



Ready to Progress in Music

The Three Pillars of Progression to Develop Musical Understanding

Technical	Constructive	Expressive
- Competence in controlling sound (instrumental, vocal or with music technology) - Use of a communication system, such as staff notation or guitar tab	- Knowledge of the musical elements/interrelated dimensions of music - Knowledge of the components of composition	- Musical quality - Musical creativity - Knowledge of musical meaning across the world and time

These pillars are integrated through each of the strands below.

	Listening
FS2	• Children can listen to a range of sounds with increasing attention and recall.
Year 1	• Children can identify and describe sounds within a piece of music.
Year 2	• Children can listen to and recognise key features and instrumentation in music they listen to, beginning to talk about these features using musical language.
Year 3	• Children listen with attention to detail and can identify key features in different musical genres.
Year 4	• Children can recognise, name and describe the effect of the interrelated dimensions of music.
Year 5	• Children can listen to and evaluate music across a range of genres, using correct musical terminology
Year 6	• Children use musical vocabulary to discuss and evaluate the features of a pieces of music, as well as their own and others' work.

	History of Music
Year 3	• Children can name at least two features of Calypso music and say where it originated. • Children can name at least two features of Latin American music and say where it originated.
Year 4	• Children know where Rock and Roll music originated and can talk about songs they hear, demonstrating knowledge of dynamics, tempo, instruments, and emotions the music evokes.
Year 5	• Children can listen to and evaluate music across a range of genres and traditions • Children can name three key features of Blues Music
Year 6	• Children can use musical and comparative language in discussion, showing an understanding of historical context. • Children can talk about musical eras in context and explain the impact of different composers on the development of musical styles. • Children can name at least two Baroque composers and describe what musical features they were known for.



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	Composing and Improvising
FS2	• Children explore using voices, body percussion, tuned and untuned percussion to make a variety of sounds.
Year 1	• Children contribute to a group composition and performance by creating, selecting, combining and performing sounds on tuned and untuned percussion.
Year 2	• Children successfully create and play a three-note motif on the glockenspiel. • Children can compose a short rhythmic pattern.
Year 3	• Children can compose a verse of rhyming words to accompany a backing track. • They can create and perform a pentatonic improvisation using mainly one beat notes. • Children can compose short, repeating melodies and rhythms which represent part of a story.
Year 4	• Children can create and adapt a three note motif on the glockenspiel, changing the pitch, rhythm or note order. • Children can create an ostinato rhythm in pairs, using minims, crotchets and quavers.
Year 5	• Children can improvise on the glockenspiel, using a selection of Blues scale notes. • Children can loop fragments of a song to create a remix using Chrome Music Lab. • Children can compose and play a simple melody on the glockenspiel, using five or more notes.
Year 6	• Children can compose a short piece of music to be played on the glockenspiel, planning for changes in pitch, tempo, dynamics and duration. • Children can compose lyrics for a leavers' song with clear structural features (verse, chorus).



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	Performing – playing instruments
FS2	- Children can follow a beat using percussion. - Children can play a percussion instrument as part of a group story.
Year 1	Children can make appropriate instrument choices to represent sounds and control instruments to make quiet/loud sounds.
Year 2	Children can play tuned and untuned instruments appropriately and at the correct time, demonstrating changes in dynamics and tempo.
Year 3	- Children can identify the pitch of notes from staff notation (no sharps or flats), add letter names to the notes and play them with reasonable accuracy on the glockenspiel. - Children can play semibreve, minim and crotchet beats on the glockenspiel.
Year 4	- Using percussion instruments, children can play a syncopated rhythm in time with the rest of a small group. - Children can play notes of the walking bass in the correct sequence. - Children can independently play a short part on the glockenspiel with some awareness of the other performers.
Year 5	- Children can play a C chord accurately, and a progression of Blues scale notes. - Children can play a short melody on the glockenspiel with accuracy. - Children can play an eight-beat break on percussion which includes crotchets, quavers and crotchet rests.
Year 6	- Children can perform a short piece of music on the glockenspiel with accuracy and fluency. - Children can demonstrate changes in pitch, tempo, dynamics and duration when playing.

	Performing – singing
FS2	Children can sing a well-practised song to an audience, performing actions to match the lyrics.
Year 1	In a group performance, children can control their voices to make loud and quiet sounds.
Year 2	Children can sing a melody accurately, showing a range of emotions using their voices.
Year 3	Children can perform with increasing confidence, reasonably in time and tune.
Year 4	Children can sing in tune and in harmony with others, with developing breath control.
Year 5	Children sing with confidence, in time and with expression.
Year 6	- Children can sing a melody line, following a score and demonstrating correct pitch, timing and expression. - Children can recall and sing a counter-melody line.



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	Reading and Recording – Notation
FS2	Children can interpret and perform a simple graphic score using percussion instruments.
Year 1	Children can interpret and perform a simple graphic score using tuned and untuned instruments.
Year 2	- Children can notate a motif using letter names. - Children can draw and follow a graphic score.
Year 3	- Children know that staff notation is a system for writing music down so that musicians know what to play, that the time signature tells you how many beats are in a bar, and that notes are placed on and between the lines. - Children know the value of a semibreve, minim, crotchet and crotchet rest.
Year 4	- Children can represent a rhythm on staff notation, understanding the value of semibreves, minims, crotchets and quavers. - Children can draw a graphic score and include letter names.
Year 5	- Children can record remix compositions in written form - Children can record a vocal composition using a graphic score - Children can interpret and perform a rhythmic score on staff notation that includes crotchets, quavers and crotchet rests.
Year 6	Children can record a melodic composition on staff notation, showing understanding of semibreves, minims, crotchets and quavers, and associated rests.