

Subject Progression Grid for Music



Singing

Year 1	<ol style="list-style-type: none"> 1. Join in with simple exercises to warm up the voice 2. Establish an effective singing position (sit up straight or standing) 3. Sing as part of a class/group - <i>Some children may choose to sing on their own</i> 4. Begin to sing with expression 5. Begin to keep the pulse when singing 6. Begin to follow signals from a conductor to start, stop and sing loudly or quietly
Year 2	<ol style="list-style-type: none"> 1a. Join in with simple exercises to warm up the voice 1b. Begin to understand why the voice needs to be warmed up 2. Establish an effective singing position (sit up straight or standing) 3a. Sing confidently as part of a whole class group 3b. Begin to sing short phrases on own 4. Sing with expression 5. Keep to the pulse and in time when singing with class 6. Begin to start, stop and adapt dynamics, duration and speed from signals given by the conductor
Year 3	<ol style="list-style-type: none"> 1a. Select simple exercises to warm up the voice 1b. Understand why the voice needs to be warmed up 2. Assume effective singing position when requested (string diaphragm, relaxed shoulders, legs slightly apart) 3a. Sing confidently as part of a small group 3b. Have a developing confidence to sing on own 4. Begin to convey the meaning of music when singing 5. Sing with a confident sense of pulse 6. Increase confidence to follow cues from the conductor regarding duration, dynamics and tempo
Year 4	<p>Skills 1 and 2 secured in Year 3</p> <ol style="list-style-type: none"> 3. Sing confidently as part of the class, in small groups and on own 4. Begin to sing stylistically (according to song styles studied) 5. Sing confidently with a sense of pulse and in time with the class/group 6. Confidently follow cues from the conductor regarding duration, dynamics and tempo
Year 5	<p>Skills 1 and 2 secured in Year 3</p> <ol style="list-style-type: none"> 3. Work effectively as a member of an ensemble or as a soloist when singing 4. Sing stylistically (according to the song styles studied) 5. Sing with a sense of pulse, in time with the group and with a developing clear diction and good tuning 6. Confidently follow cues from the conductor regarding duration, dynamics and tempo and begin to take on the role of conductor
Year 6	<p>Skills 1 and 2 secured in Year 2, skill 3 secured in Year 5</p> <ol style="list-style-type: none"> 4. Sing stylistically (according to the song styles studied) 5. Sing with a sense of pulse, in time with the group, and with clear diction and good tuning 6. Give and follow instructions for duration, dynamics and tempo as a member of a singing ensemble or as the conductor

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Playing and Reading Music

Year 1	1. Play untuned instruments as part of the class or in a small group Some children may choose to play on their own 2. Begin to keep the pulse when playing untuned instruments 3. Begin to follow signals from a conductor to start, stop and play loudly or quietly 4. Begin to read pictorial representations when playing music (eg. colour codes, rising and falling marks)
Year 2	1a. Play untuned instruments confidently as part of a class, small group or on own 1b. Begin to play tuned instruments 2. Keep to the pulse and in time when playing with class 3. Start, stop and begin to adapt dynamics, duration and speed from signals given by the conductor 4a. Read pictorial representations when playing music (eg. colour codes, rising and falling marks) 4b. Begin to read some musical notation when playing tuned instruments
Year 3	Skill 1a secured in Year 2 1b. Play tuned instruments with growing confidence fluency and accuracy as part of class/group or on own 2. Play with a confident sense of pulse and in time with the class/group 3. Increase confidence to follow cues from the conductor regarding duration, dynamics and tempo 4. Increase quantity of musical notation that can be read when playing tuned instruments 5. Begin to play tuned instruments with some expression
Year 4	Skill 1a secured in Year 2, skill 2 secured in Year 3 1b. Play tuned instruments with confidence as part of class/group or on own 3. Confidently follow cues from the conductor regarding duration, dynamics and tempo 4. Read musical notation and begin to read a range of other musical symbols (rests, clefs etc.) 5. Begin to play stylistically (according to the genre of music being played)
Year 5	Skill 1a secured in Year 2, skill 2 secured in Year 3 1b. Begin to work effectively as part of an ensemble or as a solo artist to play tuned instruments 3. Confidently follow cues from the conductor regarding duration, dynamics and tempo and begin to take on the role of conductor when engaging in instrumental work 4. Use standard stave notation to read increasingly complex musical ideas 5. Play stylistically (according to the genre of music being played)
Year 6	Skill 1a secured in Year 2, skill 2 secured in Year 3 1b. work effectively as part of an ensemble or as a solo artist to play tuned instruments 3. Confidently follow cues from the conductor regarding duration, dynamics and tempo and take on the role of conductor when engaging in instrumental work 4. Be confident in the use of stave notation 5. Play stylistically (according to the genre of music being played)

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Creating Music – Composing and Improvising

Year 1	<ol style="list-style-type: none"> 1. Begin to make musical noises spontaneously with: the voice (melodies) by experimenting with about 3 notes, untuned percussion (rhythms) and understand this as improvisation 2. Show an emerging awareness of musical contrast through dynamics and pitch 3. Begin to record music pictorially with symbols and shapes which convey the rise and fall of dynamic or pitch, Digitally (iPad) and know this as composition
Year 2	<ol style="list-style-type: none"> 1. Make musical noises spontaneously with: the voice and tuned percussion (melodies) by experimenting with about 3 notes, untuned percussion (rhythms) and understand this as improvisation 2. Show a developing awareness of dynamics, pitch and tempo when improvising and composing 3. Record music pictorially with symbols and shapes which convey the rise and fall of dynamic, pitch and tempo and Digitally (iPad)
Year 3	<ol style="list-style-type: none"> 1. Explain improvisation and demonstrate understanding of this by spontaneously creating rhythms and melodies using between 3 and 5 notes. Do this as part of a group/ class and begin to do this as a soloist 2. Begin to develop confidence using dynamics, pitch, tempo, duration and texture when making music 3. With a growing independence, record musical melodies and rhythms pictorially with symbols, shapes and begin to use some graphic stave notation and Digitally (iPad). Know this as composition
Year 4	<ol style="list-style-type: none"> 1. Confidently explain improvisation and demonstrate understanding of this by spontaneously creating rhythms and melodies using between 3 and 5 notes. Do this as part of a group/ class and as a soloist 2. Have a developing confidence with dynamics, pitch, tempo, duration and texture when making music 3. Demonstrate the independence to record musical melodies and rhythms: Pictorially with symbols, shapes and known graphic stave notation and Digitally (iPad). Know this as composition
Year 5	<ol style="list-style-type: none"> 1. Begin to identify opportunities to improvise within the context of the songs/pieces of music being learnt with the voice, tuned and untuned instruments. Do this as part of a group and as a solo performer. Begin to develop more complex melodies and rhythms 2. Consider all of the interrelated dimensions of music when making music. 3. Record the composition of melodies and rhythms digitally and by known graphic stave notation. 4. Begin to identify opportunities to compose for purpose
Year 6	<ol style="list-style-type: none"> 1. Identify opportunities to improvise within the context of the songs/pieces of music being learnt. Do this as part of a group and as a solo performer. Develop more complex melodies and rhythms 2. Consider all of the interrelated dimensions of music when making music. 3. Record the composition of melodies and rhythms digitally and by graphic stave notation 4. Identify opportunities to compose for purpose

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Performing

Year 1	<ol style="list-style-type: none"> 1. Begin to work as part of a group/ensemble to start and finish a performance together following a conductor 2. Begin to perform music/songs learnt, compositions and improvisations 3. Begin to act upon feedback when practising to improve performance 4. Begin to review performances by watching/listening back and identifying two stars and a wish
Year 2	<ol style="list-style-type: none"> 1. Develop a growing confidence when working as part of a group/ensemble to start and finish a performance together following a conductor 2. Develop a growing confidence when performing music/songs learnt, compositions and improvisations 3. Act upon feedback when practising to improve performance 4. Review performances by watching/listening back and identifying two stars and a wish
Year 3	<ol style="list-style-type: none"> 1. Continue to work as part of a group/ensemble to start and finish a performance together following a conductor 2. Perform music/songs learnt, compositions and improvisations with confidence 3. Use rehearsal feedback to continually improve ahead of a performance 4. Watch/listen back to performances to identify two stars and a wish
Year 4	<ol style="list-style-type: none"> 1. Begin to present a musical performance to an audience with an understanding of its history and/or style 2. Perform music/songs learnt, compositions and improvisations with confidence 3. Listen to and act upon feedback to continually improve ahead of a performance 4. Begin to watch/listen back and discuss performances to identify strengths and areas to develop based upon the interrelated dimensions
Year 5	<ol style="list-style-type: none"> 1. Present a musical performance to an audience with an understanding of its history and/or style 2. Perform music/songs learnt, compositions and improvisations with confidence 3. Listen to and act upon feedback relating to the interrelated dimensions of music to continually improve ahead of a performance 4. Watch/listen back and discuss performances to identify strengths and areas to develop based upon the interrelated dimensions of music
Year 6	<ol style="list-style-type: none"> 1. Present a musical performance to an audience with an understanding of its history and/or style 2. Perform music/songs learnt, compositions and improvisations with confidence 3. Listen to and act upon feedback relating to the interrelated dimensions of music to continually improve ahead of a performance 4. Watch/listen back and discuss performances to identify strengths and areas to develop based upon the interrelated dimensions of music

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Listening and Appraising

Year 1	<ol style="list-style-type: none"> 1. Begin to name instruments and recognise their sound 2. Begin to internalise pulse by clapping, marching, tapping etc. 3. Begin to use language related to dynamics and tempo to describe music heard and feelings towards it 4. Begin to build a repertoire of musical language relating to genre <p>Genres Studied hip hop, reggae, blues, Latin, bhangra, folk, funk, a range of classical music a range of eras</p>
Year 2	<ol style="list-style-type: none"> 1. Name a range of instruments and recognise their sound 2. Internalise and follow pulse by clapping, marching, tapping etc. 3. Use language related to dynamics, tempo and pitch to describe music heard and feelings towards it 4. Continue to build a repertoire of musical language relating to genre <p>Genres Studied traditional African, rock, reggae, pop, a range of classical music a range of eras.</p>
Year 3	<p>Skill 2 secured in Year 2</p> <ol style="list-style-type: none"> 1. Name and begin to group instruments by family (wind, string, brass, percussion) 2. Find the pulse of a piece of music 3. Use language related to dynamics, tempo, pitch and duration to describe music and feelings towards it 4. Identify some musical styles/genres and begin to understand their position in the history of music 5. Discuss how interrelated dimensions fit together to make a piece of music <p>Genres Studied R&B, reggae, traditional world music, pop and classical music from a range of eras.</p>
Year 4	<p>Skill 2 secured in Year 2</p> <ol style="list-style-type: none"> 1. Name and group instruments by family (wind, string, brass, percussion) 3. Use language related to dynamics, tempo, pitch and duration to describe music and feelings towards it. 4. Identify some musical styles/genres and develop a growing understanding of position in the history of music 5. Discuss how interrelated dimensions fit together to make a piece of music <p>Genres Studied Pop: ABBA & Beatles, rap, gospel, soul and classical music from a range of eras.</p>
Year 5	<p>Skill 2 secured in Year 2</p> <ol style="list-style-type: none"> 1. Identify musical styles and genres and associated instruments. 3, 4 and 5. Begin to use all of the interrelated dimensions of music and knowledge of musical history to discuss and describe music being studied <p>Genres Studied pop: ballads, rock, jazz, hip hop and classical music from a range of eras.</p>

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Year 6

Skill 2 secured in Year 2

1. Identify musical styles and genres and associated instruments.
- 3, 4 and 5. Use all of the interrelated dimensions of music and knowledge of musical history to discuss and describe music being studied

Genres Studied

Pop, jazz, Benjamin Britten, women in music and classical music from a range of eras.