



Music Progression Ladder

WEST HOVE
INFANT SCHOOL
.....
A family of friends



	Year R (Being Imaginative & Expressive)		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Nursery	Reception						
Singing & Listening	<p>By the end of Reception: Teachers should sing and teach a range of well-known nursery rhymes and songs. Children should perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with the music.</p> <p>Performs songs, rhymes, poems and stories with others, and - when appropriate - tries to move in time with music (ELG)</p> <p>Sings a range of well-known nursery rhymes and songs (ELG)</p>		<p>By the end of Year 2: Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p>		<p>By the end of Key Stage 2 Pupils should be taught:</p> <ul style="list-style-type: none"> to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music 			
	<p>Ongoing Sing a large repertoire of songs</p>	<p>Ongoing Sing in a group or on their own following the melody</p>	<p>Aut 1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Autumn 1 Confidently use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Choose particular instruments for rehearsal and performing.</p>	<p>Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities.</p>	<p>Recognise tone colour and rapping.</p>	
	<p><i>Joins in with songs, rhymes and poems with others</i></p>	<p>Ongoing Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Aut 1 <i>Performing together with concentration</i></p>	<p>Autumn 1 <i>Developing the use of vocal sounds to express feelings</i></p>		<p>Recognise the difference between the sound of high and low voices.</p>	<p>Recognise the difference between the sound of high and low voices.</p>	
	<p><i>Explore and engage in music making and dance.</i></p>	<p>Ongoing Explore and engage in music making and dance, performing solo or in groups</p>	<p>Autumn 1 <i>Creating and responding to vocal sounds</i></p>	<p>Spring 2 <i>Exploring voices to create descriptive musical effects Singing with expression, paying attention to the pitch shape of the melody</i></p>				
	<p><i>Joining in variations of nursery rhymes</i></p>	<p>Ongoing <i>Singing and signing variations of nursery rhymes. Singing rhymes and actions</i></p>	<p>Spring 1 <i>Combining voices, movement and instruments to perform a chant and a song</i></p>	<p>Autumn 2 <i>Rehearsing and refining to develop a performance</i></p>		<p>Understand the importance of the vocal warm-up and its impact on the tone of the voice.</p>		
	<p><i>Join in with familiar songs and nursery rhymes with others</i></p>	<p>Spring 1 <i>Rehearse familiar songs and nursery rhymes with others</i></p>	<p>Spring 2 <i>Rehearsing and performing with others</i></p>	<p>Summer 1- <i>Performing a rhythmic chant and playing an independent rhythm pattern to accompany it Performing an updated version of a traditional nursery rhyme with a rap section included</i></p>				
	<p>Ongoing Listens with increased attention to sounds</p>	<p>Aut 2 Spring 1 Listens attentively, moves to and talks about music, expressing his/her feelings and responses</p>	<p>Aut 1 Spring 2 Listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Autumn, Spring, Summer Consistently listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.</p>	<p>Can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.</p>	<p>Can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.</p>	<p>Can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.</p>

<p>Help children to develop their listening skills through a range of active listening activities. Notice 'how' children listen well, for example: listening whilst painting or drawing, or whilst moving.</p>	<p>Ongoing Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Autumn 2 <i>Identifying a sequence of sounds (structure) in a piece of music</i></p>	<p>Autumn 2 Creating and performing descriptive instrumental music inspired by British myths and legends. Listening to and identifying contrasting sections of descriptive music.</p>	<p>Identify the sound of different tuned and untuned percussion instruments.</p>	<p>Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet, trombone, trumpet, piano, keyboard, bass drums, tuba, piccolo, bass guitar, synthesiser and electric guitar.</p>	<p>Identify the following instruments by ear and through a range of media: drum kit, electric guitar, electric bass guitar, acoustic guitar, keyboard or Hammond organ, synthesiser, saxophone, trumpet, harmonica, banjo, accordion, tuned and untuned percussion, steel pans and instruments of the orchestra such as clarinet, tuba, violin, trombone and flute</p>	<p>Identify the following instruments by ear and through a range of media:</p> <p>Band instruments such as keyboard, electric or Hammond organ, saxophone, trumpet, electric guitar, electric bass guitar, drum kit, vocals, drum machine and synthesiser.</p> <p>Instruments of the orchestra from the strings, woodwind, brass and tuned and untuned percussion families, particularly violin, cello, double bass, flute, clarinet, oboe, saxophone, trumpet, trombone, French horn, tuba, drums (timpani), glockenspiel, xylophone and piano.</p> <p>Other instruments such as steel pans, harmonica, banjo and accordion.</p>
		<p>Spring 1 <i>Analysing the dynamics and duration of sounds around the school</i></p>	<p>Spring 2 <i>Understanding how music, dance and drama can combine in storytelling</i></p>	<p>Can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music.</p>	<p>I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music.</p>	<p>Can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music</p>	<p>Can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music</p>
<p><i>Listen to a piece of music-do you like this piece of music? responding with a yes or no</i></p>	<p>Spring 1 <i>Listen to a piece of music-commenting on what you like/dislike</i></p>	<p>Spring 2 <i>Discussing basic musical terms – fast, slow, loud, quiet</i></p>	<p>Summer 2 <i>Listening in detail to a piece of orchestral music Listening and responding to contemporary orchestral music</i></p>	<p>Listen to the accompaniment to a song.</p>	<p>Recognise the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and strings.</p>	<p>Recognise the following ensembles:</p> <ul style="list-style-type: none"> • Gospel choir and soloist • Rock band • Symphony orchestra A Cappella group 	<p>Recognise the following ensembles:</p> <ul style="list-style-type: none"> • Pop group • A Cappella group Gospel choir
<p>Aut 2 Responds to what he/she has heard, expressing his/her thoughts and feelings</p>	<p>Aut 2 Spring 1 <i>Responds to what he/she has heard, expressing his/her thoughts, feelings and responses</i></p>	<p>Aut 1 Aut 2 <i>Respond to a change of mood in a piece of music-Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in</i></p>	<p>Spring 2 <i>Singing with expression and paying attention to the pitch shape of the melody</i></p>	<p>Can identify and describe feelings as they relate to music.</p>	<p>Can identify and describe a variety of contrasting feelings as they relate to music</p>	<p>Can identify and describe a variety of contrasting feelings as they relate to music</p>	<p>Can identify and describe a variety of contrasting feelings as they relate to music</p>
<p>Aut 1 Aut 2 Is able to remember and sing entire songs</p>	<p>Spring 1 <i>Is able to remember and sing entire simple songs whilst exploring the change in pitch</i></p>	<p>Aut 1 <i>Begin with simple songs with a very small range, mi-so and then slightly wider</i></p>	<p>Spring 1 and 2, Summer <i>Sing songs regularly with a pitch range of do-so with increasing vocal control. Sing songs with a small pitch range, pitching accurately</i></p>	<p>Identify large numbers of people playing and singing.</p>	<p>Identify high and low solo voices and backing vocals, and talk about the different textures they create in the music.</p>	<p>Talk about solo voices, backing vocals and different vocal textures.</p>	<p>Talk about solo voices, backing vocals and different vocal textures.</p>

	<i>Sing in a group or on their own.</i>	Aut 1 Spring 2 Sing in a group or on their own, increasingly matching the pitch and following the melody.	Aut 1 Aut 2 Spring 2 <i>Sing a wide range of call and response songs, control vocal pitch and match pitch with accuracy</i>	Autumn 1 <i>Understanding the structure of call and response songs</i>	Listen out for solo players.	Explain the term 'unison' and the difference between unison and solo.	Identify solos and instrumental breaks in songs and music.	
	<i>Begin to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</i>	Spring 1 <i>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</i>	Begin to recognise the dynamic <i>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)</i>	Autumn 1 <i>Know the meaning of dynamics (loud/quiet) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)</i>	Listen out and respond to forte (loud) sections of music. Identify instruments playing loud dynamics when listening to the music. Use dynamics to help communicate the meaning of a song.	Identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo.	Identify dynamics and how they change the mood and feel of the music: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo. Identify changes in texture.	Identify how dynamics change the mood and feel of music using vocabulary: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo. Identify how dynamics can support the structure of a song or piece of music, eg diminuendo leading into a new section and change of mood. Identify the connection between dynamics and texture, eg adding more players and/or singers makes the music louder.
Vocabulary	Sing, group, emotions, listening, rhyme, poems, stories, solo	Sing, group, emotions, listening, rhyme, poems, stories, solo	<i>vocal, mouth, pitch, high, low, fast, slow</i> Texture, quiet, long, duration, dynamic, loud, short <i>slow, fast, song, sing</i>	Crescendo, decrescendo, pause, tempo, chants, rhymes, expression, performing	Bass, drums, guitar, keyboard, synthesizer, structure melody, organ, backing vocals, reggae, electric guitar, disco	Keyboard, electric guitar, bass, drums, style, scale, rap, digital, turntables, synthesizers, by ear, backing vocal, piano, organ, acoustic, percussion, birdsong.	Rock, backbeat, amplifier, riff, hook, Bossa Nova, solo, Big Band, ballad, strings, piano, guitar, bass, drums, Old-school Hip Hop, rap, synthesizer, backing loop. Scratching, funk, soul, brass section.	Style indicators, dimensions of music, neo soul, Motown, hook, riff, solo, Blues, Jazz, by ear, Urban Gospel, turntables, DJ, Electronic, Acoustic, rap.
Composing	<p>By the end of Reception: Teachers should sing and teach a range of well-known nursery rhymes and songs. Children should perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with the music.</p> <p>Performs songs, rhymes, poems and stories with others, and - when appropriate - tries to move in time with music (ELG)</p> <p>Sings a range of well-known nursery rhymes and songs (ELG)</p>		<p>By the end of Year 2:</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p>		<p>By the end of Key Stage 2 Pupils should be taught:</p> <ul style="list-style-type: none"> to improvise and compose music for a range of purposes using the inter-related dimensions of music to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 			
	Aut 1 Is able to create his/her own songs, or improvise a song around one he/she knows	Aut 2 (cross curricular in P.E Aut 2- 'exploring dance and performing in groups') Explores and engages in music making and dance, performing solo or in groups	Aut 1 Experiment with, create, select and combine sounds using the inter-related dimensions of music	Summer 2 Experiment with, create, select and combine sounds using the inter-related dimensions of music, then perform in a group with concentration	Can create a four or six-bar melody according to the instructions given for the Music Notepad composition task.	Can create a four or six-bar melody according to the instructions given for the Music Notepad composition task.	Can create a four, six or eight-bar melody according to the instructions given for the Music Notepad composition task.	Can make an informed decision as to which notes and expression to use when composing and improvising with the song

	Encourage children to experiment with different ways of playing instruments. Listen carefully to their music making and value it. Suggestion: record children's pieces, play the pieces back to the children and include them in your repertoire of music played in the setting.	<i>Spring 1</i> <i>Explore the pitch of various instruments and songs, attempting pitch matching and harmonising as a whole class</i>	Autumn 2 <i>Exploring and controlling dynamics (volume), duration and timbre with voices, body percussion and instruments</i>	Summer 2 <i>Using musical scales, high notes and low notes in a composition</i>	Can make an informed decision as to which notes to use when composing and improvising with the song.	Can make an informed decision as to which notes to use when composing and improvising with the song.	Can make an informed decision as to which notes and expression to use when composing and improvising with the song.	Can make an informed decision as to which notes and expression to use when composing and improvising with the song.
	Play, share and perform a wide variety of music and songs from different cultures and historical periods.	<i>Aut 2 Spring 1</i> <i>Experiment with making sounds (voice and percussion).</i>	Aut 1 Spring 2 <i>Use voices to create different sounds-Improvise simple vocal chants, using question and answer phrases</i>	Summer 1 <i>Use voices to create music in response to a non-musical stimulus.</i>	Understand that singing and playing together creates a musical texture.			Talk about how musical styles often have the same musical structure, eg Folk music: verse and chorus; Rock and Pop music: verse, chorus, bridge and instrumental break.
	<i>Begin to practise improvising using voice and un-tuned instruments/body percussion through copy-back and answer games, etc.</i>	<i>Aut 2 Spring 1</i> <i>Practise improvising using voice and un-tuned instruments/body percussion through copy-back and answer games, etc.</i>	Spring 1 <i>Explore different sounds, sources and materials</i> Spring 2 <i>Combine sounds to make a story, choosing and playing instruments or sound-makers</i>	Autumn 1 <i>Creating and responding to vocal sounds and body percussion</i>	Show the different sections of a song structure or piece of music through actions.	Identify and explain the following structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.	Identify and explain the structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.	Understand how texture builds throughout a piece as voices are layered. Talk about the purpose of musical structures. Identify where changes in texture and tonality help emphasise the contrasting sections in a song.
	<i>Begin to play instruments which best match various visual emotions</i>	<i>Autumn 2</i> <i>Choose and play instruments which best match various visual emotions</i>	Spring 1 <i>Creating music that matches an event in a story</i>	Summer 1 <i>Composing music to illustrate a story</i>		Identify the instrumental break and its purpose in a song.	Talk about the different textures created by intervals and chords.	Talk about the different textures created by intervals and chords. Recognise that changing the tonality at different points within the song creates different sections to the structure.
	<i>Begin to create musical sound effects in response to visual prompts</i>	<i>Autumn 2</i> <i>Create musical sound effects in response to visual prompts</i>	Aut 1 Spring 2 <i>Create musical sound effects and short sequences of sounds in response to stimuli.</i>	Autumn 1 <i>Responding to images</i> <i>Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation</i>		Recognise phrases and repeated sections. Discuss the purpose of a bridge section.	Recognise phrases and repeated sections. Discuss the purpose of a bridge section.	Identify instruments that add particular colour to a song or piece of music.
	Ongoing Join in with familiar rhymes and songs	Ongoing <i>Sing in unison</i>	Autumn 1 <i>Creating and placing vocal and body percussion sounds</i>	Autumn 2 <i>Creating and placing vocal and body percussion sounds in a performance</i>	Add body percussion accompaniments.	Understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs/ostinati) have on the texture of a piece of music.		Refer to repeated rhythmic or melodic patterns as riffs/ostinati.

	Explore the different sounds musical instruments make	Autumn 2 Play loud and soft sounds	Spring 2 Understand the difference between creating a rhythm pattern and a pitch pattern Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns	Spring 1 Reading pitch line notation Spring 1 Performing changes in pitch using whole body movement and voice				
	Begin to explore a simple musical composition with high and low sounds	Spring 2 Explore a simple musical composition showing high and low sounds	Recognise how graphic notation can represent created sounds. Explore and invent own symbols	Autumn 1, Spring 2 Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces Summer 1 Playing different patterns of steady beat within four beats, and matching to a simple score Summer 2 Understanding notation				Sing and play instruments in different-sized groups.
	Follow instrumental parts in a group performance				When playing instrumental parts with the song, can follow the instrumental part on the screen, playing by ear or with the notation provided.	When playing instrumental parts with the song, can follow the instrumental part on the screen, playing by ear or with the notation provided.	When playing instrumental parts with the song, can follow the instrumental part on the screen. Their playing is secure – by ear or with the notation provided. (They should aim to be able to read at least the simplest part of the piece).	When playing instrumental parts with the song, can follow the instrumental part on the screen. Their playing is secure – by ear or with the notation provided. (They should aim to be able to read at least the simplest part of the piece). In Year 6, this includes any musical expression considered for the performance)
Vocabulary	Loud, soft, unison, voice, sounds	Loud, soft, unison, voice, sounds	Texture, quiet, long, duration, dynamic, loud, short	Graphic symbols, notation, composition, crotchet, duration, dynamics, tempo, timbre, texture, stimulus, scales	introduction chorus verse compose melody hook pentatonic scale imagination	melody compose hook riff melody solo lyrics notation composition improvise civil rights racism equality	structure bridge Chorus compose structure tune/head verse interlude ending melody structure bass line	cover improvise compose melody producer structure melody phrases ostinato (repetition) civil rights gender equality racism producer lyrics
Pulse/Beat	By the end of Reception: Teachers should sing and teach a range of well-known nursery rhymes and songs. Children should perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with the music. Performs songs, rhymes, poems and stories with others, and - when appropriate - tries to move in time		By the end of Year 2: play tuned and untuned instruments musically, experiment with, create, select and combine sounds using the inter-related dimensions of music.		By the end of Key Stage 2 Pupils should be taught: <ul style="list-style-type: none"> to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music 			

with music (ELG) Sings a range of well-known nursery rhymes and songs (ELG)				<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music 			
Plays instruments with increasing control to express his/her feelings and ideas	Autumn 2 <i>Play instruments with increasing control to express their feelings and ideas</i>	Aut 1 Aut 2 Spring 2 Play tuned and untuned instruments musical instruments	Aut 2 Play tuned and untuned instruments musically				
	Spring 1 <i>Attempt to 'pitch match' high and low pitched instruments by singing the note back.</i>	<i>Explore melody through songs, movement and performing pitch shapes on tuned instruments</i>	Summer 2 <i>Understanding melody through songs, movement and performing pitch shapes on tuned instruments</i>				
<i>Listen with increased attention to sounds (beat) within a simple song</i>	Aut 2 <i>Clap to a steady beat with others</i>	Spring 1 <i>Keeping a steady beat on Instruments</i>	Autumn 1 <i>Keeping a steady beat at different speeds (tempi) Marking beats within a four-beat metre</i>	Recognise and move in time with the beat.	Recognise and move in time with a steady beat.	Recognise and move in time with the changing speed of a steady beat.	Recognise and move in time with the changing speed of a steady beat.
				Recognise the 'strong' beat.	Respond to the 'offbeat' or 'backbeat'	Respond to the 'offbeat' or 'backbeat'.	Identify syncopation and swing.
<i>Begin to perform a steady beat. Walk, move or clap a steady beat with others to the same speed and beat.</i>	Ongoing <i>Perform a steady beat. Walk, move or clap a steady beat with others to the same speed and beat.</i>	Aut 1 Spring 1 Spring 2 <i>Perform a steady beat at two different speeds (tempi). Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes</i>	<i>Developing a sense of steady beat through chant, actions and instruments</i>	Can demonstrate an awareness of pulse/beat when listening, moving to and performing music Play the steady beat on percussion instruments.	Can demonstrate an awareness of pulse/beat when listening, moving to and performing music	Can demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music	Can demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music.
	Ongoing <i>Attempt to clap to a steady beat</i>	Spring 1 <i>Keeping a steady beat</i> Summer 1 <i>Recognising and developing a sense of steady beat through using voices and body percussion.</i> <i>Keeping a steady beat and using dynamics to vary the musical effect</i> <i>Identifying and keeping a steady beat using movement, body percussion and instruments</i>	Autumn 2-Performing a steady beat <i>Playing steady beats at different tempi on body percussion and instruments</i> <i>Recognising and responding to different steady beats</i>	Play in time with a steady beat in 2/4, 4/4 and 3/4	Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4.	Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 5/4 and 6/8.	Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 6/8 and 5/4.
<i>Attempt to clap to the beat of a simple song</i>	Aut 2	Aut 1 Aut 2 Spring 1 <i>Use body percussion,</i>	Spring 1 <i>Mark the beat of a</i>	Recognise the difference between the	Recognise the difference between the	Recognise the difference between the	Recognise the difference between the

		Explore and experiment with untuned instruments and body percussion to maintain a simple steady beat	(e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat	listening piece by tapping or clapping and recognising tempo as well as changes in tempo	speed of a steady beat, a fast beat and a slow beat.	speed of a steady beat, a fast beat and a slow beat.	speed of a steady beat, a fast beat and a slow beat.	speed of a steady beat, a fast beat and a slow beat.
	Use drawing to represent ideas like movement or loud noises. (write dance)	Aut 2 Move to rhythms e.g. skipping, marching	Aut 1 Aut 2 Respond to the pulse in recorded/live music through movement and dance	Spring 1 Walk in time to the beat of a piece of music or song Autumn 2 Recognising and responding to a rhythm ostinato pattern	Control the speed of a steady beat, getting faster and getting slower.	Control the speed of a steady beat, getting faster and getting slower.	Control the speed of a steady beat, getting faster and getting slower.	Control the speed of a steady beat, getting faster and getting slower.
		Begin to know the difference between left and right	Throughout Begin to know the difference between left and right to support coordination and shared movement with others	Throughout Know the difference between left and right to support coordination and shared movement with others				
	Attempt to tap knees in time to a steady beat	Begin to tap knees on the first (strongest) beat and clap to the remaining beats	Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats	Spring 1 Group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats	Change the speed of a steady beat, moving from fast to slow, slow to fast.	Change the speed of a steady beat moving from fast to slow, slow to fast.	Change the speed of a steady beat, moving from fast to slow, slow to fast.	Change the speed of a steady beat, moving from fast to slow, slow to fast.
		Begin to explore different ways to emphasise the first beat in a repeating pattern.	Spring 2 Exploring different ways to emphasise the first beat in a repeating pattern or metre.	Spring 1, Autumn Identify the beat groupings in familiar music that they sing regularly and listen to		Direct the class in controlling the speed of a steady beat in a class performance.	Direct the class in controlling the speed of a steady beat in a class performance. Recognise the connection between tempo and musical styles.	Direct the class in controlling the speed of a steady beat in a class performance. Recognise the connection between tempi and musical styles. Recognise an effective use of tempo at the end of a song.
Vocabulary	Rhythms, instruments, beat	Rhythms, instruments, beat	Patterns, steady, beat, slow fast, body percussion, left, right	Ostinato, beat groupings, tempo, pulse, duration, dynamics, tempo, timbre, texture	pulse tempo	pulse tempo	pulse tempo	pulse tempo
Rhythm	<p>By the end of Reception: Teachers should sing and teach a range of well-known nursery rhymes and songs. Children should perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with the music.</p> <p>Performs songs, rhymes, poems and stories with others, and - when appropriate - tries to move in time with music (ELG)</p> <p>Sings a range of well-known nursery rhymes and songs (ELG)</p>		<p>By the end of Year 2: play tuned and untuned instruments musically, experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		<p>By the end of Key Stage 2 Pupils should be taught:</p> <ul style="list-style-type: none"> to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 			

					<ul style="list-style-type: none"> develop an understanding of the history of music 			
	<p>Aut 2 Practise improvising using voice and untuned instruments/body percussion through copy-back and answer games, etc.</p>	<p>Aut 1 Spring 2 Perform short copycat rhythm patterns accurately, led by the teacher</p>	<p>Autumn 2 Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion</p> <p>Spring 1 Performing a steady beat and simple rhythms using movement and body percussion</p>	Recognise by ear and notation: minims, crotchets, quavers and their rests.	Recognise by ear and notation: Semibreves, minims, crotchets, quavers and semiquavers, dotted minims and dotted crotchets.	Recognise by ear and notation: Minims, dotted crotchets, quavers and their rests	Recognise by ear and notation: Minims, crotchets, quavers, semiquavers and their rests	
						Recognise by ear and notation: 6/8 rhythm patterns, dotted crotchets, triplet quavers, dotted quavers, quavers and their rests	Recognise by ear and notation: 6/8 rhythm patterns, Dotted crotchets, triplet quavers, dotted triplet quavers, quavers and their rests	
							Recognise by ear and notation: 9/8 rhythm patterns, Dotted crotchets, triplet quavers and quaver notes and their rests	
Respond to music with movement, e.g. Stamping, clapping running, crawling	<p>Aut 2 (cross curricular in P.E sessions Aut 2) Move appropriately to music at different speeds e.g. Stamping, clapping running, crawling</p>	<p>Aut 1 Spring 2 Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat</p>	<p>Spring 1 Performing a steady beat and simple rhythms using movement and body percussion</p> <p>Autumn 1 Keeping a steady beat at different speeds (tempi) • Marking beats within a four-beat metre</p> <p>Autumn 2 Recognising and responding to a rhythm ostinato pattern</p> <p>Summer 1 Performing a rhythmic chant and playing an independent rhythm pattern to accompany it Performing and creating simple three-beat rhythms using a simple score</p>	Copy simple rhythm patterns created from minims, crotchets, quavers and their rests.	Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests.	Copy simple rhythm patterns using the above rhythms.	Copy simple rhythm patterns using the above rhythms.	
Attempt to song along to songs with various melodic shape (moving melody, such as up and down, down and up) of familiar songs.	<p>Spring 1 Identify the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Spring 2 Spring 2 Perform word-pattern chants; create, retain and perform their own rhythm patterns</p> <p>Identify repeated rhythm pattern. Create and combine a rhythm pattern and a steady beat.</p>	<p>Spring 1 Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests</p> <p>Autumn 1 Understanding the structure of call and response songs</p>	Create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests.	Create rhythm patterns by ear and using simple notation, which use semibreves, minims, crotchets and quavers.	Create rhythm patterns by ear and using simple notation, which use the above rhythm patterns.	Create rhythm patterns by ear and using simple notation that use the above rhythm patterns.	

		Throughout <i>Begin to explore body percussion</i>	Throughout <i>Explore body percussion.</i>	Autumn 2 and throughout <i>Create and respond to vocal sounds and body percussion</i>				
					Alternate between a steady beat and rhythm.	Understand and explain the difference between beat and rhythm.	Recognise dotted rhythm in melodies.	Recognise dotted rhythm in melodies.
						Recall the most memorable rhythms in a song or piece of music.	Recall the most memorable rhythms in a song or piece of music	Recall the most memorable rhythms in a song or piece of music.
Vocabulary	Clapping, stomping, beat, rhythms, group, playing, body percussion, copying, copy cat	Clapping, stomping, beat, rhythms, group, playing, body percussion, copying, copy cat	Rhythm, beat, pattern, chant, steady beat	Percussion, vocal, harmony, rhythm, beat, tune, tuned, untuned, crotchets, tempi, tempo, duration, dynamics, timbre, texture	tempo rhythm	rhythm tempo Rhythm patterns	rhythm texture note values note names timbre texture groove	rhythm timbre texture groove
	<p>By the end of Reception: Teachers should sing and teach a range of well-known nursery rhymes and songs. Children should perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with the music.</p> <p>Performs songs, rhymes, poems and stories with others, and - when appropriate - tries to move in time with music (ELG)</p> <p>Sings a range of well-known nursery rhymes and songs (ELG)</p>		<p>By the end of Year 2: play tuned and untuned instruments musically, experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		<p>By the end of Key Stage 2 Pupils should be taught:</p> <ul style="list-style-type: none"> to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music 			
Pitch	Can sing the pitch of a tone sung by another person ('pitch match')	Aut 1 Spring 1 <i>Sings in a group or on his/her own, increasingly matching the pitch and following the melody</i> <i>Sing the pitch of a tone sung by another person</i>	Spring <i>Listen to sounds in the local school environment, comparing high and low sounds</i>	Spring 2 <i>Singing with expression and paying attention to the pitch shape of the melody</i> Spring 2 <i>Accompanying a song with vocal and instrumental ostinati</i>	Learn to sing a melody by ear or from notation.	Identify and explain what a melody is.	Identify and explain steps, jumps and leaps in the pitch of a melody.	Identify major and minor tonality by ear and from notation
	<i>Attempt to play loud and soft sounds</i>	Aut 2 <i>Play loud and soft sounds</i>	Aut 1 Aut 2 <i>Sing familiar songs in both low and high voices and talk about the difference in sound</i>	Throughout <i>Sing short phrases independently within a singing game or short song</i>	Copy simple melodies by ear or from reading notation.	Learn to sing and follow a melody by ear and from notation	Learn to sing and follow a melody by ear and from notation.	
	<i>Begin to choose sounds to match pictures, scenes and stories</i>	Spring 1 <i>Choose sounds to match pictures, scenes and stories</i>	Summer 2 <i>Relating pitch changes to graphic symbols and performing pitch changes vocally</i>	Aut 1 Summer <i>Respond independently to pitch changes heard in short melodic phrases, indicating with actions</i>	Copy simple melodies by ear or from reading notation. Create melodies by ear and notate them	Copy simple melodies by ear or from reading notation. Create melodies by ear and notate them	Copy simple melodies by ear or from reading notation.	
	<i>Listen to the difference in pitch in character voices</i>	<i>Listen to and identify the difference in pitch in character voices</i>	Summer 2 <i>Listening and responding to a falling pitch signal</i>	Summer 2 <i>Understanding pitch through singing, movement and note names</i>		Identify and talk about the way vocals are used in a song.		

	Attempt to sing along to songs with high and low notes.	Spring 1 Explore a simple musical composition and begin to identify the high and low notes whilst singing along.	Aut 1 Aut 2 Spring 2 Explore percussion sounds to enhance storytelling Follow pictures and symbols to guide singing and playing.	Spring 1 Combining pitch change with changes in other elements/dimensions	Show the shape of a melody as rising and falling in pitch.	Understand melodic movement up and down as pitch.		
	Listen to music with high and low pitched sounds.	Spring 1 Recognise that sounds are made in a variety of ways	Aut 2 Identify high and low pitched sounds	Spring 1 Recognise dot notation and match it to 3-note tunes played on tuned percussion	Identify the scales of: C major G major F major Identify if a scale is major or minor.	Identify the following scales by ear or from notation: C major, F major, G major, A minor. Identify and demonstrate a major and minor scale.	Identify the following scales by ear or from notation: C major, F major, D minor, G major, Eb major, C minor.	Identify the following scales by ear or from notation: A minor, G major, D major, D minor, F major. Identify and demonstrate the following scales by ear and from notation: Major scale, minor scale, pentatonic scale, blues scale.
	Begin to hear high and low pitched sounds	Spring 1- Understanding and distinguishing the difference between high and low pitch	Autumn 2 Understanding pitch, and making high and low vocal sounds	Spring 1 Playing pitch lines on tuned percussion	Identify the names of the pitched notes on a stave: C, D, E, F, F#, G, A, B, Bb, C. Explore and play by ear or from notation: Five-note scale, Pentatonic scale	Identify the names of the pitched notes on a stave: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D. Explore intervals of 3rd, 5th and octaves. Identify the following tonal centres by ear or from notation: C major, F major, G major, A minor. Explore chords I, IV and V in instrumental accompaniments.	Identify the names of the pitched notes on a stave: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D.	Identify the names of the pitched notes on a stave: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D. Identify an interval of a major triad: 3rd, 5th. Identify an octave by ear or notation.
	Listen to music containing various pitches and begin to respond to them with movement	Spring 1 Identifying changes in pitch and begin to respond to them with movement	Autumn 2 Exploring and developing an understanding of pitch using the voice and body movements Summer 1 Identifying changes in pitch and responding to them with movement	Autumn 1 Notating pitch shape and duration using simple line graphics	Copy simple melodies by ear or from reading notation.	Identify and explain: Harmony : two or more notes heard at the same time and Second part: a second musical part, usually a melodic line, that creates harmony.		Copy simple melodies by ear or from reading notation. Create melodies by ear and notate them. Use chords C, F, G and A minor by ear or from notation. Identify the tonal centres of: A minor, G major, D major, D minor, F major.
					Learn to rehearse and play a melodic instrumental part by ear or from notation.	Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation.	Learn to play one or more of four differentiated melodic instrumental parts by ear and from notation.	Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation.
Vocabulary	Loud, soft, sounds, pitch	Loud, soft, sounds, pitch	vocal, mouth, pitch, high, low, slow, fast, song, sing	Tuned, untuned, ostinato, notation, expression, percussion, pitch, dimensions, elements,	pitch dynamics	pitch dynamics	pitch dynamics harmony	pitch dynamics harmony

				ostinato, duration, dynamics, tempo, timbre, texture				
Developing Performance Awareness and Skills	By the end of Reception, children:		By the end of Year 2, children:		By the end of Key Stage 2 Pupils should be taught: <ul style="list-style-type: none"> to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music 			
					Can demonstrate an understanding of the importance of posture, diction and technique when performing.	Can demonstrate an understanding of the importance of posture, diction and technique when performing.	Can demonstrate – and can explain – an understanding of the importance of posture, diction and technique when performing.	Can demonstrate – and can explain – an understanding of the importance of posture, diction and technique when performing.
					Is developing skills and knowledge when planning, rehearsing, introducing and performing the song:	Is developing skills and knowledge when planning, rehearsing, introducing and performing the song:	Is developing skills and knowledge when planning, rehearsing, introducing and performing the song:	Is developing skills and knowledge when planning, rehearsing, introducing and performing the song:
					Can introduce the performance with context and understanding of the song, the learning process and any other relevant connections.	Can introduce the performance with context and understanding of the song, the learning process and any other relevant connections.	Can introduce the performance with context and understanding of the song, the learning process and any other relevant connections.	Can introduce the performance with context and understanding of the song, the learning process and any other relevant connections.
					Can understand and make connections between the music encountered and the Social Theme.	Can understand and make connections between the music encountered and the Social Theme.	Can understand and make connections between the music encountered and the Social Theme.	Can understand and make connections between the music encountered and the Social Theme.
Vocabulary				improvise structure texture riff hook imagination	improvise texture structure improvise unison choreography Perform Share	improvise Appraising syncopation cover	improvisation unison harmony	
Strand Name	By the end of Reception, children:		By the end of Year 2, children:		By the end of Year 4, children:		By the end of Year 6, children:	
Vocabulary								