



Music – Progression for Learning

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and Appraising		<i>'listen with concentration and understanding to a range of high-quality live and recorded music'</i>		<i>'listen with attention to detail and recall sounds with increasing aural memory'</i> <i>'appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians'</i> <i>'develop an understanding of the history of music'</i>			
Historical context/ styles of music	Nursery rhymes	Old School Hip Hop, Reggae, Hip Hip Blues, Latin, Folk, Funk, Baroque, Bhangra Latin Bossa Nova, Film, Big Band Jazz, Mash-up, Latin Fusion Film, Pop, Musicals Western Classical	South African Styles Christmas, Big Band, Motown, Elvis, Freedom songs Rock Reggae Pop, Soul, Film , Musicals Western Classical	Varying styles: Learning to play an instrument through singing songs in different styles	Varying styles: Learning to play an instrument through singing songs in different styles	varied, including Modern Pop, Rock, Folk, Film, Musicals, Disco, Music from around the world Rock Pop Ballad Hip Hop Motown developing singing and performing skills through singing songs in different styles	varied, including Modern Pop, Rock, Folk, Film, Musicals, Disco, Music from around the world developing singing and performing skills through singing songs in different styles
	I can sing a range of well-known nursery rhymes and songs. I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with the music.	I know the Year 1 songs by heart I know what our songs are about I know the names and recognise the sound of some of the instruments they use.	I know the Year 2 songs by heart I know some songs have a chorus or a response/answer part I know that songs have a musical style I can learn how songs can tell a story or describe an idea	(WCIT) I know our songs from memory and who sang or wrote them, and the style of the songs I can talk about <ul style="list-style-type: none"> the lyrics (what the song is about), the musical dimensions in the song (texture, dynamics, tempo, pitch, rhythm) the main sections of the song (intro, verse, chorus...) name the instruments in the song 	(WCIT) I know our songs from memory and who sang or wrote them I know the style of the songs and talk about some of the style indicators I can use musical words and talk about <ul style="list-style-type: none"> the lyrics (what the song is about), how the musical dimensions work together in the song (texture, dynamics, tempo, pitch, rhythm) the main sections of the song (intro, verse, chorus...) name the instruments in the song 	(YV/ Charanga) I know our songs from memory and who sang or wrote them, and if possible why I know the style of the songs and name other songs in the same style and compare them I can use musical words and talk about <ul style="list-style-type: none"> the lyrics (what the song is about), the musical dimensions and where they are used (texture, dynamics, tempo, pitch, rhythm) the main sections of the song (intro, verse, chorus...) name some of the instruments in the song some of the style indicators of the song the historical context of the song 	(YV) I know our songs from memory and who sang or wrote them, and if possible why I know the style of the songs and name other songs in the same style and compare them I can use musical words and talk about <ul style="list-style-type: none"> the lyrics (what the song is about), the musical dimensions and where they are used (texture, dynamics, tempo, pitch, rhythm) the main sections of the song (intro, verse, chorus...) name some of the instruments in the song some of the style indicators of the song the historical context of the song
		I can learn how to enjoy moving to music by dancing, marching, being animals or pop stars	I can learn how to enjoy moving to music by dancing, marching, being animals or pop stars	(WCIT) I can confidently identify the pulse	(WCIT) I can confidently identify the pulse	I can confidently identify the pulse	I can confidently identify the pulse

				(WCIT) I can talk about how the song makes me feel	(WCIT) I can talk about how the song makes me feel	I can talk about how the song makes me feel	I can talk about how the song makes me feel
--	--	--	--	---	---	---	---

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Musical Activities		'use their voices expressively and creatively by singing songs and speaking in chants and rhymes' 'play tuned and untuned instruments musically' 'experiment with, create, select and combine sounds using the inter-related dimensions of music'		'play ... in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression' 'improvise and compose music for a range of purposes using the inter-related dimensions of music' 'use and understand staff and other musical notations'			
Games	I can try to move to the music (when appropriate).	I know that music has a steady pulse, like a heartbeat. I can find the pulse of the song on my own or with support.	I know that music has a steady pulse, like a heartbeat. I can find the pulse of the song on my own or with support.	(WCIT) I know how to find and demonstrate the pulse I know every piece of music has a pulse/steady beat	(WCIT) I know and talk about <ul style="list-style-type: none">pulse is the heartbeat of the musicrhythm is the long and short patterns over the pulsepitch is the high and low sounds used to create melodieshow to keep the internal pulsehow pulse, rhythm and pitch work together I can clap and say back rhythms, create my own or lead the class I can copy back using 2 notes, without then with notation I can be a musical leader, creating ideas for the group to copy or respond to	(YV/ Charanga) I know and talk about <ul style="list-style-type: none">how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and connect in a songhow to keep the internal pulseleadership: lead by creating musical ideas for the group to copy and respond to (Charanga) I can (Charanga) <ul style="list-style-type: none">copy back rhythms that include syncopation/off beatplay question and answer using 2 or 3 notescopy back 1-, 2- or 3-note riffs by ear and with notation	(YV) I know and talk about <ul style="list-style-type: none">how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and connect in a songhow to keep the internal pulse I can <ul style="list-style-type: none">copy back rhythms that include syncopation/off beatlisten and sing back patterns
		I can clap the rhythm of my name, favourite colour etc. I can listen to a rhythm and clap back	I know rhythms are different from the steady pulse I can clap the rhythm of my name, favourite colour etc. I can listen to a rhythm and clap back	(WCIT) I know the difference between pulse and rhythm I know pulse, rhythm and pitch work together to make a song I know the difference between a musical question and answer I can clap and say back rhythms, create my own or lead the class I can copy back using 2 notes, without then with notation			
		I can listen and sing back	I know pitch is high and low sounds – we add them when we sing and play our instruments I can listen and sing back				
Singing	I can sing a range of well-known nursery rhymes and songs.	I can sing or rap our songs from memory and in unison I can make different types of sounds with my voice – rapping or saying words in rhythm I can learn about voices, singing notes in different pitches - high and low	I can sing our songs from memory and in unison I can learn about voices, singing notes in different pitches - high and low I can make different types of sounds with my voice – rapping or saying words in rhythm	(WCIT) I can <ul style="list-style-type: none">sing in unison and in simple two-partsfollow a leadertry singing solosing with awareness of being 'in tune'have awareness of the pulse when singing	(WCIT) I can <ul style="list-style-type: none">sing in unison and in simple two-partsfollow a leadertry singing solosing with awareness of being 'in tune'listen to the group when singingre-join the song if lost	(YV/Production/ Charanga) I know and confidently sing our sings and their parts from memory with a strong internal pulse I can <ul style="list-style-type: none">sing in unison and to backing vocalsenjoy exploring singing sololisten to the group when singing, aware of how I fit infollow a leaderexperience different styles of singing (YV/Charanga)sing with awareness of being 'in tune'	(YV/Production) I know and confidently sing our sings and their parts from memory with a strong internal pulse I can <ul style="list-style-type: none">sing in unison and to backing vocalsenjoy exploring singing sololisten to the group when singing, aware of how I fit infollow a leaderexperience different styles of singing (YV)sing with awareness of being 'in tune' I know about the style of the songs so I can represent the feeling and context to my audience
	I can perform songs, rhymes, poems and stories with others.	I can start and stop singing when following a leader	I can start and stop singing when following a leader I know that unison is everyone singing at the same time I know why we need to warm up our voices	(WCIT) I understand and talk about <ul style="list-style-type: none">the roles of a choir, the leader or conductorwhy we need to warm up our voicesthe need to listen to each other when singing in a group	(WCIT) I understand and talk about <ul style="list-style-type: none">the roles of a choir, the leader or conductorwhy we need to warm up our voicesthe need to listen to each other when singing in a group	(YV/ Charanga) I can choose a song and talk about <ul style="list-style-type: none">the importance of warming up your voiceits main featuressinging in unison, solo, lead vocal, backing vocals, rapping	(YV) I can choose a song and talk about <ul style="list-style-type: none">the importance of warming up your voiceits main featuressinging in unison, solo, lead vocal, backing vocals...

				<ul style="list-style-type: none">• how a solo is a thinner texture than a large group	<ul style="list-style-type: none">• how songs can make you feel different things	<ul style="list-style-type: none">• what the song is about and the meaning of the lyrics	<ul style="list-style-type: none">• what the song is about and the meaning of the lyrics
--	--	--	--	--	--	--	--

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Playing	I can perform songs, rhymes, poems and stories with others – playing instruments (percussion and glockenspiels).	I know the name of the instruments I am playing I know the names of the notes in my part from memory or when written down	I know the name of the untuned percussion instruments played in class I know the names of the notes in my part from memory or when written down	(WCIT) I can talk about the instruments used in class	(WCIT) I can talk about the instruments used in class and am aware of other instruments that may be used	(Charanga) I know <ul style="list-style-type: none"> different ways of writing music down (eg. staff notation, symbols) the notes C D E F G A B on the treble stave the instruments they play or that might be played in an orchestra or band 	
		I can play an instrumental part that matches my musical challenge – one-note, simple or medium	I can play an instrumental part that matches my musical challenge – one-note, simple or medium I can play my part in time with the steady pulse	(WCIT) I can play a part on a tuned instrument – one-note, simple or medium, or the melody – from memory or notation I can play a musical instrument with the correct technique in our song I can listen to and follow musical instructions from a leader	(WCIT) I can play a part/ different parts on a tuned instrument – one-note, simple or medium, or the melody – from memory or notation I can play a musical instrument with the correct technique in our song I can listen to and follow musical instructions from a leader	(Charanga) I can learn an instrumental part – one-note, simple or medium, or the melody – from memory or notation	
Improvisation	I can perform songs, rhymes, poems and stories with others – improvising sounds.	I know improvisation is making up your own tunes on the spot and it isn't written down – everyone can improvise!	I know improvisation is making up your own tunes on the spot and it isn't written down – everyone can improvise!	(WCIT) I know that using 1 or 2 notes confidently is better than 5	(WCIT) I know that using 1 or 2 notes confidently is better than 5 I know I can use some riffs/patterns learned in my improvisation	(Charanga) I know I can use some riffs learned within the Challenges in my improvisation I know and talk about 3 well-known improvising musicians	
		I can improvise – I can clap/sing my own answers, I can play my own answer, I can improvise with one or two notes.	I can improvise – I can clap/sing my own answers, I can play my own answer, I can improvise with one or two notes	(WCIT) I can improvise in the context of the song I am learning	(WCIT) I can improvise using instruments in the context of the song I am learning	(Charanga) I can improvise using instruments in the context of the song I am learning using the Bronze, Silver or Gold challenge I can improvise with a feeling for the style of Bossa Nova and Swing using the notes D E G A B (pentatonic scale/five-note pattern)	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition		To know composing is like a story with music – everyone can compose.	To know composing is like a story with music – everyone can compose.	(WCIT) To know a composition is kept in some way and can be recorded in different ways (letter names, symbols, audio, etc)	(WCIT) To know a composition is kept in some way and can be recorded in different ways (letter names, symbols, audio, etc)	(Charanga) To know and can talk about <ul style="list-style-type: none"> how a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure notation is the recognised connection between sound and symbol 	
		I can help to compose a simple melody using one, two or three notes	I can help to compose three simple melodies using one, three or five different notes	(WCIT) I can help to plan and create one or more simple melodies using 1, 3 or 5 notes. I can make musical decisions about the pulse, rhythm, pitch, dynamics and tempo. I can record the composition in a way that connects sound and symbol (eg. graphic/pictorial notation)	(WCIT) I can help to plan and create one or more simple melodies using 1, 3 or 5 notes. I can make musical decisions about the pulse, rhythm, pitch, dynamics and tempo. I can record the composition in a way that connects sound and symbol (eg. graphic/pictorial notation)	(Charanga) I can <ul style="list-style-type: none"> create simple melodies with up to 5 notes and simple rhythms that work with the style of our song explain the keynote or home note and the structure of the melody record the composition in a way that connects sound and symbol (eg. graphic/pictorial notation) 	
Performing				<i>‘play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression’</i>			
	To know performance is sharing music with an audience	To know performance is sharing music with an audience To know it can be for a special occasion and involve different size groups (class, whole school...)	To know performances can be big or small and to any size of audience	(WCIT) To know a performance needs to be planned and performed clearly and confidently to communicate feelings, thoughts and ideas to the audience	(WCIT) To know performances can be big or small and to any size of audience To know it needs to be planned and performed clearly and confidently to communicate feelings, thoughts and ideas to the audience	(YV/ Production) I can communicate the meaning of words and articulate them clearly in sung performance I can record and compare the performance to a previous one I can evaluate the performance using musical language – “What went well?”, “It would have been better if...” (YV/ Charanga)	(YV/ Production) I can communicate the meaning of words and articulate them clearly in sung performance I can record and compare the performance to a previous one I can evaluate the performance using musical language – “What went well?”, “It would have been better if...” (YV)
		I can perform a song and say how I felt about it	I can perform a song and say how I felt about it I can add my ideas to the performance	(WCIT) I can talk about how to stand or sit during performances I can reflect on and evaluate the performance	(WCIT) I can reflect on and evaluate the performance		

Highlighted objectives are new content compared with the previous year/s.

Based on EYFS Profile document, Knowledge and Skills documents (Charanga, 2019) and Music Passports (Charanga, 2020)