

Music Progression EYFS and KS1

	Lake	Coombe
Use voice expressively and creatively	<p>Sing echo songs and perform movements to a steady beat.</p> <p>Explore the use of the voice in different ways such as speaking, singing and chanting.</p> <p>Explore singing at different speeds and pitch to create moods and feelings.</p> <p>Discover how to use the voice to create loud and soft sounds.</p>	<p>Discover how the voice can produce rhythm, pulse and pitch to create different effects.</p> <p>Sing with a sense of the shape of a melody.</p> <p>Represent vocal sounds with symbols.</p> <p>Improvise making sounds with the voice.</p> <p>Perform songs using creativity and expression and create dramatic effect.</p>
Play tuned and untuned instruments musically	<p>Repeat and investigate simple beats and rhythms.</p> <p>Understand how to hold and play an instrument with care.</p> <p>Explore the sounds different instruments make.</p> <p>Choose an instrument to create a specific sound.</p>	<p>Play instruments to a steady beat.</p> <p>Perform simple patterns and accompaniments keeping to a steady pulse.</p> <p>Learn to play sounds linked to a symbol.</p> <p>Recognise how sounds can be organised.</p> <p>Respond to different given starting points.</p>
Listen with concentration and understanding to a range of music	<p>Express feelings in music by responding to different moods in a musical score.</p> <p>Listen to music and respond by using hand and body movements.</p> <p>Listen to different sounds and respond with voice and movement.</p> <p>Reflect on music and say how it makes people feel, act and move.</p>	<p>Choose sounds to represent different things.</p> <p>Notice how music can be used to create different moods and effects and to communicate ideas.</p> <p>Respond to different composers and discuss different genres of music.</p> <p>Sort instruments into different types.</p> <p>Listen and understand how to improve own composition,</p>
Experiment with, create, select and combine sounds	<p>Choose different instruments, including voice, to create sound effects in play.</p> <p>Investigate making sounds that are very different - loud/quiet, high/low.</p> <p>Investigate a variety of ways to create sound with different materials.</p> <p>Experiment performing songs and music to a steady beat.</p>	<p>Investigate long and short sounds.</p> <p>Create a sequence of long and short sounds with help.</p> <p>Choose carefully and order sounds to make a beginning, middle and end.</p> <p>Create short musical patterns.</p> <p>Explore changes in pitch to communicate an idea.</p>

Music Progression KS2

	Forest	Spring	Mill
Play and perform	<p>Sing in tune and with control.</p> <p>Perform simple melodic and rhythmic parts.</p> <p>Maintain a simple part within a group.</p> <p>Improvise repeated patterns.</p> <p>Perform with confidence.</p> <p>Play notes on instruments with care so they sound clear.</p>	<p>Sing in tune with awareness of others.</p> <p>Sing songs from memory with accurate pitch.</p> <p>Perform songs in a way that reflects their meaning and the occasion.</p> <p>Hold a part in a round.</p> <p>Perform with control and awareness of what others in the group are singing or playing.</p> <p>Sustain a drone or melodic ostinato to accompany singing.</p> <p>Improvise repeated patterns growing in sophistication.</p>	<p>Sing or play from memory with confidence, expressively and in tune.</p> <p>Sing a harmony part.</p> <p>Perform alone and in a group, displaying a variety of techniques.</p> <p>Play an accompaniment on an instrument.</p> <p>Whilst performing by ear and from notation maintain own part with awareness of how the different parts fit together.</p>
Improvise and compose music	<p>Compose music that combines musical elements.</p> <p>Carefully choose sounds to achieve an effect.</p> <p>Compose and perform melodies and songs.</p> <p>Create short musical patterns with long and short sequences and rhythmic phrases.</p>	<p>Compose music that combines several layers of sound.</p> <p>Use sound to create abstract effects.</p> <p>Improvise melodic and rhythmic phrases as part of a group performance.</p>	<p>Create own musical patterns.</p> <p>Use a variety of different musical devices including melody, rhythms and chords.</p> <p>Improvise melodic and rhythmic material within given structures.</p>
Listen with attention to detail and recall sounds	<p>Listen to different types of composers and musicians.</p> <p>Notice and explore the way sounds can be combined and used expressively.</p>	<p>Notice and explore the relationship between sounds.</p> <p>Comment on musicians use of technique to create effect</p>	<p>Notice, comment on and compare the use of musical devices.</p> <p>Notice, comment on, compare and explore how music reflects different intentions.</p>

Use and understand staff and other musical notation		<p>Know how many beats in a minim, crotchet and semibreve.</p> <p>Know the symbol for a rest in music.</p>	<p>Learn to read music during recorder lessons.</p> <p>Use musical notation when composing work. Know and use standard musical notation of crochet, minim and semibreve to indicate how many beats to play.</p>
Appreciate and understand a wide range of music from different traditions	<p>Begin to recognise and identify instruments being played.</p> <p>Comment on likes and dislikes.</p> <p>Recognise how musical elements can be used together to compose music.</p>	<p>Compare music and express growing tastes in music.</p> <p>Explain and evaluate how musical elements, features and styles can be used together to compose music.</p>	<p>Analyse and compare musical features choosing appropriate musical vocabulary.</p> <p>Explain and evaluate how musical elements, features and styles can be used together to compose music.</p>
Develop an understanding of the history of music	Describe the different purposes of music throughout history and in different cultures.	Understand the different cultural meanings and purpose of music.	<p>Notice and explore how music reflects time, place and culture.</p> <p>Understand and express opinions on the different cultural meanings and purposes of music.</p>