

## Music Progression

EYFS			
Stage	Area of Learning		Outcome
Reception	Expressive arts and design	Communication and Language	<ol style="list-style-type: none"> <li>1. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</li> </ol>
		Expressive arts and design	<ol style="list-style-type: none"> <li>1. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>2. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>3. Create collaboratively, sharing ideas, resources and skills.</li> <li>4. Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>5. 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.</li> </ol>
		Physical development	Combine different movements with ease and fluency.
ELG	Expressive arts and design	Being imaginative and Expressive	<ol style="list-style-type: none"> <li>1. 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.</li> </ol>

## Knowledge and Understanding

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Listen and appraising:</b> Children will be able to recognise some genres of music through listening and appraising.</p> <p>Children will be able to identify the chorus of a song.</p> <p><b>GD CHALLENGE:</b> To know 5 songs off by heart.</p> <p>To know and recognise the sound and names of some of the instruments they use.</p>	<p>As Year 1 plus: <b>Listen and appraising:</b> Children will be able to explain some simple characteristics of the genre they have identified e.g. I know it's rock because I can hear a guitar, keyboard, and drums.</p> <p>Children will be able to map out the structure of a song in more detail e.g. introduction, verse, chorus</p> <p><b>GD CHALLENGE:</b> To know that songs have a musical style.</p> <p>To know that music has a steady pulse, like a heartbeat</p>	<p>As Year 2 plus: <b>Listen and appraising:</b> Children will be able to talk about pitch, tempo and dynamics using high/low, loud/quiet, fast/slow.</p> <p>Children will be able to say whether they like a piece of music or not, giving reasons why.</p> <p><b>GD CHALLENGE:</b> To confidently identify and move to the pulse.</p>	<p>As year 3 plus: <b>Listen and appraising:</b> Children will begin to talk about musical dimensions using some of the Italian terminology.</p> <p>Children will be able to say whether they like a piece of music or not, making some reference to the musical dimensions.</p> <p><b>GD CHALLENGE:</b> When children talk, they try to use musical words.</p>	<p>As year 4 plus: <b>Listen and appraising:</b> Children will be able to compare two songs, talking about pulse, pitch, rhythm, timbre, texture, dynamics and structure.</p> <p>Children will be able to talk about what else was going on at the time of particular pieces of music.</p> <p><b>GD CHALLENGE:</b> To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences</p>	<p>As year 5 plus: <b>Listen and appraising:</b> Children will be able to compare songs from a range of styles of music, talking about pulse, pitch, rhythm, timbre, texture, dynamics, and structure.</p> <p>Children will be able to talk about what else was going on at the time of particular pieces of music and how this had an effect of the music produced.</p> <p><b>GD CHALLENGE:</b> The historical context of the songs. What else was going on at this time, musically and historically? o Know and talk about that fact that we each have a musical identity</p>
<p><b>Games:</b> Children will be able to tap the pulse.</p> <p>Children will be able to repeat simple rhythms.</p> <p><b>GD CHALLENGE:</b> Create rhythms from words, our names, favourite food, colours and animals</p>	<p><b>Games:</b> Children will be able to find the pulse quickly and identify changes in pulse. Children will be able to repeat more complex rhythms.</p> <p><b>GD CHALLENGE:</b> Know how pulse, rhythm and pitch work together.</p>	<p><b>Games:</b> Children will be able to say how the pulse affects a piece of music</p> <p>Children will be able to copy pitches, following simple notation.</p> <p><b>GD CHALLENGE:</b> Lead the class using their simple rhythms</p>	<p><b>Games:</b> Children will be able to comment on how the pulse, rhythms, and pitch contribute to the mood of a piece of music.</p> <p>Children will be able to copy the pitches, without notation (by ear).</p> <p><b>GD CHALLENGE:</b> Copy back with instruments, without and then with notation.</p>	<p><b>Games:</b> Children will invent rhythms for the others in their group to copy back, including the use of dynamics.</p> <p>To repeat riffs, following Notation</p> <p><b>GD CHALLENGE:</b> Find the pulse o Lead the class by inventing rhythms for them to copy back</p>	<p><b>Games:</b> Children will invent more sophisticated rhythms for their group to copy back, including the use of dynamics e.g. syncopation.</p> <p>To repeat riffs, by ear</p> <p><b>GD CHALLENGE:</b> Copy back three-note riffs by ear and with notation Question and answer using three different notes</p>

## Skills

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Singing:</b> Children will be able to sing simple melodies in tune.</p> <p>Children will be able to follow the leader.</p> <p><b>GD Challenge:</b> To confidently sing or rap five songs from memory and sing them in unison.</p>	<p>As in Year 1 plus: <b>Singing:</b> Children will be able to sing more complex melodies in tune.</p> <p>Children will confidently lead.</p> <p><b>GD Challenge:</b> To know why we need to warm up our voices.</p>	<p>As in Year 2 plus: <b>Singing:</b> Children will listen to the rest of the group when singing, in order to keep in time/in pitch.</p> <p>Children will have some awareness of the meaning of sharp/flat.</p> <p><b>GD Challenge:</b> To take it in turn to discuss how the song makes them feel.</p>	<p>As in Year 3 plus: <b>Singing:</b> Children will lead their group in a simple two part song.</p> <p>Children will have an awareness of whether their singing is in tune, flat or sharp and fix this accordingly.</p> <p><b>GD Challenge:</b> To enjoy exploring singing solo. To sing with awareness of being 'in tune'.</p>	<p>As in Year 4 plus: <b>Singing:</b> Children will sing as part of a group.</p> <p>Children will be willing to try singing a solo.</p> <p><b>GD Challenge:</b> To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group.</p>	<p>As in Year 5 plus: <b>Singing:</b> Children will sing in unison, with an awareness of and listening to the rest of the group.</p> <p>Children will sing a solo, with confidence.</p> <p><b>GD Challenge:</b> To know what the song is about and the meaning of the lyrics To demonstrate a good singing posture.</p>
<p><b>Playing:</b> Children will be able to play simple melodies, with control.</p> <p>Children will be able to play their part, as part of a group.</p> <p><b>GD Challenge:</b> Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing.</p>	<p><b>Playing:</b> Children will be able to play more complex melodies, with control.</p> <p>Children will be able to play their part confidently and fluently.</p> <p><b>GD Challenge:</b> Play the part in time with the steady pulse.</p>	<p><b>Playing:</b> Children will play their part confidently.</p> <p>Children will respond to musical direction (for example dynamics)</p> <p><b>GD Challenge:</b> To listen to and follow musical instructions from a leader.</p>	<p><b>Playing:</b> Children will play their part from memory.</p> <p>Children will experience leading by making sure everyone is playing their instrument during a performance.</p> <p><b>GD Challenge:</b> Play any all of four, differentiated parts on a tuned instrument – a one note, simple or medium part or the melody of the song) from memory or using notation.</p>	<p><b>Playing:</b> Children will be able to read simple melodies using staff notation.</p> <p>Children will produce a clear sound on their instrument.</p> <p><b>GD Challenge:</b> Different ways of writing music down – e.g. staff notation, symbols</p> <p>To know the notes C, D, E, F, G, A, B + C on the treble stave</p>	<p><b>Playing:</b> Children will be able to read more complex melodies using staff notation. Children will play their instrument with expression</p> <p><b>GD Challenge:</b> To know the notes C, D, E, F, G, A, B + C on the treble stave</p> <p>Play their instrument in a band or orchestra</p> <p>To lead a rehearsal session.</p>
<p><b>Performance:</b> Children will be able to perform as part of a large or small group.</p>	<p><b>Performance:</b> Children will be able to perform fluently and confidently.</p>	<p><b>Performance:</b> Children will be able to perform as part of a large or small group.</p>	<p><b>Performance:</b> Children will be able to perform fluently and confidently.</p>	<p><b>Performance:</b> Children will be able to perform as part of a large or small group.</p>	<p><b>Performance:</b> Children will be able to perform fluently and confidently.</p>

<p>Children will be able to comment about their performance and how it made them feel.</p> <p><b>GD Challenge:</b> Children will evaluate the successes and improvements to be made to their performance.</p>	<p>Children may perform a solo, without the support from their peers.</p> <p><b>GD Challenge:</b> Children will evaluate the successes and improvements to be made to their performance. They will share their evaluation with their learning partner and improve their performance.</p>	<p>Children will be able to comment about what they thought went well and what they would change.</p> <p><b>GD Challenge:</b> To communicate the meaning of the words and clearly articulate them.</p>	<p>Children may perform a solo, without the support from their peers.</p> <p><b>GD Challenge:</b> To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>Children will be able to review the performance and compare it to a previous recording of the performance.</p> <p><b>GD Challenge:</b> Children will evaluate the success of their performance and comment on how the musical dimensions could be improved (e.g. tempo)</p>	<p>Children may perform a solo, without the support from their peers.</p> <p><b>GD Challenge:</b> Children will evaluate the success of their performance and comment on how the musical dimensions could be improved (e.g. dynamics)</p>
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