piece? Can they respond to musical indications about when to play or sing? • Can they respond musically with increasing 	<ul style="list-style-type: none"> Can they follow the melody using their voice or an instrument? Can they sing songs as an ensemble following the tune (melody) well? 	<ul style="list-style-type: none"> Do they sing songs from memory with increasing expression, accuracy and fluency? Do they maintain a simple part within an ensemble? Do they modulate and control their voice when singing and pronounce the words clearly?



THORPE HESLEY PRIMARY SCHOOL

Progression Document for Music

	<p>accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse? Listening</p> <ul style="list-style-type: none"> Respond to different moods of music, in different ways <p>Challenge</p> <ul style="list-style-type: none"> Can they perform a rhythm to a steady pulse? 	<ul style="list-style-type: none"> Can they perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)? Can they play simple rhythmic patterns on an instrument? Can they sing/clap a pulse increasing or decreasing in tempo? Do they have control when playing instruments? Can they perform musical patterns keeping a steady pulse? <p>Challenge</p> <ul style="list-style-type: none"> Can they understand the importance of a warm up? Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse? 	<ul style="list-style-type: none"> Can they play notes on tuned and un-tuned instruments with increasing clarity and accuracy? Can they improvise (including call and response) within a group using the voice? Can they collaborate to create a piece of music? Listening Describe music using appropriate vocabulary Begin to compare different kinds of music Recognise differences between music of different times and cultures <p>Challenge</p> <ul style="list-style-type: none"> Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?
Composing	<ul style="list-style-type: none"> Can they make a range of sounds with their voice? Can they make a range of sounds with instruments? Can they identify changes in sounds? Can they tell the difference between long and short sounds? Can they represent sounds pictorially? Can they make a sequence of sounds for a purpose? <p>Challenge</p> <ul style="list-style-type: none"> Can they repeat (short rhythmic and melodic) patterns? Can they give a reason for choosing an instrument? 	<ul style="list-style-type: none"> Can they order sounds to create a beginning, middle and end? Can they represent sounds pictorially with increasing relevance? • Can they choose sounds to achieve an effect (including use of technology)? Can they begin to compose short melodic patterns using two or three notes (tuned instruments/voice)? Can they create short, rhythmic patterns – sequences of long and short sounds? Are they selective in the control used on an instrument in order to create an intended effect? Can they create their own symbols to represent sounds? Can they choose sounds to create an effect on the listener? <p>Challenge</p> <ul style="list-style-type: none"> Can they use simple structures (e.g. repetition and order) in a piece of music? Do they know that phrases are where we breathe in a song? 	<ul style="list-style-type: none"> Can they create repeated patterns using a range of instruments? Can they combine different sounds to create a specific mood or feeling? Do they understand how the use of tempo can provide contrast within a piece of music? Can they begin to read and write musical notation? Can they effectively choose, order, combine and control sound to create different textures? Can they use silent beats for effect (rests)? Can they combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition? <p>Challenge</p> <ul style="list-style-type: none"> Can they create accompaniments for melodies? Can they compose a simple piece of music that they can recall to use again? Do they understand metre in 4 beats; then 3 beats?
Appraising	<ul style="list-style-type: none"> Can they form an opinion to express how they feel about a piece of music? Can they recognise repeated patterns? Can they tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds? Can they hear the pulse in a piece music? Can they tell the difference between loud and quiet sounds? Can they describe how sounds are made and changed? Can they respond to different moods in music and say how a piece of music makes them feel? <p>Challenge</p> <ul style="list-style-type: none"> Can they identify what different sounds could represent and give a reason why? Can they identify texture - listening for whether there is more than one sound at the same time? Can they identify musical structure in a piece of music (verse, chorus etc.)? 	<ul style="list-style-type: none"> Can they identify particular features when listening to music? Can they begin to associate sounds they hear with instruments? Can they independently identify the pulse in a piece of music and tap along? Can they listen carefully to recall short rhythmic patterns? Can they begin to recognise changes in timbre, dynamics and pitch? Are they able to recognise and name different instruments by sight? Can they evaluate and improve their own work and give reasons? Listening Listen to simple inter-related dimensions of music Verbally recall what they have heard with simple vocabulary – loud, soft, high, low Begin to say what they like and dislike <p>Challenge</p>	<ul style="list-style-type: none"> Can they use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music? Can they evaluate and improve their work, explaining how it has improved using a success criterion? Do they know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)? Are they able to recognise a range of instruments by ear? Can they internalise the pulse in a piece of music? Can they identify the features within a piece of music? <p>Challenge</p> <ul style="list-style-type: none"> Can they recognise changes in sounds that move incrementally and more dramatically? Can they compare repetition, contrast and variation within a piece of music?



THORPE HESLEY PRIMARY SCHOOL

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		<ul style="list-style-type: none"> Can they tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect? 	
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Progression Document for KS1/KS2

	Year 4	Year 5	Year 6
Disciplinary Knowledge	<p>Key Vocabulary: as Year 3 plus: harmony, improvise, leaping (large interval between two notes) pentatonic.</p> <p>Substantive Knowledge:</p>	<p>Key Vocabulary: as Year 4 plus: Accent, bass, notation, texture, timbre</p> <p>Substantive Knowledge:</p>	<p>Key Vocabulary: as Year 5 plus: diction, interval, syncopation</p> <p>Substantive Knowledge:</p>
Performing	<ul style="list-style-type: none"> Can they perform a simple part of an ensemble rhythmically? Can they sing songs from memory with increasing expression, accuracy and fluency? Can they improvise using repeated patterns with increasing accuracy and fluency? Listening Describe what they hear using a wider range of musical vocabulary Recognise how the inter-related dimensions of music are used by composers to create different moods and effects Understand the cultural and social meaning of lyrics Appreciate harmonies, drone and ostinato Explore ways the way in which sounds are combined towards certain effects Understand the relationship between lyrics and melody Challenge Can they use selected pitches simultaneously to produce simple harmony? 	<ul style="list-style-type: none"> Can they sing and use their understanding of meaning to add expression? Can they perform 'by ear' and from simple notations? Can they improvise within a group using melodic and rhythmic phrases? Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? Can they maintain their part whilst others are performing their part? Listening Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary Analyse and compare features from a wide range of music Discern and distinguish layers of sound and understand their combined effect Challenge Can they use pitches simultaneously to produce harmony by building up simple chords? Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song? 	<ul style="list-style-type: none"> Can they begin to sing a harmony part? Can they begin to perform using notations? Can they take the lead in a performance? Can they take on a solo part? Can they provide rhythmic support? Can they perform parts from memory? Listening Evaluate differences in live and recorded performances Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion Challenge Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?
Composing	<ul style="list-style-type: none"> Can they use notations to record and interpret sequences of pitches? Can they use notations to record compositions in a small group or on their own? Can they use notation in a performance? 	<ul style="list-style-type: none"> Can they begin to use standard notation? Can they use their notations to record groups of pitches (chords)? Can they choose the most appropriate tempo for a piece of music? Can they use technology to compose music which meets a specific criterion? Listening Identify cyclic patterns – verse and chorus, coda Recognise how different inter-related dimensions of music are combined and used expressively in many different types of music Challenge Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre? 	<ul style="list-style-type: none"> Do they recognise that different forms of notation serve different purposes? Can they combine groups of beats? Can they use a variety of different musical devices in their composition? (e.g. melody, rhythms and chords) Challenge Can they show how a small change of tempo can make a piece of music more effective? Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?
Appraising	<ul style="list-style-type: none"> Can they explain why silence is used in a piece of music and say what effect it has? Can they start to identify the character of a piece of music? 	<ul style="list-style-type: none"> Can they describe, compare and evaluate music using musical vocabulary? Can they suggest improvements to their own or others' work? 	<ul style="list-style-type: none"> Can they refine and improve their work? Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?



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	<ul style="list-style-type: none">• Can they describe and identify the different purposes of music?• Can they use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition?• Challenge• Can they identify how a change in timbre can change the effect of a piece of music?	<ul style="list-style-type: none">• Can they choose the most appropriate tempo for a piece of music?• Can they identify and begin to evaluate the features within different pieces of music?• Can they contrast the work of established composers and show preferences?• Challenge• Can they explain how tempo changes the character of music?• Can they identify where a gradual change in dynamics has helped to shape a phrase of music?	<ul style="list-style-type: none">• Can they compare and contrast the impact that different composers from different times will have had on the people of the time?• Can they analyse features within different pieces of music?• Challenge• Can they appraise the introductions, interludes and endings for songs and compositions they have created?
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