

## Progression in Music Years F-6 - On Track Indicators

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listening and Appraising</b>	Listens accurately anticipating key events and responds to what he/she hears with relevant comments, questions or actions (ELG)	Listen with concentration	Listen with concentration	Listen with direction	Listen and identify key instruments	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
<b>Recalling</b>	Listens attentively in a range of situations (ELG)	Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse	Improvise a simple rhythm using different instruments including the voice	Begin to listen to and recall sounds with increasing aural memory (Use instruments to copy and recall simple rhythms and melodies)	Listen to and recall sounds with increasing aural memory  (using known songs and sounds, encourage children to use their voices/ tuned instruments to recall simple melodies)	Compose complex rhythms from an increasing aural memory	

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Develop a knowledge of a range of music</b>	Knows about similarities and differences between himself/herself and others, and among families, communities and traditions (ELG) – with a focus on music from different communities / cultures	Discuss feelings and emotions linked to different pieces of music	Begin to recognise and explore different musical styles.	Begin to develop an understanding of the history and context of music.	Range of musical styles and traditions	Develop an increasing understanding of the history and context of music Listen and compare to those learned before	Develop a deeper understanding of the history and context of music,  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
<b>Discuss using musical vocabulary</b>	Is confident to speak to others about his/her own needs, wants, interests and opinions		Begin to describe a piece of music using a developing understanding of interrelated musical dimensions		Use musical language to appraise: Section rhythm, lyrics dynamics, harmony, solo, ensemble, structure, chorus, verse		Appropriately discuss the dimensions of music and recognise them in music heard
<b>Understanding</b>							

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Pulse and Rhythm</b>	Develop 2 channel listening – Listen and do	Find the pulse	Internalise the pulse within a piece of music	Find the pulse within range of different songs /with ease		Understand how pulse rhythm and pitch work together	
	Explores the different sounds of instruments	Understand that pitch describes how high or low sounds are	Understand timbre describes the quality of a sound			Understand how pulse, rhythm and pitch work together	
		Understand that tempo describes how fast or slow the music is	Understand that texture describes layers within the music				
		Understand that tempo describes how fast or slow the music is	Understand that structure describes how different sections of music are ordered.				
	Explores the different sounds of instruments	Recognise untuned / tuned instruments	Use tuned and untuned classroom percussion to play accompaniments and tunes	Confidently Recognise musical instruments	Begin to listen to and recall sounds with increasing aural memory Listening and indentifyng from listening to solo / ensemble	Listen with attention to detail and recall sounds with increasing aural memory Use tuned and un tuned instruments to recall and repeat rhythms or melodies	Listen with attention to detail and recall sounds with increasing aural memory Use tuned and un tuned instruments to recall and repeat rhythms or melodies

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>COMPOSITION</b>							
<b>Improvisation</b>	Selects appropriate resources and adapts work where necessary	Listen to, copy and repeat a simple rhythm or melody	Improvise a simple rhythm using different instruments including the voice	Understand that improvisation is when a composer makes up a tune within boundaries	Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate	Compose complex rhythms from an increasing memory.	Play and perform in solo / ensemble with increasing control , fluency and expression
<b>Composition</b>	Explores the different sounds of instruments		Experiment with, create, select and combine sounds using the inter-related dimensions of music	Understand that composition is when a composer writes down and records a musical idea		Compose complex rhythms from an increasing aural memory	Create a simple composition and record using formal notation Improvise and compose music for a range of purposes using the inter-related dimensions of music
<b>Musical Writing</b>		Learn to follow the conductor or band leader Importance of starting and finishing together (e.g starting and stopping symbols)	Start to understand basic musical notation.	Develop an understanding of formal, written notation which includes crotchets and rests	Develop an understanding of formal, written notation which includes minims and quavers	Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets	Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>PERFORMANCE</b>							
	Sings songs, makes music and dances, and experiments with ways of changing them (ELG)	Learn and perform chants, rhythms, raps and songs	Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence				
<b>Singing</b>	Is beginning to build a repertoire of songs and dances. Sings songs, makes music and dances, and experiments with ways of changing them (ELG)	Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture	Sing a song in two parts	Sing songs with multiple parts with increasing confidence	Sing as part of an ensemble with confidence and precision	Sing as part of an ensemble with increasing confidence and precision: Aim to produce rounded sound, clear diction, control of pitch and musical understanding of dynamics and timbre	Sing as part of an ensemble with increasing confidence and precision: Aim to produce rounded sound, clear diction, control of pitch and musical understanding of dynamics and timbre
<b>Performance</b>	Sings songs, makes music and dances, and experiments with ways of changing them (ELG)	Work and perform together with others as an ensemble or as a group singing	Perform as an ensemble using a variety of instruments and play different	Play and perform in solo or ensemble contexts with confidence	Play and perform in solo or ensemble contexts with increasing confidence	Play and perform in solo or ensemble contexts with some accuracy,	Play and perform in solo or ensemble contexts with some accuracy, control,

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			parts where appropriate  Practise, rehearse and present performances to audiences with a growing awareness of the people watching			control, fluency and expression  Improvise tunes using band instruments where appropriate.	fluency and expression  Improvise tunes using band instruments where appropriate.