



## **Audlem St James C of E Primary School**

### **Progression in Music under the 2014 National Curriculum**

#### **Key Stage 1**

##### **In Music pupils should be taught to:**

- use their voices expressively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- make and combine sounds using the inter-related dimensions of music

#### **Key Stage 2**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds as part of an aural memory.

##### **In Music pupils should be taught to:**

- play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression
- improvise and compose music using the inter-related dimensions of music separately and in combination
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand the basics of staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers
- develop an understanding of the history of music

**Music – Key Stage One**  
**Progressive statements**

<b>Year Group</b>	<b>Playing – play tuned and untuned instruments musically</b>	<b>Composing – experiment with, create, select and combine sounds using the inter related dimensions of music</b>	<b>Listening – listen with concentration and understanding to a range of high quality live and recorded music</b>	<b>Singing – use their voices expressively and creatively by singing songs and speaking chants and rhymes</b>
<b>Term</b>	3	1	2	1   2   3
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• I can clap a rhythm</li> <li>• I can follow an instruction when playing my instrument</li> <li>• I can explore how sounds can be made and changed and create a mixture of sounds</li> <li>• I can repeat short rhythmic and melodic patterns</li> <li>• I can perform with others</li> </ul>	<ul style="list-style-type: none"> <li>• I can create a sequence of long and short sounds</li> <li>• I can choose sounds to create an effect</li> <li>• I can sequence sounds to create an overall effect</li> <li>• I can create short musical patterns</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the beat in a tune</li> <li>• I can respond to different moods in music</li> <li>• I can recognise changes in sounds</li> <li>• I can identify a simple repeated pattern</li> </ul>	<ul style="list-style-type: none"> <li>• I can use my voice in different ways</li> <li>• I can follow instructions on when to sing</li> <li>• I can make and control long and short sounds with my voice</li> <li>• I can sing and follow a melody</li> </ul> <p>I can perform with others</p>
<b>Term</b>	2	3	1	1   2   3
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• I can play short rhythmic phrases</li> <li>• I can follow a score when playing my instrument</li> <li>• I can perform simple patterns and accompaniments keeping a steady pulse</li> <li>• I can improve my own work</li> </ul>	<ul style="list-style-type: none"> <li>• I can choose and order sounds carefully within simple structures e.g. beginning, middle and end</li> <li>• I can choose instruments to create an effect</li> <li>• I can represent sounds with symbols</li> <li>• I can use the musical elements to create different moods and effects</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise changes in timbre, dynamics and pitch</li> <li>• I can comment on what the piece of music is meant to represent</li> <li>• I can comment on the sounds I hear using technical vocabulary</li> <li>• I can identify different instruments in a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>• I can sing with a sense of shape and melody</li> <li>• I can follow instructions on how to sing</li> <li>• I can make and control a range of sounds with my voice</li> <li>• I can perform with others</li> </ul> <p>I can sing in tune</p>

**Music – Lower Key Stage Two**  
**Progressive statements**

<b>Year Group</b>	play and perform 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	appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  listen with attention to detail and recall sounds with increasing aural memory	develop an understanding of the history of music.
<b>Term</b>	1	2	3	1	3
<b>Year 3</b>	<ul style="list-style-type: none"> <li>I can sing from memory with accurate pitch.</li> <li>I can sing in tune.</li> <li>I can maintain a simple part within a group.</li> <li>I can pronounce words within a song clearly.</li> <li>I can show control of my voice in short pieces of music</li> <li>I can play notes on an instrument with care so that they are clear.</li> <li>I can perform with control and awareness of others</li> </ul>	<ul style="list-style-type: none"> <li>I can compose melodic songs.</li> <li>I can create repeated patterns with a range of instruments.</li> <li>I can use drones as accompaniments.</li> <li>I can choose, order and control sounds to create an effect.</li> <li>I can use digital technologies to compose pieces of music</li> </ul>	<ul style="list-style-type: none"> <li>I can devise non-standard symbols to indicate when to play and rest.</li> </ul>	<ul style="list-style-type: none"> <li>I can use the terms: duration, timbre, pitch, beat, tempo, texture to describe music.</li> <li>I can evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>I can understand and recognise layers of sounds</li> </ul>	<ul style="list-style-type: none"> <li>I can name some different famous composers</li> </ul>
<b>Term</b>	2	1	1	3	3
<b>Year 4</b>	<ul style="list-style-type: none"> <li>I can sing longer pieces from memory with accurate pitch.</li> <li>I can sing in tune with expression.</li> <li>I can maintain a melodic part in a 2 part piece.</li> <li>I understand and demonstrate the importance of diction</li> <li>I can show control of my voice consistently throughout any given piece</li> <li>I can perform rhythmically simple parts that use a limited range of notes</li> <li>I can perform with control and awareness of others when singing and playing an instrument</li> </ul>	<ul style="list-style-type: none"> <li>I can compose and melodic songs with more than 1 part.</li> <li>I can use sound to create abstract effects.</li> <li>I can create improvise repeated patterns with a range of instruments</li> <li>I can combine several layers of sound to create an effect.</li> <li>I can create accompaniments for tunes.</li> <li>I can use digital technologies to compose pieces of music</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise the notes EGBDF and FACE on the musical staff.</li> <li>I can recognise the symbols for a minim, crotchet, semibreve and quaver and say how many beats they represent</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise how the different musical elements are combined and used expressively in a piece of music</li> <li>I can evaluate music using accurate musical vocabulary to identify areas of likes and dislikes.</li> <li>I can understand layers of sounds and discuss their effect on mood and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>I can name some different musical periods</li> <li>I can name some different famous composers and state which musical period they belonged to</li> </ul>

## Music – Upper Key Stage Two

### Progressive statements

Year Group	play and perform 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	appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  listen with attention to detail and recall sounds with increasing aural memory	develop an understanding of the history of music.
Term	2	1	2	1	3
Year 5	<ul style="list-style-type: none"> <li>I can sing or play from ear and simple notation or memory with confidence.</li> <li>I can perform solos or as part of an ensemble.</li> <li>I can sing or play expressively and in tune.</li> <li>I can hold a part within a round.</li> <li>I can sing a harmony part confidently and accurately.</li> <li>I can sustain a drone or a melodic ostinato to accompany singing.</li> </ul>	<ul style="list-style-type: none"> <li>I can create songs with verses and a chorus.</li> <li>I can create rhythmic patterns with an awareness of timbre and duration.</li> <li>I can thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>I can use drones and melodic ostinati (<i>based on the pentatonic scale</i>).</li> <li>I can use digital technologies to compose, edit and refine pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>I can use the standard musical notation of crotchet, minim, quaver, semi-quaver and semibreve and breve to indicate how many beats to play.</li> <li>I can read and create notes on the musical stave.</li> <li>I can use and understand simple time signatures.</li> </ul>	<ul style="list-style-type: none"> <li>I can choose from a wide range of musical vocabulary and elements to accurately describe and appraise music</li> <li>I can describe how lyrics often reflect the cultural context of music and have social meaning.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate the chronology of the musical periods and name some famous composers from each period</li> </ul>
Term	1	2	3	1	2
Year 6	<ul style="list-style-type: none"> <li>I can perform significant parts from memory and from notations with awareness of my own contribution, such as leading others, taking a solo part and/or providing rhythmic support</li> <li>I can sing a part within a three or four piece harmony confidently and accurately</li> <li>I can perform with controlled breathing (<i>voice</i>) and skillful playing (<i>instrument</i>).</li> </ul>	<ul style="list-style-type: none"> <li>I can convey the relationship between the lyrics and the melody.</li> <li>I can improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structure</li> <li>I can use a variety of notations and compose music for different occasions using appropriate musical devices such as melody, rhythms, chords and structures.</li> </ul>	<ul style="list-style-type: none"> <li>I can use and read standard musical notation to play or sing a piece of music.</li> <li>I can understand the purpose of the treble and bass clefs and use them in transcribing compositions.</li> <li>I can understand and use the # (sharp) and ♭ (flat) symbols.</li> <li>I can use and understand various time signatures.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe, compare and evaluate different kinds of music using an appropriate musical vocabulary.</li> <li>I can analyse and compare musical features. They evaluate how venues, occasion and purpose affects the way music is created, performed and heard.</li> <li>I</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate the chronology of the musical periods and name some famous composers from each period</li> <li>I can name some famous pieces of music from each of the different musical periods</li> <li>I can talk about key events which shaped the changes to music throughout the years.</li> </ul>