

Whaley Thorns Primary School and Nursery

Music Progression Grid

	Foundation Year One	Year One Year Two	Year Three Year Four	Year Four Year Five	Year Five Year Six
Singing	-Join in with a range of action songs -Listen to music and clap a steady beat -Sing songs using high and low sounds (sohmi) -Sing songs from different cultures -Sing with an increasing understanding of expression (loud, soft, high and low) -Sing in simple parts e.g. chants and rounds	-Sing with an increasing understanding of expression (loud, soft, high and low) -Sing in simple parts e.g. chants and rounds	-Sing in tune throughout a song -Sing in two parts (building on a round into a simple harmony)	-Sing in tune throughout a song -Sing in two parts (building on a round into a simple harmony) -Sing in harmony and descant parts -Sing with clear diction and increased voice projection when performing songs	-Sing in harmony and descant parts -Sing with clear diction and increased voice projection when performing songs
Performing	-Perform familiar songs to an audience -Sing to each other, to adults and to toys/characters -Play percussion instruments to accompany a song	-Clap or play back simple rhythms (4 or 8 beats) -Perform to an audience with increasing levels of clarity and confidence	-Perform to an audience with increased clarity, confidence, control and expression -Play to an audience a tuned or untuned instrument with good fluency and control	-Perform to an audience with increased clarity, confidence, control and expression -Play to an audience a tuned or untuned instrument with good fluency and control	-Show a good awareness of the intended audience -Begin to conduct an ensemble performance directing changes in the tempo and the dynamics accordingly



	-Move in response to a range of music -Perform short solo parts in some songs -Perform familiar songs to an audience -Clap or play back simple rhythms (4 or 8 beats) -Perform to an audience with increasing levels of clarity and confidence			- Show a good awareness of the intended audience -Begin to conduct an ensemble performance directing changes in the tempo and the dynamics accordingly	
Composition	-Use a variety of instruments and musical apps to make their own music - Record and play music back for others to hear -Make simple choices when playing or singing about "What happens next?" -Create own rhythmic patterns -Create short, memorable melodies using symbols (up to 3 notes) -Create and repeat a simple melody on a tuned and untuned instrument	-Create own rhythmic patterns -Create short, memorable melodies using symbols (up to 3 notes) -Create and repeat a simple melody on a tuned and untuned instrument	-Compose a short piece of structured music (e.g. equal bar lengths) with up to 3 notes -Use dynamics in composition (loud and soft)	-Compose a short piece of structured music (e.g. equal bar lengths) with up to 3 notes -Use dynamics in composition (loud and soft) -Compose more complex pieces (using a range of different rhythms) and explore harmony with the pentatonic scale. -Apply understanding of all musical elements (pulse, rhythm, pitch, tempo, dynamics, timbre, structure and texture) -Compose music with more than one part (e.g. base part and tune)	-Compose more complex pieces (using a range of different rhythms) and explore harmony with the pentatonic scale. -Apply understanding of all musical elements (pulse, rhythm, pitch, tempo, dynamics, timbre, structure and texture) -Compose music with more than one part (e.g. base part and tune)

Notation	-Use visual/physical cues eg. tapping shoulders or tummies for high and low sounds -Use, recognise and respond to different informal hand symbols to show knowledge of pitch	-Use, recognise and respond to different informal hand symbols to show knowledge of pitch	-Use, write and recognise up to 5 notes on the stave notation (the 'C' pentatonic scale), including hand symbols	-Use, write and recognise up to 5 notes on the stave notation (the 'C' pentatonic scale), including hand symbols -Record extended melody lines on stave notation and be able to represent these with hand symbols	-Record extended melody lines on stave notation and be able to represent these with hand symbols
Listening and Appraising	-Listen and talk about how music makes them feel/think - Listen to music and move in a way that they feel is appropriate -Use art to demonstrate their feelings when hearing music -Listen to/watch a ballet -Know how to behave when watching others -Listen to traditional music from the British Isles -Listen to music and move in a way that they feel is appropriate -Understand and use new music vocabulary -Watch musicians playing live	-Describe how a range of music makes them feel -Describe the pitch, tempo and dynamics in live and recorded music -Evaluate and comment on own work. ("It would be even better if..." - Year 2 only). -Identify repeating elements of known songs	-Recognise the basic elements of music, in addition to pitch, dynamics and tempo -Recognise the structure of a piece of music (e.g. verse, chorus, verse, chorus) -Comment on similarities and differences in live and recorded pieces of music	-Recognise the basic elements of music, in addition to pitch, dynamics and tempo -Recognise the structure of a piece of music (e.g. verse, chorus, verse, chorus) -Comment on similarities and differences in live and recorded pieces of music -Recognise different genres of music -Describe and evaluate different genres of music using good musical vocabulary -Begin to recall a range of composers, linking some to the correct musical era -Identify and describe different genres of music through history	-Recognise different genres of music -Describe and evaluate different genres of music using good musical vocabulary -Begin to recall a range of composers, linking some to the correct musical era -Identify and describe different genres of music through history



	-Replicate dances/music from around the world -Describe how a range of music makes them feel -Describe the pitch, tempo and dynamics in live and recorded music -Evaluate and comment on own work. -Identify repeating elements of known songs				
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