

Music Key Milestones and Progression

| EYFS | KS1 | KS2 |
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| <p>Children at the end of EYFS will recognise and be able to participate in collective singing. They will be able to sing a range of well-known nursery rhymes and songs.</p> <p>Children should also be able to perform well-known songs in front of other children in small groups. They should also perform in front of parents and family members in Mother's/Father's Day performances in nursery, and the Christmas Nativity in reception.</p> <p>By the end of EYFS, children should be able to recognise a beat so that they can move in time with music.</p> | <p>By the end of key stage one, children will be able to use their voices expressively. They will be able to use rhythm effectively to join in with chants and rhymes, and the addition of pitch to join in with and perform songs.</p> <p>Children should be able to play untuned percussion instruments musically. They will have access to a range of percussion instruments such as drums, guiros and claves to do this.</p> <p>Children should be able to play tuned instruments musically. They will have access to small glockenspiels to do this.</p> <p>A good musician at the end of key stage one should also be able to listen with concentration and understanding to a range of high-quality music. Charanga units specified for each year group ensure children are exposed to a range of styles. Children should be able to create, select and combine sounds using the interrelated dimensions of music.</p> <p>They should understand and be able to use the key musical vocabulary listed in the progression document, relevant to the interrelated dimensions of music.</p> | <p>By the end of Key stage two, a good musician should be able to play and perform in solo and ensemble contexts, using both their voices and instruments. They should do this with increasing accuracy, fluency, control and expression.</p> <p>Children should be able to improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Children should be able to listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Children should be able to use and understand staff and other musical notations.</p> <p>A good musician at the end of key stage two will be able to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Charanga units specified for each year group will expose children to a range of genres, traditions and great musicians.</p> <p>Children will develop an understanding of the history of music.</p> <p>They should understand and be able to use the key musical vocabulary listed in the progression document, relevant to the interrelated dimensions of music.</p> |

Progression in key learning - Music

| | Nursery | Reception | Yr 1 | Yr 2 |
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| Playing and performing and notation | <p>Children can join in singing favourite songs and nursery rhymes.</p> <p>Children can imitate actions and sounds made by a leader.</p> <p>Children can take turns and share musical instruments.</p> | <p>Children can confidently sing a few familiar songs and nursery rhymes in a group.</p> <p>Children can sing back short phrases.</p> <p>Children can follow signals to start and stop singing.</p> <p>Children can clap or tap out simple repeated rhythms.</p> <p>Children can perform familiar songs with actions in front of other groups.</p> | <p>Children can sing, chant and play untuned instruments together in time.</p> <p>Children can sing a few simple songs by heart.</p> <p>Children can use their voices to make different sounds, change pitch (high and low), change volume (loud and quite) and express different moods such as happy or angry.</p> <p>Children can start and stop singing or playing when following a leader or conductor.</p> <p>Children can repeat short rhythmic patterns on untuned instruments and by clapping.</p> <p>Children can play a simple rhythmic pattern to accompany a song.</p> | <p>Children can use their voices expressively to sing and chant as part of a group.</p> <p>Children can sing a range of songs developing accuracy of pitch, clarity of words, understanding where to breathe, with control over dynamics and tempo, and with co-ordinated actions.</p> <p>Children can repeat and perform simple one note patterns using tuned instruments.</p> <p>Children can use a tuned instrument to play and perform a two-note repeated pattern to accompany a song, with an awareness of which notes they are playing.(Glockenspiel ?)</p> <p>Children can sing or play getting faster or slower (tempo), and louder or quieter (dynamics).</p> <p>Children can perform in small groups to the rest of the class.</p> |
| Creating | <p>Children can create sounds by banging, shaking, tapping or blowing.</p> <p>Children are beginning to experiment with how to make and change sounds.</p> | <p>Children are experimenting with and learning how to make and change sounds with their voices, body and instruments.</p> <p>Children are beginning to choose sounds to represent different feelings.</p> <p>Children are beginning to create some of their own rhythms.</p> <p>Children can create simple songs.</p> | <p>Children can experiment with making different sounds using untuned instruments, their voices and body percussion. (long/short, slow/fast, loud/quiet, high/low)</p> <p>Children can choose sounds to represent different things.</p> <p>Children can create a sequence of sounds.</p> <p>Children can create rhythms from words.</p> | <p>Children can use the inter-related dimensions of music to explore and experiment with sounds using tuned instruments, untuned instruments and their voices: pitch, duration, volume, tempo.</p> <p>Children can choose different sounds to create an effect or mood, and to represent different things.</p> <p>Children can order sounds to create a beginning, middle and end.</p> <p>Children can create and use simple visual or graphic scores, e.g. using different pictures to represent different sounds.</p> <p>Children can take turns to improvise their own short melodic patterns using one or two notes on tuned instruments.</p> |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Listening, understanding and historical awareness</p> | <p>Children show an interest in the way musical instruments sound. Children are beginning to understand how sounds are made Children can listen and identify sounds. Children can move their whole bodies to music they enjoy. Children are beginning to imitate movements in response to music.</p> | <p>Children can recognise how to make different sounds. Children are beginning to describe music's speed, volume and mood. Children listen to a range of music from different genres. Children can create movements in response to music. Children are beginning to move rhythmically to music.</p> | <p>Children can listen with concentration to a range of high-quality recorded music. Children can express whether they like or dislike a piece of music, and how it makes them feel. Children are developing an understanding that there are different styles of music. Children can identify and clap along to the pulse/beat. Children can respond to music with movement e.g. dancing, marching, miming.</p> | <p>Children can listen attentively and can recognise when musical ideas are repeated. Children can listen with concentration and respond to a range of high-quality live or recorded music. Children are developing an understanding that there are different genres of music, and can name a few genres they have been exposed to, e.g. pop music, classical music. Children can listen with concentration to identify different aspects of the inter-related dimensions of music. Children can talk about how they felt about their own performance.</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Key vocabulary</p> | <p>Inter-related dimensions of music: pitch: high, low duration: long, short tempo: fast, slow dynamics: loud, quiet Instrumental: Children should be able to name the instruments they use during the year</p> | <p>Inter-related dimensions of music: pitch: high, low duration: long, short tempo: fast, slow dynamics: loud, quiet Instrumental: Children should know and use: • names of instruments they play during the year • appropriate playing verbs such as beat, hit, ring etc. a few names of names of instruments they hear in music.</p> | <p>Inter-related dimensions of music: pitch: high, low duration: long, short tempo: fast, slow structure: repeat, repetition dynamics: loud, quiet Instrumental: Children should know and use: names of instruments they play during the year appropriate playing verbs names instruments used in the music they listen to such as piano, drums, guitar etc.</p> | <p>Inter-related dimensions of music: pitch: high, low duration: long, short tempo: fast, slow structure: repeat, repetition, question and answer dynamics: loud, quiet pulse vs rhythm, audience, melody, compose Instrumental: Children should know and use: names of instruments they play during the year appropriate playing verbs such as beat, hit, ring etc. names of instruments used in the music they listen to</p> |

| | Yr 3 | Yr 4 | Yr 5 | Yr 6 |
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| Playing and performing and notation | <p>Children can sing a range of songs with increasing expression, in unison. Children can sing and control over tuning, accuracy of pitch, phrasing and the style of the song.</p> <p>Children understand how posture and breathing affect their singing.</p> <p>Children can play clear notes on an instrument and demonstrate control of hand position and breathing (recorder).</p> <p>Children can perform a piece of music they know well as part of an ensemble (group).</p> <p>Children can follow a leader when singing or playing an instrument.</p> <p>Children are beginning to recognise how notes moving up and down the stave in staff notation relate to pitch rising and falling.</p> <p>Children are beginning to understand staff notation representing duration of notes for four (semi-breve), two (minim), one (crotchet) and half beat (quaver) notes.</p> | <p>Children can sing and perform a wider range of songs, with some from memory.</p> <p>Children can sing in unison or confidently as part of a two-part round.</p> <p>Children can sing and perform a wider range of songs in different styles, and from different traditions, with increasing control and expression.</p> <p>Children can play their instrument with control over basic techniques such as strumming or breathing.</p> <p>Children can pitch a range of notes accurately on their instruments.</p> <p>Children can play their instrument or sing in time with an accompaniment or backing track as part of a group or as a solo.</p> <p>Children can follow a leader to play or sing in the appropriate part of a song.</p> <p>Children can take part in a more formal performance as part of an ensemble.</p> <p>Children are beginning to read staff notation, guitar tabs or any notation relevant to the instrument they are learning when playing or singing.</p> <p>Children can clap simple rhythms from staff notation representing four (semi-breve), two (minim), one (crotchet) and half beat (quaver) notes in 4/4 time.</p> | <p>Children can sing and perform a wider range of songs in different styles, and from different traditions and times, with increasing control and expression.</p> <p>Children can maintain their part in a multi-part song. (rounds, backing vocals)</p> <p>Children can sing with increasing awareness of being 'in tune'.</p> <p>Children can memorise, sing and play back straightforward and syncopated melodies using two or more adjacent notes.</p> <p>Children can rehearse and perform an instrumental part within a song as part of a group or as a solo.</p> <p>Children can identify ways in which to improve their performance.</p> <p>Children are beginning to understand 5-line staff notation as a way of representing pitch, identifying specific lines or spaces with the relevant letter names for pitch.</p> <p>Children can understand staff notation representing duration of notes for four (semi-breve), two (minim), one (crotchet) and half beat (quaver) notes in different time signatures and associated rest symbols for these note durations.</p> | <p>Children can sing and play songs in a variety of styles, from a range of traditions and times with increasing accuracy and expression.</p> <p>Children can maintain their part with increasing confidence in a multi-part song. (rounds, backing vocals, harmony?)</p> <p>Children can perform parts in a song from memory, under direction of a conductor, as part of a group or as a solo.</p> <p>Children are beginning to use staff notation to work out how to play simple rhythmic and melodic phrases using:</p> <ul style="list-style-type: none"> • pitch (working out notes on lines and spaces in the 5-line stave in treble clef) • duration: breve (8 beats), semi-breve (4 beats), minim (2 beats), crotchet (1 beat), quaver (half beat) • rest signs for whole bars and multiple bars <p>simple time signatures</p> |

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| <p style="text-align: center;">Creating</p> | <p>Children can create their own simple clap back rhythms.</p> <p>Children can use their instrument to copy back or improvise a short phrase using one or two notes.</p> <p>Children can compose a simple melody using 1-5 notes.</p> <p>Children can plan and create a section of music that can be used within a song using tuned or untuned instruments.</p> <p>Children can record their composition using pictorial notation, representing changes in pitch, dynamics and duration.</p> | <p>Children can use their instruments to improvise an answer using one or two notes.</p> <p>Children can use their instrument to compose a simple melody using 1-5 notes.</p> <p>Children can plan and create a section of music that can be used within a song using their instruments.</p> <p>Children can talk about their compositions and plan how to use the inter-related dimensions of music.</p> <p>Children can combine sounds to create a specific mood or feeling.</p> <p>Children can record their composition using pictorial notation.</p> | <p>Children can lead the class by inventing rhythms for others to copy back.</p> <p>Children can improvise and answer using two or more notes of an instrument.</p> <p>Children can plan and create a section of music that can be used within a song using their instruments, percussion or voices.</p> <p>Children can combine sounds to create a specific mood, feeling, or for a particular purpose.</p> <p>Children can record their compositions using pictorial or staff notation.</p> | <p>Children can lead the class by inventing rhythms for others to copy back, clapping or with instruments.</p> <p>Children can compose, rehearse and perform a short melody using up to five notes.</p> <p>Children can plan and create a section of music that can be used within a song using their instruments, percussion or voices.</p> <p>Children can use a variety of different musical devices in their compositions, including melody and rhythm.</p> <p>Children can record their compositions using pictorial or staff notation.</p> |
| <p style="text-align: center;">Listening, understanding and historical awareness</p> | <p>Children can listen attentively and memorise musical ideas (e.g. a chorus) and identify when, or how many times it is heard in a piece of recorded music.</p> <p>Children can confidently identify and move to the pulse, and are beginning to identify how many beats are in a bar.</p> <p>Children can listen attentively to music drawn from different times and places, and use simple musical vocabulary to describe it.</p> <p>Children can recognise the work of at least one famous musician or composer.</p> <p>Children can use musical terminology to evaluate their own compositions and suggest improvements.</p> <p>Children can consider what the lyrics of a song mean, and discuss how a song or piece of music makes me feel.</p> <p>Children can name some common instruments they hear in a song or piece of music, and are beginning to identify which family different instruments belong to.</p> | <p>Children can listen with attention and use their aural memory to identify details such as repeated musical ideas, or which instruments play different ideas.</p> <p>Children can confidently identify and move to the pulse, and are beginning to identify how many beats are in a bar.</p> <p>Children can identify the character or mood in a piece of music, and describe how this is achieved using musical vocabulary.</p> <p>Children can listen attentively to music drawn from traditions and from great composers.</p> <p>Children can recognise the work of a few famous musicians or composers.</p> <p>Children can identify the main sections of a song (introduction, verse, chorus).</p> <p>Children can use musical terminology to evaluate their own compositions and suggest improvements.</p> <p>Children can identify a range of instruments used in different times and traditions.</p> | <p>Children can describe, compare and evaluate music from a range of times and traditions, from great musicians and composers, using musical vocabulary.</p> <p>Children are beginning to gain an understanding of the history of western classical music through analysing differences in instrumentation and style.</p> <p>Children are beginning to recognise different types of ensembles from different traditions, and can recognise some of the instruments that they are comprised of.</p> <p>Children can explain why they think music is successful or unsuccessful for a given purpose.</p> | <p>Children can describe, compare and evaluate music from a range of times and traditions, from great musicians and composers, using a wider range of musical vocabulary.</p> <p>Children show an understanding of the evolution of western classical music.</p> <p>Children can recognise some different types of ensembles from different traditions, and can identify some of the instruments they are comprised of.</p> <p>Children can evaluate how venue, occasion or purpose affects the way a piece of music is created.</p> |

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| Key vocabulary | <p>Inter-related dimensions of music: pitch: high, low duration: long, short tempo: fast, slow structure: repeat, repetition, question and answer dynamics: loud, quiet pulse vs rhythm, audience, melody, compose vs improvise, composition, note, lyrics, unison</p> <p>Instrumental: Children should know and use: names of instruments they play during the year appropriate playing verbs, particularly for the recorder. names of instruments used in the music they listen to. names of groups of instruments such as strings, brass, percussion etc. names of styles of music such as pop, jazz, classical</p> <p>Notation: treble cleff note duration: semi-breve, minim, crotchet, quaver</p> | <p>Inter-related dimensions of music: pitch: high, low duration: long, short tempo: fast, slow structure: repeat, repetition, question and answer, intro/introduction, verse, chorus dynamics: loud, quiet texture pulse vs rhythm, audience, melody, accompaniment, compose vs improvise, composition, note, lyrics, unison, round</p> <p>Instrumental: Children should know and use names of instruments they play during the year appropriate playing verbs, particularly for the instrument they are learning. names of instruments used in the music they listen to. names of groups of instruments such as strings, brass, percussion etc. names of styles of music such as pop, jazz, classical:</p> <p>Notation: treble cleff note duration: semi-breve, minim, crotchet, quaver Time signature: 4/4 time</p> | <p>Inter-related dimensions of music: pitch: high, low duration: long, short tempo: fast, slow structure: repeat, repetition, question and answer, call and response, intro/introduction, verse, chorus dynamics: loud, quiet texture pulse vs rhythm, audience, melody, accompaniment, compose vs improvise, composition, note, lyrics, unison, round, backing vocals, solo, rehearse, rehearsal</p> <p>Instrumental: Children should know and use: names of instruments they play during the year use the appropriate playing verbs names of a wider range of instruments used in the music they listen to names of groups of instruments such as strings, brass, percussion etc. names of styles of music such as pop, jazz, classical:</p> <p>Notation: treble cleff note duration: semi-breve, minim, crotchet, quaver, rest Time signature: 4/4 time, ¾ time, others as relevant</p> | <p>Inter-related dimensions of music: pitch: high, low duration: long, short tempo: fast, slow structure: repeat, repetition, question and answer, call and response, intro/introduction, verse, chorus dynamics: loud, quiet texture pulse vs rhythm, audience, melody, harmony, accompaniment, compose vs improvise, composition, note, lyrics, unison, round, backing vocals, solo, rehearse, rehearsal, venue</p> <p>Instrumental: Children should know and use: names of instruments they use during the year appropriate playing verbs names of a wider range of instruments used in the music they listen to names of groups of instruments such as strings, brass, percussion etc. names of a wider range of styles of music names of some types of ensembles such as brass band, rock band, orchestra etc.</p> <p>Notation: treble cleff note duration: breve, semi-breve, minim, crotchet, quaver, rest Time signature: 4/4 time, ¾ time, others as relevant</p> |
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