

Coleham Primary School MUSIC progression.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SINGING	SINGING ASSEMBLY Enjoy joining in with chants, rhymes, actions (including Makaton), call and response and simple songs. Sing in unison, small and large groups and have the opportunity to sing solo. Sing broadly in tune with a sense of melody shape and respond to sounds that change e.g., dynamics, tempo. Respond and react to simple visual instructions from a leader e.g., count in, slow down.			SINGING ASSEMBLY Enjoy singing with increasing confidence, fluency and expression, songs from different traditions, genres and times. Sing accurately and in tune within a wider pitch range and appropriate vocal range. Uses voice in a variety of ways including vocal warm-ups. Sing rounds in up to three/four parts, partner songs, use Makaton/BSL and explore vocal harmony. Respond and react to instructions from a leader and have the opportunity to lead a group, directing musical changes.			
PERFORMING/PLAYING	Make sounds confidently in different contexts by tapping, shaking, or blowing using body and objects. Show control in naming, holding and playing instruments. Make rhythmic patterns by repeating sounds. Start and stop to a variety of signals. Play instruments with an awareness of others.	WC UKULELE To play the ukulele. Play solo, together in small/large groups.	Enjoy playing and exploring sounds. Control and demonstrate changes in dynamics and tempo. Show control, playing clearly and with increasing confidence. Recognise difference between long and short sounds. Recognise and copy simple patterns of long/short sounds. Play from a picture/graphic score.	WC RECORDER To play the recorder to a basic level. Play simple tunes reading notation and using expression. Play solo, together in small/large groups. Play simple pieces in two (differentiated) parts.	Confidently explore and create sounds including using music technology. Indicate steady beat by movement, including silence. Play instruments with clarity, controlling subtle changes in dynamics and tempo. Perform simple rhythmic patterns and melodies to an internalised pulse. Play using various notation. Maintain own part in a group with awareness. Recognise melodic line and accompaniment in a texture.	WC PERCUSSION To play tuned and untuned percussion instruments effectively. Lead a group and follows a leader directing changes in musical expression. Organise sounds effectively using a variety of instruments or music technology and styles.	Create and perform sounds with accuracy including with music technology. Perform complex rhythmic patterns, recognising changes in metre. Understand how texture might vary. Play using notation. Perform confidently in a group and solo with expression and variety and maintain an independent part in an ensemble. To select a previously learnt instrument and continue in more depth/sophistication.

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COMPOSING/IMPROVISING	Experiment with making sounds with voice, body & objects.	Explore sounds with voice, body or instruments.	Explore sounds with voice, body or instruments.	Explore sounds with voice, body or instruments.	Explore and improvise sounds and musical patterns with voice, body or instruments and music technology.	Select and use instruments, creative sound-makers, and music technology, or playing techniques to improvise sounds or patterns.	Select, order, combine and change sounds, imaginatively and with expression to represent ideas, moods, feelings or tell a story.
	Create music based on a theme.	Improvise within given songs, chants or ostinati.	Improvise within given songs, chants or ostinati.	Improvise within given songs, chants or ostinati.	Improvise with growing confidence and control to demonstrate musical changes and contrasts, and to communicate ideas or moods.	Select, order, combine and changes sounds, imaginatively and with expression, to represent ideas, moods, or feelings, or tell a story.	Improvise imaginatively and expressively with voice, instruments and music technology using inter-related dimensions of music.
LISTENING/EXPLORING	Fill in missing word from a rhyme or song, makes up alternative endings.	Improvise simple rhythms or tunes.	Improvise to demonstrate a musical idea.	Improvise simple rhythms or tunes.	Improvise with growing confidence and control to demonstrate musical changes and contrasts, and to communicate ideas or moods.	Use notation to improvise, compose and record own compositions.	Use notation to support and record compositions.
	Create own songs using familiar structures. Plays instruments to match the structure of the music.	Use pictures, graphic symbols, or rhythm notation as support to improvise, compose or record own music.	Improvise simple rhythms or tunes.	Use given or own notation to improvise, compose and record compositions.	Create rhythms, melodies, lyrics, loops and accompaniments within simple structures.		
	Use facial expressions or vocal changes to indicate moods or emotions.		Use pictures, graphic symbols, or rhythm notation as support to improvise, compose or record own music.	Contribute ideas to a composition and perform this as solo or as group/class.	Use given or own notation to improvise, compose and record compositions.		
	Improvise new pieces in time and in tune.		Contribute ideas to a composition and perform this as solo or as group/class.				
	Tap syllable patterns of words.						
LISTENING/EXPLORING	EYFS	KS1		LKS2		UKS2	
	Attend to music all the way through.	Listen with growing focus to a range to high quality live and recorded music.		Listen to, and comment on, high quality live and recorded music from different traditions, genre, styles and times with increasing focus and attention to detail.		Listen to and evaluate a range of high quality live and recorded music from different traditions, genre, styles and times with concentration and discernment, and share opinions, using musical language.	
	Identify different sounds.	Listen out for, and respond to sounds that differ e.g., in dynamics, pitch, timbre, tempo, etc.		Listen to several layers of sound, identifying musical elements or features and discussing their effect.		Listen to several layers of sound, identifying musical elements or features, discussing their effect, and justifying ideas.	
	Recognise distinctive chunks of music and accurately anticipate changes.	Recall simple rhythmic and melodic phrases.		Listen to and recall simple tunes, played or notated rhythms with increasing accuracy.		Listen and accurately recall melodies, rhythms, notated music, or separate parts in a group.	
	Increasingly join in with regular songs or rhymes.	Respond to sounds or music through physical movements.		Respond to music through movement.		Respond to music through movement to show understanding of mood, ideas, or musical features.	
	Respond to a wide variety of different sounds, regular beats, and patterns of regular change in sound.	Listen and share comments and opinions about music, including own work.		Appreciate, understand music from different traditions, composers, musicians and explore instruments of the orchestra.		Listen to own work and others with discernment, and share opinions, using these ideas to improve own work.	
	Combine moving, singing, and playing.						
	Move in time to the pulse.						
	Imitate a set of dance steps that are associated with a piece of music/song.						
	Describe the mood of music and sounds of instruments.						