

Progression in Music

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- 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.

Big Idea	Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creativity	Performance	Learn and sing songs and rhymes as part of a larger group.	Play and sing pieces of music, starting and finishing together.	Play tuned and untuned percussion instruments and use the voice with awareness of others.	Play or sing a part with increased control and accuracy on tuned and untuned instruments.	Play or sing music from notation and memory.	Maintain their part in a performance confidently and accurately, with an awareness of what others are playing or singing.	Take the lead in instrumental or singing performances and provide suggestions to others.
	Singing	Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody.	Sing traditional songs, nursery rhymes and chants clearly.	Sing simple songs and chants with a sense of melody and shape.	Use their voice in different ways, including using a loud or soft voice, and identify simple repeated patterns.	Sing songs accurately, both solo and as part of an ensemble.	Maintain a part within an ensemble when singing in a round or in harmony.	Use gesture and expression to create a finished, polished performance.
	Pulse and rhythm	Tap or clap simple repeated rhythms.	Copy a simple rhythm or pulse by clapping or using percussion.	Play a range of rhythms and pulses and identify the difference between them.	Identify a pulse in a piece of music, realising two, three, four or more beats to the bar can be counted.	Play and create repeated rhythmic patterns.	Play and create extended rhythmic patterns, including rests.	Play and create pieces of music with a clear understanding of pulse and rhythm.
	Notation	Make or follow very simple symbols and marks to play music.	Understand that music can be written down and read.	Recognise and respond to simple notation.	Recognise and respond to standard and invented musical notation and symbols.	Play or sing simple melodies from standard and invented musical notation and symbols.	Use standard notation to perform and write music.	Use features of standard notation when composing.
Investigation	Listening	Listen to a variety of music and talk about how it makes them feel.	Listen to sounds or a piece of music, identifying basic features.	Describe how an instrument has been used to represent a sound, animal or object.	Recognise and describe sounds and changes in a piece of music using musical vocabulary.	Describe how different instruments are used throughout a piece of music to add interest and meaning.	Explain how pitch, tempo, rhythm, melody, dynamics and major and minor tonality have been used to create a particular mood and feelings in the listener.	Listen to and comment on a wide range of genres and musical styles using a broad musical vocabulary.

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	Music appreciation	Listen to a variety of music, rhymes and songs, paying attention to how they sound and sharing their opinions.	Listen and respond to a range of songs and pieces.	Listen and respond with movement, words and pictures to a range of pieces of music that tell a story.	Listen and respond to pieces of music written around the same theme.	Compare and evaluate different genres of music using appropriate musical vocabulary.	Use descriptive words and relevant musical vocabulary when talking about the elements of live or recorded music within a piece.	Identify and explain patterns and motifs in live and recorded music that provoke feelings in the listener
Significance	Significant people	Be aware of some different composers.	Describe, in simple terms, the lives of composers studied.	Describe the lives and music of composers studied.	Describe the lives and music of romantic composers.	Describe the lives and music of famous 20th-century composers.	Describe the lives and music of famous Renaissance and Baroque composers.	Describe the lives and music of famous classical composers.