ALL SAINTS CHURCH OF ENGLAND PRIMARY SCHOOL

'Playing our part in God's plan as we journey together to achieve the best for ourselves and others'

Music progression document

	Year R	Year 1	Year 2
Pitch	Explore and respond to high and low sounds through singing, playing, listening and responding activities and choose high and low sounds to describe musical ideas	Recognise, explore and enjoy high and low sounds through singing and playing, listening and responding	Recognise, explore, respond and create higher and lower sounds and respond to the general shape of melodies and begin to recognise steps, leaps and repeated notes
Duration	Explore and respond to long and short sounds and recognise the steady beat in music heard and performed. Choose long and short sounds to describe musical ideas or add sound effects,	Recognise, explore and respond to steady beats and patterns of long and short sounds in music heard and performed	Recognise, explore, respond and create rhythms in music and understand that rhythmic patterns fit to the beat
Dynamics	Explore, respond to and recognise the contrast between loud, quiet and silence through singing, playing, listening and responding activities. Use and choose loud / quiet sounds or silence to describe musical ideas or add sound effects	Explore, enjoy and understand loud and quiet and silence through singing and playing, listening and responding	Recognise, explore, respond and create music which gets louder and quieter and changes dynamics to convey a musical idea
Tempo	Explore, respond to and recognise fast and slow through singing, playing, listening and responding activities. Use and choose fast and slow sounds to describe musical ideas or add sound effects	Explore and enjoy contrasting tempi through singing and playing, listening and responding	Recognise, explore, respond and create tempos which get faster and slower. Explore and enjoy keeping to a steady beat and performing simple rhythmic patterns and accompaniments through singing and playing, listening.
Timbre	Explore, use and respond to a range of sounds and sound-makers including vocal sounds. Use and choose sounds to describe musical ideas or add sound effects	Explore, enjoy, identify and sort families of school percussion instruments and their properties by sound including timbre through playing, listening and responding	Recognise, explore, respond and create different sounds using school percussion (and other instruments through Hampshire Music service listen2me provision)
Texture	Explore, find out about and respond to different combinations of sounds: my sound, your sound (s) and our sounds together through experimentation and practical activities.	Explore and enjoy solo (1) and tutti (many) vocal and instrumental textures through singing, playing, listening and responding	Recognise, explore, respond and create different layers of sound in music in a variety of simple vocal and instrumental textures through singing, playing, listening and responding
Structure	Explore and respond to sequences of events and stories, distinguish between	Understand, identify, listen to and perform music with a beginning, middle, end and the use of introduction and repetition	Recognise, explore, respond and create repetition and contrast within musical structures.

	same and different and experiment with ordering sounds in different ways		
Skills	**Singing** - explore and use vocal sounds, talking and singing voice in response to character and / or mood. **Playing** - explore and use a range of sounds including body sounds, other sound makers and classroom percussion beginning to develop control and accuracy **Rehearsing and performing** - sing and play individually and in a group, starting and stopping together and following simple directions **Notating** - respond to and recognise musical ideas represented and communicated through 3D objects, picture cues, signs and symbols **Listening and responding** - explore, enjoy and respond to sounds from different sources and musical moods, features and changes and how music makes you feel **Describing and discussing** - talk about sounds and music and think about how they make you feel.	**Singing** - sing songs, rhymes and chants building rhythmic and melodic memory developing accuracy of pitch and diction. **Playing** - use body sounds, use dominant hand with un-tuned percussion and begin to use correct tuned percussion technique to keep a steady beat and copying simple rhythm patterns **Rehearsing and performing** - develop greater awareness of how to improve and practice singing and playing to the best it can be **Notating** - respond to graphic notation, use basic rhythmic notation and explore using signs and symbols to represent sounds **Listening and responding** - recognise changes of mood and character in music and listen and respond to changes in mood and character through movement dance, words and art **Describing and discussing** - build an appropriate music vocabulary relating to the dimensions	**Singing** - sing songs, rhymes and chants and use simple vocal patterns as accompaniments with increased accuracy of pitch and diction. **Playing** - demonstrate greater accuracy and control of correct technique using tuned and un-tuned percussion instruments including simple rhythm patterns and ostinato as accompaniments **Rehearsing and performing** - develop greater awareness of how to improve through practice and make suggestions for improving **Notating** - respond to graphic notation and use basic notation of rhythm and or pitch using symbols to represent sounds **Listening and responding** - recognise changes of mood and character in music Listen and respond to changes in mood and character through movement dance, words and art **Describing and discussing** - build an appropriate music vocabulary relating to the dimensions and use it when communicating creative ideas to others

	Year 3	Year 4	Year 5	Year 6
Pitch	Identify steps, leaps and repeated note in melodies and listen, respond and compose melodies featuring steps, leaps and repeated notes and explore through singing and playing	Identify melodic shape and different scale patterns by listening, responding and improvising music featuring scale patterns and explore through singing and playing	Recognise and identify a range of different scale patterns by listening, responding, improvising and composing music featuring scale patterns	Recognise and identify a range of different scale patterns by listening, responding, improvising and composing using scales to give pieces shape and coherence
Duration	Begin to understand, listen to, respond and compose 2, 3 and 4 metre and how rhythms fit to a steady beat through singing and playing	Understand 2, 3 and 4 metre and how rhythms fit to a steady beat by listening, responding and improvising music in 2, 3 and 4 metre	Understand more complex rhythmic patterns and metres by listening, responding, improvising and composing more complex rhythm patterns and metres to give pieces shape and coherence.	Understand more complex rhythmic patterns and metres by listening, responding, improvising and composing more complex rhythm patterns and metre to give pieces shape and coherence.
Dynamics	Understand getting louder and quieter in finer graduations by listening and responding to music as well as beginning to use dynamic variation appropriately to convey a musical idea	Consolidate understanding of and identify, getting louder and quieter by listening, responding and improvising music with dynamic variation to convey a musical idea	Understand how a range of dynamics can be manipulated for expressive effect by listening, responding, improvising and composing using dynamic variation,	Understand how a wide range of dynamics can be manipulated for expressive effect by listening, responding, improvising and composing using dynamic variation imaginatively to convey a musical idea
Tempo	**I**dentify getting faster and slower in finer gradations by listening and respond to music using tempo variation. Explore through singing and playing and begin to use tempo variation appropriately to convey a musical idea	Consolidate understanding of getting faster and slower in finer gradations by listening, responding and improvising music using tempo variation to convey a musical idea	Understand and identify how a range of tempi can be manipulated for expressive effect by listening, responding, improvising and composing music with tempo variation	Understand and identify how a wide range of tempi can be manipulated for expressive effect by listening, responding, improvising and composing using tempo variation imaginatively to convey a musical idea
Timbre	Identify a range of non-percussion instruments by name. Explore the different techniques for playing a variety	Identify a wider range of non-percussion instruments by name and the way they are played: extend use of percussion	Identify families of instruments, and different ensemble combinations, refine use of percussion instruments	Listen to and investigate different ensemble combinations commenting on the composer's intent, apply specific playing

	of percussion instruments for different purposes. Select instruments and vocal sounds and use appropriate playing techniques when improvising and composing	instruments by listening, responding and improvising music which explores how different techniques for playing a variety of percussion instruments	Listen to and investigate different ensemble combinations commenting on the composer's intent	techniques using percussion instruments for a desired effect and select timbres for specific purposes when improvising and composing
Texture	Recognise different combinations of layers in music by listening, identifying and responding to different textures and explore them through singing, playing and composing.	**I**dentify different types of texture between solo, unison, drone, layers and simple harmony by listening, responding and improvising music through singing and playing	Begin to understand types of harmony by listening, responding, improvising and composing music with simple harmony parts	Continue to develop and understand types of harmony by listening, responding, improvising and composing different harmonic parts
Structure	Develop understanding of repetition and contrast structures by listening, responding to and performing music with an awareness of its structure	Develop understanding of conventional musical structures and identify the more subtle development of musical ideas – similar but not the same through listening and performing	Understand a wider range of musical structures by listening, responding, improvising and composing using known musical structures including the use of simple chord structures.	Understand a wider range of musical structures by listening, responding, improvising and composing and commentating on the composer's intent.
Skills	**Singing** - Listen to and sing rounds and partner songs developing an awareness of how the parts fit together. **Playing** - Listen to and play music with layered parts developing an awareness of how the different parts fit together. Maintain an independent part in a group **Rehearsing and performing** - Start to develop rehearsal and practice routines and strategies and improve own and other's work through creative feedback and informed rehearsal **Notating** - Use rhythmic notation to remember, develop and record creative work **Listening and responding** - compare and contrast music heard and performed with an awareness of the music's	**Singing** - sing more complex rounds and partner songs with developing an awareness of how the parts fit together. **Playing** - further develop instrumental skills and techniques and maintain rhythmic and melodic ostinato as an accompaniment in 2, 3 and 4 metre **Rehearsing and performing** - continue to develop rehearsal and practice routines and strategies and improve own and other's work through creative feedback and informed rehearsal **Notating** - use notation to remember, develop and record creative work **Listening and responding** - compare and contrast music heard and performed with an	**Singing** - increase awareness of expression and interpretation through control of the dimensions and phrasing when singing in parts. **Playing** - accurately maintain an independent part demonstrating controlled playing techniques. **Rehearsing and performing** - sing and play taking increasing responsibility for the quality of the performance **Notating** - use notation to remember, develop and record creative work **Listening and responding** - compare and contrast music heard and performed with an awareness of the music's	**Singing** - sing part songs with confidence confidently increasing awareness of expression and interpretation **Playing** - further develop instrumental skills and techniques and perform accurately maintain an independent part demonstrating controlled playing techniques. **Rehearsing and performing** - further develop rehearsal and practice routines and strategies Improve singing and playing through directed rehearsal and independent practice **Notating** - use rhythmic and pitched notation including basic stave notation **Listening and responding** - compare and contrast music heard and performed with an

	context and purpose and composer's intent **Describing and discussing** - use an appropriate music vocabulary in relation to the learning to express and justify ideas and opinions.	awareness of the music's context and purpose and composer's intent **Describing and discussing** - express and justify ideas and opinions about music heard and performed using an appropriate and extended musical vocabulary.	context and purpose and composer's intent **Describing and discussing** - express and justify ideas and opinions about music heard and performed using an appropriate and extended musical vocabulary	awareness of the music's context, purpose and structure **Describing and discussing** - further extend music vocabulary in relation to the learning and express and justify ideas and opinions about music heard and performed