



RADDLEBARN PRIMARY SCHOOL PROGRESSION IN MUSIC



Year Group	Nursery 3-4 years old	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Resources
Using their voice expressively and creatively	Sing a large repertoire of songs. Sing the pitch of a tune sung by another person - 'pitch match'. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Sing a range of well-known nursery rhymes and songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. <i>*perform a song</i>	Confidently sing or rap 5 songs off by heart. Sing in unison. Learn about voices, singing notes of different pitch. Understand that they can make different types of sounds with voices.	Confidently sing or rap 5 songs off by heart. Know that some songs have a chorus or response. Understand how songs tell a story or describe an idea. Learn about voices, singing notes of different pitch. Understand that they can make different types of sounds with voices. Understand that we add high and low sounds, pitch, when we sing. Understand the importance of warming up voices. <i>*learn a French song</i>	Know that singing in a group can be called a choir. Understand the importance of listening to others when singing as a group. Learn to sing in unison and simple two parts. Sing with an awareness of being in tune. Explore singing solo. Demonstrate good posture when singing.	Develop skills of singing as part of an ensemble. Follow a conductor or leader when singing. Understand texture within singing as a group and as a solo singer. Discuss how songs can evoke different emotions. Learn how to rejoin a song if lost.	Know and confidently sing five songs and their parts from memory, aware of a strong internal pulse. Sing in unison. Sing backing vocals. Enjoy exploring solo singing. Listen to others and be aware of how you fit into the group.	Know about the style of songs so that they can represent feeling and context to the audience.	
Play tuned and untuned musical instruments musically	Play instruments with increasing control to express feelings and ideas.	Explore and engage in music making and dance, performing solo or in groups. Play a simple instrumental part to the nursery rhyme/song learned.	Know the names of instruments they are playing. Treat instruments carefully with respect. Play a tuned instrumental part with the song they perform. Learn the names of notes in their instrumental part.	Know the names of untuned percussion instruments. Play the part in time with the steady pulse. Understand that we add high and low sounds, pitch, when we play our instruments.	Know the names and discuss instruments used. Play a differentiated part of a one note or simple melody from memory or using notation. Listen to and follow musical instructions from a leader. <i>*make a musical instrument</i>	Know the names and discuss instruments used in class. Identify other instruments played by others (e.g., a friend, an orchestra or band). Play a differentiated part of a one note or simple melody from memory or using notation on a tuned instrument. Experience leading the playing.	Know and discuss notes C,D,E,F,G,A,B on the treble stave. Play an instrument with the correct technique within the context of the unit song. Select and learn an instrumental part which matches their musical challenge.	Rehearse and perform a part within the context of the Unit song. Lead a rehearsal session.	
Listen with	Listen with	Listen	Know that music	Know that songs	Know five songs	Know five songs from	Choose a song and	Know five songs from	

concentration and understanding to a range of music and appraise	increased attention to sounds. Respond to what they have heard, expressing their own thoughts and feelings.	attentively, move and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses.	has a steady pulse. Know what songs are about. Know and recognise the sound and names of some instruments they hear. Learn how they can enjoy moving to music by dancing, marching and actions.	have a musical style. Investigate and understand the difference between pulse, rhythm and pitch. Identify the chorus or a response/answer part in a song.	from memory and who performed or wrote them. Recognise the style of these songs. Be able to discuss the lyrics, musical dimensions, identify the different sections and name some of the instruments heard playing. Know how to identify and demonstrate the pulse. Explain the difference between pulse and rhythm. Discuss the meaning of lyrics and express feelings. Listen carefully and respectfully to other people's thoughts.	memory and who performed or wrote them. Identify some of the style indicators, main sections and name some of the instruments heard. Discuss music and how it makes you feel. Use musical vocabulary when discussing music.	identify: <ul style="list-style-type: none"> • Features • Singing in unison, Solo • Lead vocal • Backing vocals • Rapping • The meaning of lyrics. <p>Know the style of songs sung and suggest other songs in the same style. Compare two songs in the same style. Identify main sections – intro, verse, chorus, etc. Discuss songs in their historical context.</p>	memory, who sang or wrote them, when they were written and why. Choose 4 songs and discuss and compare: <ul style="list-style-type: none"> -Style indicators Lyrics -Musical dimensions -Structure -Instruments played -Historical context -Message given. <p>Compare two songs in the same style, identifying musical similarities and differences. Understand that we each have a musical identity. Use musical terminology correctly to describe music.</p>	
Improvisation - Experiment with, create, select and combine sounds	Create their own songs or improvise a song around one they know.	Explore and engage in music making and dance, performing solo or in groups.	Understand that improvisation is about making up your own tunes. Know that we can create rhythms from words, names, etc. Improvise using body parts, voices and instruments to tracks provided.	Understand that when someone improvises, they make up their own tune which has not been heard before. Know that we can create rhythms from words, our names, favourite food, colours and animals. Improvise using call and answer techniques.	Improvise parts of a song using instruments. Know how pulse, rhythm and pitch work together to create a piece of music. Create simple rhythm and pitch patterns. Understand that using one or two notes confidently is better than using five.	Know and talk confidently about how pulse, rhythm and pitch work together. Develop musical leadership, creating ideas for the group to respond to. Use some of the riffs heard during improvisation challenges.	Identify how pulse, rhythm, pitch, tempo, dynamics and structure work together and how they connect in a song. Musical leadership – create musical ideas for your group to copy or respond to. Know three well-known improvising musicians. Improvise with a feeling for the style of Bossa Nova and Swing using a pentatonic scale/five note pattern).	Copy back rhythms which include syncopation/offbeat. Copy back riffs by ear and with notation. Improvise using up to three notes. Lead the class by inventing rhythms for others to copy back.	

Compose music for a range of purposes	N/A	N/A	Understand that composing is like writing a story with music. Help to create a simple melody using one, two or three notes. Learn how the notes can be written down and changed if necessary.	Help to create a simple melody using one, two or five different notes. Learn how the notes can be written down and changed if necessary.	Understand that a composition is made and kept in some way to be played and performed again. Know some different ways of recording compositions (e.g. letter names, symbols, audio) Plan and create a section of music to perform in a known piece. Make musical decisions about pulse, rhythm, pitch, dynamics and tempo. <i>*compose a piece of music</i>	Plan and create a section of music to perform. Talk about how it was created. Listen to and reflect upon musical decisions.	Discuss how a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Compose simple melodies using up to 5 notes and simple rhythms that work musically in the style of the Unit song.	Explain the keynote or home note and structure of the melody. Make musical decisions about how the melody connects with the song.	
Use and understand musical notation	N/A	N/A	N/A	Learn the names of the notes when written down.	Record a composition in an appropriate way, using symbols to represent sound.	Record a composition in an appropriate way, using symbols to represent sound.	Recognise the connection between sound and symbol. Record the composition in any appropriate way that recognises the connection between sound and symbol.	Know and use different ways of writing music down, eg. Staff notation, symbols, etc.	
Perform, evaluate and appraise a range of music	Remember and sing entire songs.	Perform songs, rhymes, poems and stories with others and – when appropriate – try to move in time with the music.	Know that a performance is sharing music with an audience. Record the performance and say how they feel about it. Start and stop singing when following a leader. <i>*perform in front of your class</i>	Know that a performance can be a special occasion and involve a class, year group or whole school. Add their own ideas to a performance. Record the performance and say how they feel about it.	Understand the need to plan a performance. Choose what to perform and create a programme. Understand that performances vary according to the occasion. Know how to articulate words clearly, communicate meaning and play	Understand that a performance may be to an audience of people you don't know. Present a musical performance designed to capture an audience. Identify the best play to be when performing and how to stand or sit. Record performances and express feelings,	Know that a performance is planned and different for each occasion. Talk about a venue and how to use it to best effect. Record and compare performances. Discuss and talk musically about a performance. <i>*put on a performance</i>	Perform with awareness of audience, venue and occasion. Know that performing is sharing music with an audience with belief. Communicate the meaning of words and clearly articulate them. Know that everything that will be performed must be planned and learned.	Resources as required for end of KS productions.

					with confidence. Understand that performances communicate feelings, thoughts and ideas about song and music.	discussing what went well and what could be changed, explaining why.		Record and compare performances. Rehearse and self-evaluate - refine and improve own work – to help achieve a high-quality performance.	
Develop an understanding of the history of music	N/A	N/A	N/A	N/A	Listen to and begin to respond to music from different traditions and great composers and musicians.	Listen to and understand and respond to a range of music from different traditions and great composers and musicians.	Listen to and understand and respond to a wider range of music from different traditions and great composers and musicians. Begin to compare and contrast and how music may have changed over time. Place a piece of music in the context of time.	Listen to and understand and respond to a wide range of music from different cultures, traditions and great composers and musicians. Discuss musical eras in context. Evaluate the effects of venue, occasion and purpose on music. Place a piece of music in the context of time and relate it to events of the time.	