



# Progression Grid: Music



## Composition

| Reception | Year 1                                                                                                                     | Year 2                                                                                                                                                                    | Year 3                                                                                                                                       | Year 4                                                                                                                                       | Year 5                                                                                                                                                           | Year 6                                                                                                                                                           |
|-----------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           | Experiment with sounds using interrelated dimensions of music eg louder, softer, quicker, slower, simple musical notations | Experiment with, create, select and combine sounds using the interrelated dimensions of music eg louder, softer, quicker, slower, higher, lower, simple musical notations | Begin to compose music on their own and with others, using the interrelated dimensions of music eg pitch, tempo, dynamics, musical notations | Compose music on their own and with others using the interrelated dimensions of music eg pitch, tempo, dynamics, duration, musical notations | Improvise and compose music for a range of purposes using the interrelated dimensions of music eg duration, timbre, texture, structure, tempo, musical notations | Improvise and compose music for a range of purposes using the interrelated dimensions of music eg duration, timbre, texture, structure, tempo, musical notations |
|           |                                                                                                                            |                                                                                                                                                                           | Use some staff and other musical notation                                                                                                    | Use and understand some staff and other musical notation                                                                                     | Use and understand staff and other musical notation                                                                                                              | Use and understand staff and other musical notation                                                                                                              |

## Listen to

| Reception | Year 1                                                   | Year 2                                                                                         | Year 3                                                 | Year 4                                                   | Year 5                                                                           | Year 6                                                                           |
|-----------|----------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
|           | Develop listening skills to some recorded and live music | Listen with concentration and understanding to a range of recorded and high-quality live music | Listen to and begin to recall sounds with aural memory | Listen to and recall sounds with increasing aural memory | Listen with attention to detail and comment on inter-related dimensions of music | Listen with attention to detail and comment on inter-related dimensions of music |

## Play and performance

| Reception                                                                  | Year 1                          | Year 2                 | Year 3                                                  | Year 4                                                                              | Year 5                                                                  | Year 6                                                                  |
|----------------------------------------------------------------------------|---------------------------------|------------------------|---------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Sing songs, make music and dance and experiment with ways of changing them | Begin to use voice expressively | Use voice expressively | Begin to play and perform in solo and ensemble contexts | Use voices and musical instruments with increasing accuracy, fluency and expression | Play and perform in solo and ensemble contexts for a range of audiences | Play and perform in solo and ensemble contexts for a range of audiences |

|                                                                                                                          |                                                       |                                                                      |                                                                        |                                                                                                             |                                                                                     |                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories | Begin to use voice creatively by singing simple songs | Use voice creatively by singing songs and speaking chants and rhymes |                                                                        |                                                                                                             | Use voices and musical instruments with increasing accuracy, fluency and expression | Use voices and musical instruments with increasing accuracy, control, fluency and expression |
|                                                                                                                          | Begin to play tuned and untuned instruments musically | Play tuned and untuned instruments musically                         |                                                                        |                                                                                                             |                                                                                     |                                                                                              |
| Review and evaluate                                                                                                      |                                                       |                                                                      |                                                                        |                                                                                                             |                                                                                     |                                                                                              |
| Reception                                                                                                                | Year 1                                                | Year 2                                                               | Year 3                                                                 | Year 4                                                                                                      | Year 5                                                                              | Year 6                                                                                       |
|                                                                                                                          | Discuss music they like/dislike                       | Confidently discuss music they like/dislike                          | Appreciate and discuss a range of high quality live and recorded music | Appreciate and understand a range of high-quality live and recorded music of different traditions/composers | Make connections across music from different eras, traditions and genres            | Make connections across music from different eras, traditions and genres                     |
|                                                                                                                          |                                                       | Offer reasons for their opinions                                     | Begin to develop an understanding of the history of music              | Develop an understanding of the history of music                                                            | Develop a secure understanding of the history of music                              | Develop a secure understanding of the history of music                                       |