## 7.1 Progression in EYFS

| | Development Matters & ELG |
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| **Nursery** | **Communication and Language:**<br>• Use a wider range of vocabulary.<br>• Sing a large repertoire of songs.<br>**Physical Development:**<br>• Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.<br>**Expressive Arts and Design:**<br>• Listen with increased attention to sounds.<br>• Respond to what they have heard, expressing their thoughts and feelings.<br>• Remember and sing entire songs.<br>• Sing the pitch of a tone sung by another person ('pitch match').<br>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.<br>• Create their own songs, or improvise a song around one they know.<br>• Play instruments with increasing control to express their feelings and ideas. |
| **Reception** | **Communication and Language:**<br>• Understand how to listen carefully and why listening is important.<br>• Learn new vocabulary.<br>• Use new vocabulary throughout the day.<br>• Use new vocabulary in different contexts.<br>• Learn rhymes, poems and songs.<br>**Physical Development:**<br>• Progress towards a more fluent style of moving, with developing control and grace.<br>**Expressive Arts and Design:**<br>• Listen attentively, move to and talk about music, expressing their feelings and responses.<br>• Watch and talk about dance and performance art, expressing their feelings and responses.<br>• Sing in a group or on their own, increasingly matching the pitch and following the melody.<br>• Explore and engage in music making and dance, performing solo or in groups. |
| **ELG** | **Communication and Language:**<br>*Listening, Attention and Understanding:*<br>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.<br>• Make comments about what they have heard and ask questions to clarify their understanding.<br>*Speaking:*<br>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.<br>**Physical Development:**<br>*Gross Motor Skills:*<br>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. |

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| | **Expressive Arts and Design:**<br>*Being Imaginative:*<br>• Sing a range of well-known nursery rhymes and songs.<br>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. |

## 7.2 Progression in KS1 & KS2 – Perform

*This concept involves understanding that music is created to be performed.*

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| Y1/2 | • Take part in singing, accurately following the melody.<br>• Follow instructions on how and when to sing or play an instrument.<br>• Make and control long and short sounds, using voice and instruments.<br>• Imitate changes in pitch. |
| Y3/4 | • Sing from memory with accurate pitch.<br>• Sing in tune.<br>• Maintain a simple part within a group.<br>• Pronounce words within a song clearly.<br>• Show control of voice.<br>• Play notes on an instrument with care so that they are clear.<br>• Perform with control and awareness of others. |
| Y5/6 | • Sing or play from memory with confidence.<br>• Perform solos or as part of an ensemble.<br>• Sing or play expressively and in tune.<br>• Hold a part within a round.<br>• Sing a harmony part confidently and accurately.<br>• Sustain a drone or a melodic ostinato to accompany singing.<br>• Perform with controlled breathing (voice) and skillful playing (instrument). |

## 7.3 Progression in KS1 & KS2 – Compose

*This concept involves appreciating that music is created through a process which has a number of techniques.*

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| Y1/2 | • Create a sequence of long and short sounds.<br>• Clap rhythms.<br>• Create a mixture of different sounds (long and short, loud and quiet, high and low).<br>• Choose sounds to create an effect.<br>• Sequence sounds to create an overall effect.<br>• Create short, musical patterns.<br>• Create short, rhythmic phrases. |
| Y3/4 | • Compose and perform melodic songs.<br>• Use sound to create abstract effects.<br>• Create repeated patterns with a range of instruments.<br>• Create accompaniments for tunes.<br>• Use drones as accompaniments.<br>• Choose, order, combine and control sounds to create an effect.<br>• Use digital technologies to compose pieces of music. |
| Y5/6 | • Create songs with verses and a chorus.<br>• Create rhythmic patterns with an awareness of timbre and duration.<br>• Combine a variety of musical devices, including melody, rhythm and chords.<br>• Thoughtfully select elements for a piece in order to gain a defined effect.<br>• Use drones and melodic ostinati (based on the pentatonic scale).<br>• Convey the relationship between the lyrics and the melody.<br>• Use digital technologies to compose, edit and refine pieces of music. |

## 7.4 Progression in KS1 & KS2 – Transcribe

*This concept involves understanding that compositions need to be understood by others and that*

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| Y1/2 | • Use symbols to represent a composition and use them to help with a performance. |
| Y3/4 | • Devise non-standard symbols to indicate when to play and rest.<br>• Recognise the notes EGBDF and FACE on the musical stave.<br>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. |
| Y5/6 | • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.<br>• Read and create notes on the musical stave.<br>• Understand the purpose of the treble and bass clefs and use them in transcribing compositions.<br>• Understand and use the # (sharp) and ♭ (flat) symbols.<br>• Use and understand simple time signatures. |

*there are techniques and a language for communicating them.*

## 7.5 Progression in KS1 & KS2 – Describe music

*This concept involves appreciating the features and effectiveness of musical elements.*

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| Y1/2 | • Identify the beat of a tune.<br>• Recognise changes in timbre, dynamics and pitch. |
| Y3/4 | • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.<br>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.<br>• Understand layers of sounds and discuss their effect on mood and feelings. |
| Y5/6 | • Choose from a wide range of musical vocabulary to accurately describe and appraise music including:<br>  • pitch<br>  • dynamics<br>  • tempo<br>  • timbre<br>  • texture<br>  • lyrics and melody<br>  • sense of occasion<br>  • expressive<br>  • solo<br>  • rounds<br>  • harmonies<br>  • accompaniments<br>  • drones<br>  • cyclic patterns<br>  • combination of musical elements<br>  • cultural context.<br><br>• Describe how lyrics often reflect the cultural context of music and have social meaning. |