



## Whaley Thorns Primary School and Nursery

### Music Progression Grid

	<b>Foundation Year One</b>	<b>Year One Year Two</b>	<b>Year Three Year Four</b>	<b>Year Four Year Five</b>	<b>Year Five Year Six</b>
<b>Singing</b>	<ul style="list-style-type: none"> <li>-Join in with a range of action songs</li> <li>-Listen to music and clap a steady beat</li> <li>-Sing songs using high and low sounds (soh-mi)</li> <li>-Sing songs from different cultures</li> <li>-Sing with an increasing understanding of expression (loud, soft, high and low)</li> <li>-Sing in simple parts e.g. chants and rounds</li> </ul>	<ul style="list-style-type: none"> <li>-Sing with an increasing understanding of expression (loud, soft, high and low)</li> <li>-Sing in simple parts e.g. chants and rounds</li> </ul>	<ul style="list-style-type: none"> <li>-Sing in tune throughout a song</li> <li>-Sing in two parts (building on a round into a simple harmony)</li> </ul>	<ul style="list-style-type: none"> <li>-Sing in tune throughout a song</li> <li>-Sing in two parts (building on a round into a simple harmony)</li> <li>-Sing in harmony and descant parts</li> <li>-Sing with clear diction and increased voice projection when performing songs</li> </ul>	<ul style="list-style-type: none"> <li>-Sing in harmony and descant parts</li> <li>-Sing with clear diction and increased voice projection when performing songs</li> </ul>
<b>Performing</b>	<ul style="list-style-type: none"> <li>-Perform familiar songs to an audience</li> <li>-Sing to each other, to adults and to toys/characters</li> <li>-Play percussion instruments to accompany a song</li> <li>-Move in response to a range of music</li> <li>-Perform short solo parts in some songs</li> <li>-Perform familiar songs to an audience</li> <li>-Clap or play back simple rhythms (4 or 8 beats)</li> <li>-Perform to an audience with increasing levels of clarity and confidence</li> </ul>	<ul style="list-style-type: none"> <li>-Clap or play back simple rhythms (4 or 8 beats)</li> <li>-Perform to an audience with increasing levels of clarity and confidence</li> </ul>	<ul style="list-style-type: none"> <li>-Perform to an audience with increased clarity, confidence, control and expression</li> <li>-Play to an audience a tuned or untuned instrument with good fluency and control</li> </ul>	<ul style="list-style-type: none"> <li>-Perform to an audience with increased clarity, confidence, control and expression</li> <li>-Play to an audience a tuned or untuned instrument with good fluency and control -</li> <li>Show a good awareness of the intended audience</li> <li>-Begin to conduct an ensemble performance directing changes in the tempo and the dynamics accordingly</li> </ul>	<ul style="list-style-type: none"> <li>-Show a good awareness of the intended audience</li> <li>-Begin to conduct an ensemble performance directing changes in the tempo and the dynamics accordingly</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>-Use a variety of instruments and musical apps to make their own music</li> <li>- Record and play music back for others to hear</li> <li>-Make simple choices when playing or singing about "What happens next?"</li> <li>-Create own rhythmic patterns</li> <li>-Create short, memorable melodies using symbols (up to 3 notes)</li> <li>-Create and repeat a simple melody on a tuned and untuned instrument</li> </ul>	<ul style="list-style-type: none"> <li>-Create own rhythmic patterns</li> <li>-Create short, memorable melodies using symbols (up to 3 notes)</li> <li>-Create and repeat a simple melody on a tuned and untuned instrument</li> </ul>	<ul style="list-style-type: none"> <li>-Compose a short piece of structured music (e.g. equal bar lengths) with up to 3 notes</li> <li>-Use dynamics in composition (loud and soft)</li> </ul>	<ul style="list-style-type: none"> <li>-Compose a short piece of structured music (e.g. equal bar lengths) with up to 3 notes</li> <li>-Use dynamics in composition (loud and soft)</li> <li>-Compose more complex pieces (using a range of different rhythms) and explore harmony with the pentatonic scale.</li> <li>-Apply understanding of all musical elements (pulse, rhythm, pitch, tempo, dynamics, timbre, structure and texture)</li> <li>-Compose music with more than one part (e.g. base part and tune)</li> </ul>	<ul style="list-style-type: none"> <li>-Compose more complex pieces (using a range of different rhythms) and explore harmony with the pentatonic scale.</li> <li>-Apply understanding of all musical elements (pulse, rhythm, pitch, tempo, dynamics, timbre, structure and texture)</li> <li>-Compose music with more than one part (e.g. base part and tune)</li> </ul>
<b>Notation</b>	<ul style="list-style-type: none"> <li>-Use visual/physical cues eg. tapping shoulders or tummies for high and low sounds</li> <li>-Use, recognise and respond to different informal hand symbols to show knowledge of pitch</li> </ul>	<ul style="list-style-type: none"> <li>-Use, recognise and respond to different informal hand symbols to show knowledge of pitch</li> </ul>	<ul style="list-style-type: none"> <li>-Use, write and recognise up to 5 notes on the staff notation (the 'C' pentatonic scale), including hand symbols</li> </ul>	<ul style="list-style-type: none"> <li>-Use, write and recognise up to 5 notes on the staff notation (the 'C' pentatonic scale), including hand symbols</li> <li>-Record extended melody lines on staff notation and be able to represent these with hand symbols</li> </ul>	<ul style="list-style-type: none"> <li>-Record extended melody lines on staff notation and be able to represent these with hand symbols</li> </ul>

<p><b>Listening and Appraising</b></p>	<ul style="list-style-type: none"> <li>-Listen and talk about how music makes them feel/think - Listen to music and move in a way that they feel is appropriate</li> <li>-Use art to demonstrate their feelings when hearing music</li> <li>-Listen to/watch a ballet</li> <li>-Know how to behave when watching others</li> <li>-Listen to traditional music from the British Isles</li> <li>-Listen to music and move in a way that they feel is appropriate</li> <li>-Understand and use new music vocabulary</li> <li>-Watch musicians playing live</li> <li>-Replicate dances/music from around the world</li> <li>-Describe how a range of music makes them feel</li> <li>-Describe the pitch, tempo and dynamics in live and recorded music</li> <li>-Evaluate and comment on own work.</li> <li>-Identify repeating elements of known songs</li> </ul>	<ul style="list-style-type: none"> <li>-Describe how a range of music makes them feel</li> <li>-Describe the pitch, tempo and dynamics in live and recorded music</li> <li>-Evaluate and comment on own work. ("It would be even better if..." - Year 2 only).</li> <li>-Identify repeating elements of known songs</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise the basic elements of music, in addition to pitch, dynamics and tempo</li> <li>-Recognise the structure of a piece of music (e.g. verse, chorus, verse, chorus)</li> <li>-Comment on similarities and differences in live and recorded pieces of music</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise the basic elements of music, in addition to pitch, dynamics and tempo</li> <li>-Recognise the structure of a piece of music (e.g. verse, chorus, verse, chorus)</li> <li>-Comment on similarities and differences in live and recorded pieces of music</li> <li>-Recognise different genres of music</li> <li>-Describe and evaluate different genres of music using good musical vocabulary</li> <li>-Begin to recall a range of composers, linking some to the correct musical era</li> <li>-Identify and describe different genres of music through history</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise different genres of music</li> <li>-Describe and evaluate different genres of music using good musical vocabulary</li> <li>-Begin to recall a range of composers, linking some to the correct musical era</li> <li>-Identify and describe different genres of music through history</li> </ul>
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