



# PROGRESSION IN MUSIC

## Progressive Skills in Music

The Four Strands:

- **Listening, appraising & responding**
- **Composing**
- **Performing**
- The History of Music

The Overarching Strand:

- The Inter-related dimensions of music: pulse, pitch, duration, dynamics, tempo, timbre, texture, structure, appropriate musical notation

These strands support the National Curriculum Attainment Targets. The three strands listed in bold are progressive and outlined throughout this document.

# Listening, appraising & Responding

	EYFS	KS1		Lower KS2		Upper KS2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listening, Appraising &amp; Responding</b> Listening to a range of high-quality live and recorded music	<p>Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music</p> <p>Expressing their response to different music and lyrics</p> <p>Exploring lyrics by suggesting appropriate actions</p> <p>Exploring the story behind the lyrics or music</p> <p>Listening to and following a beat using body percussion and instruments</p> <p>Considering whether a piece of music has a fast, moderate or slow tempo</p>	<p>Recognising and understanding the difference between pulse and rhythm.</p> <p>Understanding that different types of sounds are called timbres.</p> <p>Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</p> <p>Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</p> <p>Describing the differences between two pieces of music.</p> <p>Expressing a basic opinion about music (like/dislike)</p>	<p>Recognising timbre changes in music they listen to</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music.</p> <p>Identifying melodies that move in steps.</p> <p>Identifying melodies that move in steps.</p>	<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>Understanding that music from different parts of the world, and different times, have different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Recognising and beginning to discuss changes within a piece of music</p>	<p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll, Blues).</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrec endo) within a piece of music.</p> <p>Identifying scaled dynamics (crescendo/decrec endo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of piece of music</p>	<p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll, Blues).</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrec endo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose</p>	<p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll, Blues).</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrec endo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds</p>

# Listening, appraising & Responding

	EYFS	KS1		Lower KS2		Upper KS2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listening, Appraising &amp; Responding</b> Listening with attention to detail and	<p>Listening to sounds and matching to the object or instrument</p> <p>Listening to sounds and identifying high and low pitch</p> <p>Listening to and repeating a simple rhythm</p> <p>Listening to and repeating simple lyrics</p> <p>Understanding that different instruments make different sounds and grouping them accordingly</p>	<p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group.</p>	<p>Listening to and repeating a short, simple melody by ear.</p> <p>Suggesting improvements to their own and others' work.</p>	<p>Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work</p>	<p>Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work</p>	<p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p>

# Composing

	EYFS	KS1		Lower KS2		Upper KS2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Composing</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Create sounds and music using the interrelated dimensions of music</p>	<p>Playing untuned percussion 'in time' with a piece of music</p> <p>Selecting classroom objects to use as instruments</p> <p>Experimenting with body percussion and vocal sounds to respond to music</p> <p>Selecting appropriate instruments to represent action and mood</p> <p>Experimenting with playing instruments in different ways</p>	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Creating simple melodies using a few notes.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Creating a simple graphic score to represent a composition.</p> <p>Beginning to make improvements to their work as suggested by the teacher</p>	<p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Creating simple melodies from 5 or more notes.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Using letter name and graphic notation to represent the details of their composition.</p> <p>Beginning to suggest improvements to their own work.</p>	<p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Suggesting and implementing improvements to their own work, using musical vocabulary.</p>	<p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style (Blues).</p> <p>Developing melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>Creating a piece of music with at least four different layers and a clear structure.</p> <p>Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</p> <p>Suggesting improvements to others work, using musical vocabulary</p>	<p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Improvising coherently within a given style.</p> <p>Combing rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Using staff notation to record rhythms and melodies.</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggesting and demonstrating improvements to own and others' work.</p>	<p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</p> <p>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p>

