

St George's Central CE Primary School and Nursery

Progression in Music

Knowledge – Inter-related dimensions				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> • Make rhythmic and repetitive sounds. • Joins in with songs and rhymes, making some sounds. <p><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> • 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. • Clap or tap to the pulse of songs or music. 	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Children can hear a steady beat and tap or play an instrument in time to the beat. • Children listen to music with a pulse and move in time with the music and respond to changes: they could jump when the music suddenly becomes louder, for example. 	<ul style="list-style-type: none"> • Demonstrate some understanding of the inter-related dimension of music, particularly pitch, tempo, timbre and dynamics. • Begin to show understanding of the terms ‘beat’ and ‘rhythm’. 	<ul style="list-style-type: none"> • Demonstrate increasing understanding of the inter-related dimensions of music, including pitch, tempo, timbre, dynamics, structure and texture. • Begin to understand how ‘beat’ and ‘rhythm’ are different but work together within music. 	<ul style="list-style-type: none"> • Have a confident understanding of all of the inter-related dimensions of music, including pitch, tempo, timbre, texture, structure, duration and dynamics and demonstrate the application of these. • Understand and explain with confidence how ‘beat’ and ‘rhythm’ work together within a piece of music.
Knowledge – Notation				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> • Children may see musical notation in a book or on the screen. 	<ul style="list-style-type: none"> • Understands that there is written down music that a singer or instrument player can follow. 	<ul style="list-style-type: none"> • Begin to show understanding of what graphic notation is. • Develop an understanding of graphic notation and that written symbols can represent rhythmic and melodic sounds. 	<ul style="list-style-type: none"> • Demonstrate an increased knowledge of graphic notation and how symbols can represent rhythmic and melodic sounds. • Understand that melodies and rhythms can be 	<ul style="list-style-type: none"> • Show an increased understanding of formal notation. • Know how many beats quavers, crotchets, minims and semibreves represent.

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<p>3 – 4 year olds</p> <ul style="list-style-type: none"> Children may see musical notation in a book or on the screen and adults will talk about what it is. 			<p>represented using formal notation.</p> <ul style="list-style-type: none"> Know how many beats crotchets, minims and semibreves represent. Know that the position of notes of a staff represent the pitch of the sound being made. Begin to understand the principles of the pentatonic scale. Know that a rest represents a period of silence within music. 	<ul style="list-style-type: none"> Understand and identify crotchet and quaver rests within music. Know the note names and how these are positioned on the staff. Know how to read simple pieces of music written in the treble clef, taking into account the rhythms represented by the note types and rests present, as well as the melodies represented by the position of the notes on the staff.
Knowledge – Instrument knowledge				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p>2 – 3 year olds</p> <ul style="list-style-type: none"> Introduce children to sound makers and untuned instruments. <p>3 – 4 year olds</p> <ul style="list-style-type: none"> Children introduced to the names of a variety of untuned instruments. Children shown how to use and treat instruments appropriately. 	<ul style="list-style-type: none"> Children know the names of some untuned and tuned instruments. Children use and play untuned instruments confidently and appropriately. Children listen to musicians playing and talk about the instruments they are playing. 	<ul style="list-style-type: none"> Know the names of a variety of tuned and untuned instruments. Know how to play instruments carefully and respectfully. Know which instruments belong to the percussion family and why. Know that on a tuned instrument, different notes play different pitches. Know that instruments can be played in different ways resulting in different sounds. Know how to look after their voices when singing. 	<ul style="list-style-type: none"> Know that untuned percussion instruments are used to provide the rhythm within music and will usually be played in time with the beat. Understand the correct way to hold and play a recorder, glockenspiel and guitar. Know the relationship between the way in which an instrument is played and the sounds that are produced. Understand and name some of the families of the orchestra and name some instruments that belong to each family. Understand how notes are produced on the recorder, 	<ul style="list-style-type: none"> Understand and name all four families of the orchestra and identify a variety of instruments from each, explaining why it belongs there. Know how to play instruments accurately and effectively to suit the piece of music. Know how to use drum sticks on a variety of different surfaces to keep a basic beat. Demonstrate an increased understanding of instrument names and families. Understand the importance of selecting and layering instruments carefully to achieve the desired effect.

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			glockenspiel and guitar and explain the science of this.	
			<ul style="list-style-type: none"> Understand the names of a variety of percussion instruments and know where they originated from. 	
Skills – Listening and appraising				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> Show attention to sounds and music. Respond emotionally and physically to music when it changes. Ask to hear songs and music again when they like it. <p><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Listen to music from different cultures and historical periods. 	<ul style="list-style-type: none"> Children watch and talk about dance and performance art, expressing their feelings and responses. Children are encouraged to listen attentively to music and then discuss changes and patterns as a piece of music develops. Children are introduced to different kinds of music from across the globe, including traditional and folk music from Britain. Children talk about the music they have listened to and say what they thought about it. Children listen to live musicians, children in school playing music and their class peers to talk about what they thought about it. 	<ul style="list-style-type: none"> Begin to listen to a wide range of music from different composers, time periods, cultures and countries with concentration. Express opinions about music they have listened to, giving reasons for these. Begin to identify musical instruments used within a piece of music. Begin to identify similarities and differences between musical styles. Comment upon improvements that could be made after listening to their own work or the work of others. 	<ul style="list-style-type: none"> Listen to a wide range of music from different composers, time periods, cultures and countries, with attention to detail. Begin to use a range of musical vocabulary when expressing their opinions and ideas about music they have listened to Identify musical instruments and ideas used within a piece of music with increasing accuracy. Identify similarities and differences between musical styles and use musical vocabulary to describe these. Comment on their own and other's work in relation to achieving the desired effect. 	<ul style="list-style-type: none"> Listen with attention to detail and begin to recall sounds using aural memory. Develop an appreciation and understanding of a wide range of music from different composers, time periods, cultures and countries. Discuss music they have listened to with increasing use of musical vocabulary and demonstrating an understanding of musical principles. Make comparisons between a number of different pieces of music drawing upon their knowledge of the inter-related dimensions of music. Suggest improvements to their own work and the work of others, commenting on how intentions have been achieved. Provide constructive criticism after listening to

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				their own work or the work of others.
Skills – Singing				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> Explore their voices and enjoy making sounds. Joins in with songs and rhymes, making some sounds. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. <p><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing their own songs, or improvise a song around one they know. Children learn to use their 'singing' voice when asked to sing loudly, children often shout. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. 	<ul style="list-style-type: none"> Children sing learnt and made up songs in a group or on their own. Children play pitch-matching games, humming or singing short phrases. Children sing call and response songs, so that children can echo phrases of songs the adult sings. Children begin to learn longer songs to sing by learning them gradually a few lines at a time. 	<ul style="list-style-type: none"> Use voices expressively and creatively to sing songs and speak chants and rhymes. Begin to show vocal control regarding pitch and dynamics when singing as part of a group. 	<ul style="list-style-type: none"> Begin to use their voices in solo and group contexts. Begin to demonstrate ability to sing in unison and in two parts. Show good vocal control, thinking particularly about pitch, dynamics and using their voice in a safe and healthy way. Begin to sing songs in English and in other languages. 	<ul style="list-style-type: none"> Understand the importance of warming up the voice and demonstrating good practice when singing. Begin to understand the importance of singing with good diction. Use voices with increasing accuracy, fluency, control and expression, understanding the need to change quality of voice to suit the song. Sing confidently in unison and in parts. Confidently sing songs both in English and other languages. Sing with accompaniment or acapella.
Skills – Playing instruments				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> Explore a range of sound-makers and known instruments and play them in different ways. <p><u>3 – 4 year olds</u></p>	<ul style="list-style-type: none"> Children learn how to tap rhythms to accompany words, such as tapping the syllables of names and lyrics of a song. 	<ul style="list-style-type: none"> Play tuned and untuned percussion instruments musically and with control. Use body percussion to explore sounds and play this rhythmically. 	<ul style="list-style-type: none"> Play instruments in group and solo contexts. Play instruments with control and fluency. Play a range of rhythmic patterns on djembes, 	<ul style="list-style-type: none"> Play instruments confidently in whole group, small group and solo contexts.

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<ul style="list-style-type: none"> • Clap or tap to the pulse of songs or music, and children follow. • Children experiment with different ways of playing instruments. • Begin to play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> • Children play instruments to the beat of the music or song. • Children enjoy making up their own songs and music with instruments. 		<p>samba drums and a range of melodic and harmonic patterns on the xylophones and glockenspiels.</p> <ul style="list-style-type: none"> • Begin to demonstrate ability to follow graphic and formal notation when playing instruments. 	<ul style="list-style-type: none"> • Play instruments with control, fluency, accuracy and increasing expression. • Play the chair drums with increasing rhythmic ability following drum tab and rhythm grids. • Begin to play chords on the guitar and keyboards. • Play chords and melodies on the guitar and keyboards. • Demonstrate ability to follow graphic and formal notation with increasing confidence and accuracy when playing instruments.
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Skills – Improvising and composing

Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p align="center"><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> • Enjoy using instruments in provision to explore the sound they make. • Explore their voices and enjoy making sounds. <p align="center"><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> • Create their own songs, or improvise a song around one they know. • Experiment with different ways of playing instruments. • Children clap or tap to the pulse of songs or music. 	<ul style="list-style-type: none"> • In an informal way children explore and engage in music making, performing solo or in groups. • Children practice keeping a steady beat whilst singing, tapping a beat or making music with instruments and sound shakers. • Children are encouraged to create their own music and songs. 	<ul style="list-style-type: none"> • Begin to experiment with a range of instruments and body percussion to produce different sounds. • Experiment with, create, select and combine sounds using a variety of instruments and body percussion. • Creating short pieces of improvised rhythm and melody. • Represent composed music using rhythm grids or graphic notation. 	<ul style="list-style-type: none"> • Select instruments carefully for improvisation and composition thinking about whether their timbre suits the mood of the piece. • Make their own music in response to a given stimulus • Improvise and compose music for a range of purposes, beginning to think about the inter-related dimensions of music. 	<ul style="list-style-type: none"> • Improvise and compose music for different purposes and audiences, making carefully considered choices regarding the inter-related dimensions of music. • Compose independently and in groups to achieve the best outcome. • Make music following the rules and/or structures of a given stimulus, theme, mood or idea. • Develop and refine good ideas discovered during improvisation into suitable compositions. • Compose independent pieces. • Compose in small groups ensuring that all member

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				of the group have a part to play and that the piece is appropriately arranged and structured.
Skills – Performing				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> Play and perform music with different: dynamics, tempo, pitch, and rhythms. <p><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> Children listen to recordings of themselves singing and playing instruments to support performance. Play, share and perform a wide variety of music and songs to build children’s confidence to perform. 	<ul style="list-style-type: none"> Children sing and play instruments for their peers in small groups and in front of the whole class. Children learn songs to perform for class worship and christmas performances. Children watch live musical performances by other children and adults to be role models for them. 	<ul style="list-style-type: none"> Join in with words and actions during performances involving singing. Being to perform own improvisations and compositions to a whole class audience. Develop confidence when performing in solo or group context. 	<ul style="list-style-type: none"> Join in vocal performances using the correct posture, expression and diction. Perform confidently in both solo and ensemble contexts. Perform rhythmically on a variety of instruments with control and expression. Perform with an increasing awareness of audience. 	<ul style="list-style-type: none"> Demonstrate ability to perform songs confidently in unison, parts and rounds. Perform on a wide range of instruments using control, fluency, expression and accuracy. Sing with expression, sensitivity and an understanding of intended performance style. Practice, rehearse and present vocal and instrumental performances with an awareness of audience.

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