

	By the end of EYFS		By the end of KS1	
	→		→	
<b>Listen and Appraise</b>	Listen with increased attention to sounds. EAD	Listen attentively, move to and talk about music, expressing their feelings and responses. EAD	Can I start to recognise very simple styles of music?	Can I recognise and identify simple styles of music?
	Respond to what they have heard, expressing their thoughts and feelings. EAD	Watch and talk about dance and performance art, expressing their feelings and responses. EAD	Can I identify different sounds in the music? E.g. instrument families – wind, string, percussion, brass.	Can I start to identify instruments in the music? E.g. drums, cymbal...
			Can I find the pulse of a piece of music by marching, clapping and tapping knees?	Can I use body percussion to find the pulse of the music?
			Can I talk about the pulse, rhythm and pitch of a piece of music?	Can I use musical language to describe the music I am listening to? (pulse, rhythm, pitch, dynamics, tempo)
			Can I share my opinion about a piece of music?	Can I share my opinion and give reasons for my opinion?
<b>Listen with concentration and understanding to a range of high-quality live and recorded music.</b>				

## Progression overview – Music

	By the end of EYFS		By the end of KS1	
	→		→	
<b>Inter-related dimensions</b>	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. EAD	Create collaboratively sharing ideas, resources and skills. EAD	Can I begin to demonstrate how the pulse and rhythm work together?	Can I identify the pulse, rhythm and pitch of a piece of music?
			Can I clap the rhythm of my name?	Can I clap the rhythm of words?
				Can I create my own rhythm when asked?
			Can I show an understanding of how pitch, pulse and rhythm are used in a piece of music?	Can I show an understanding of how dynamics, tempo and pitch work together in a piece of music?
<b>Experiment with, create, select and combine sounds using the inter-related dimensions of music</b>				

	By the end of EYFS		By the end of KS1	
	→		→	
<b>Use Voices</b>	Remember and sing entire songs. EAD	Sing in a group or on their own, increasingly matching the pitch and following the melody. EAD	Can I work together as part of a group?	Can I sign as part of a group?
	Sing the pitch of a tone sung by another person ('pitch match'). EAD	Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. ELG *End of EYFS Assessment Point	Can I begin to sing alone?	Can I sing alone?
	Sing a large repertoire of songs. C&L	Learn rhymes, poems and songs. C&L	Can I warm up my voice?	Can I warm up my voice?
			Can I sit up/stand straight when I sing?	Can I sing with a good sense of pulse?
				Can I sing in time with a group? (start and stop at the correct time)
				Can I begin to think about the words in a song and how they work in a piece of music?
<b>Use voices expressively and creatively by singing songs and speaking chants and rhymes</b>				

	By the end of EYFS		By the end of KS1	
	→		→	
<b>Playing Instruments</b>	Play instruments with increasing control to express their feelings and ideas. EAD	Explore and engage in music making and dance, performing solo or in groups. EAD	Can I begin to play a classroom instrument?	Can I continue to learn to play together in a group/ensemble?
	Create their own songs, or improvise a song around one they know. EAD		Can I join in and stop at the right times?	Can I confidently join and stop at appropriate times?
			Can I respond to simple musical cues (starting/stopping)?	Can I confidently follow a leader/conductor?
			Can I begin to follow a leader/conductor?	Can I play different parts, according to my ability?
			Can I look after my instrument?	Can I continue to play my instrument correctly?
			Can I begin to play different notes?	Can I treat my instrument with respect?
<b>Play tuned and untuned instruments musically</b>				

	By the end of EYFS		By the end of KS1	
	➔		➔	
<b>Improvisation</b>	Create their own songs, or improvise a song around one they know. EAD	Sing in a group or on their own, increasingly matching the pitch and following the melody. EAD	Can I explore and create very simple sounds with my voice or an instrument?	Can I explore and create simple sounds with my voice or an instrument?
			Can I make my own tune/rhythm using 1 note?	Can I improvise my own tune/rhythm using up to 2 notes?
			Can I improvise a very simple pattern?	Can I improvise a simple pattern using an instrument or my voice?
			Can I create my own simple rhythmic pattern?	Can I create my own simple rhythmic pattern with confidence?
			Can I perform my own rhythms and melodies?	Can I perform my own rhythms and melodies?
<b>Experiment with, create, select and combine sounds using the inter-related dimensions of music</b>				



## Progression overview – Music

	By the end of EYFS		By the end of KS1	
	➔		➔	
<b>Composition</b>	Play instrument with increasing control to express their feelings and ideas. EAD	Explore and engage in music making and dance, performing solo or in groups. EAD	Can I create a very simple melody in a group?	Can I create my own simple melodies (usually within a group)
		Sing in a group or on their own, increasingly matching the pitch and following the melody. EAD	Can I make my own composition using 1 or 2 notes?	Can I make my own composition using 1, 2 or 3 notes?
			Can I record the composition in any way appropriate? (notated/graphic/pictorial/video)	Can I understand the difference between composition and improvisation?
			Can I demonstrate an understanding of using pitch and dynamics?	Can I record the composition in any way appropriate? (notated/graphic/pictorial/video)
				Can I demonstrate an understanding of using pitch and dynamics?
<ul style="list-style-type: none"> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> <li>• Play tuned and untuned instruments musically</li> </ul>				

	By the end of Lower KS2		By the end of Upper KS2	
	➔		➔	
<b>Listen and Appraise</b>	Can I recognise/identify styles and instruments used in: RnB, reggae, pop, film/classical and disco?	Can I recognise/identify styles and instruments used in: pop, film/classical, rap, soul/gospel?	Can I recognise/identify styles and instruments used in: rock, jazz, pop, hip hop, motown?	Can I recognise/identify styles and instruments used in:
	Can I find a steady beat within the music and express the importance of a pulse within a piece of music?	Can I find a steady beat within the music and express the importance of a pulse within a piece of music?	Can I find the pulse confidently?	Can I find the pulse innately?
	Can I recognise the sounds of the musical instruments used within a piece of music?	Can I continue to recognise the sounds of the musical instruments used within a piece of music?	Can I use musical language to describe and talk about music?	Can I use musical language confidently to talk about and describe music?
	Can I identify the simple structure of a piece of music?	Can I continue to identify the simple structure of a piece of music?	Can I share and talk about ideas respectfully?	Can I share and talk about ideas respectfully?
	Can I used the correct musical language and use this to help me describe how the music makes me feel?	Can I more consistently use the correct musical language and use this to help me describe how the music makes me feel?	Can I understand and give examples to show how the inter-related dimensions of music work together?	Can I understand and give examples to show how the inter-related dimensions of music work together?
	Can I place a piece of music in a timeline of different genres and composers?	Can I place a piece of music in a timeline of different genres and composers?		
	Can I continue to deepen my understanding of the inter-related dimensions of music: beat, rhythm, pitch,	Can I continue to deepen my understanding of the inter-related dimensions of music: beat, rhythm, pitch, texture,		

## Progression overview – Music



	texture, tempo, dynamics and structure?	tempo, dynamics, timbre and structure?		
<ul style="list-style-type: none"> <li>• Listen with attention to detail and recall sounds with increasing memory</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music, drawn from different traditions and from great composers and musicians</li> <li>• Develop and understand the history of music</li> </ul>				

	By the end of Lower KS2		By the end of Upper KS2	
				
<b>Inter-related Dimensions</b>	Can I find and internalise the pulse on my own/with support with more confidence?	Can I find the pulse and stay in time?	Can I find the pulse with ease and stay in time?	Can I find the pulse with ease?
	Can I demonstrate more confidently how pulse, rhythm and pitch work together?	Can I demonstrate a fast and slow pulse?	Can I demonstrate find the pulse with ease?	Can I demonstrate finding and keeping the pulse with ease?
	Can I clap/play simple rhythms and copy one or two note pitches with more confidence?	Can I clap/play simple rhythms and copy one or two note pitches with more confidence?	Can I confidently demonstrate how pulse, rhythm and pitch work together by performing a rhythm over a pulse?	Can I confidently demonstrate how pulse, rhythm and pitch work together by performing rhythms over a pulse?
	Can I create my own rhythm?	Can I create my own rhythm and lead others, if asked?	Can I confidently lead other in a rhythm work?	Can I confidently lead others in rhythm and pitch work?
	Can I explain, with more confidence, how pitch, rhythm, pulse, dynamics and	Can I explain, with more confidence, how pitch, rhythm, pulse, dynamics and	Can I confidently explain how pitch, rhythm, pulse, dynamics and tempo work	Can I confidently explain how pitch, rhythm, pulse, dynamics and tempo work



## Progression overview – Music

	tempo work together in a piece of music?	tempo work together in a piece of music?	together in a piece of music?	together in a piece of music and share my opinions?
<b>Improvise and compose music for a range of purposes using the inter-related dimensions of music</b>				

	By the end of Lower KS2		By the end of Upper KS2	
				
<b>Use Voices</b>	Can I work as part of a group and develop confidence to sing alone?	Can I sing as part of a group or alone, with confidence?	Can I understand how to work as part of a group/ensemble and as a soloist?	Can I understand and explain how to work as part of a group/ensemble and as a soloist?
	Can I explain why warming up my voice is important?	Can I show good technique when preparing to sing?	Can I consistently use a good technique when preparing to sing?	Can I demonstrate to others excellent technique when preparing to sing?
	Can I project the meaning of a song?	Can I perform a song stylistically and as musically as I can?	Can I perform and interpret a song stylistically and as musically as I can?	Can I perform and interpret a song stylistically and as musically as I can and explain my choices?
	Can I sing in time with a group (pay attention to the pulse)?	Can I sing different parts of a song?	Can I sing with a good sense of the pulse and in time with the group?	Can I sing a=with an accurate sense of the pulse and in time with the group?
	Can I follow a leader/conductor?	Can I follow a leader/conductor with confidence?	Can I understand the importance of clear diction and tuning?	Can I understand the importance of and use clear diction and tuning?
			Can I follow a leader/conductor and start to lead the group myself?	Can I lead the group myself?
<b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b>				

	By the end of Lower KS2		By the end of Upper KS2	
	→		→	
<b>Playing Instruments</b>	Can I play a classroom instrument as part of a group, with more knowledge and confidence?	Can I play a classroom instrument as part of a group, with more knowledge, confidence and ease?	Can I play a classroom instrument, as part of a group, with more knowledge, confidence, ease and enjoyment?	Can I play a classroom instrument as part of a group, with more knowledge, confidence, ease and enjoyment?
	Can I move between different parts?	Can I move between different parts? (starting to use notation)	Can I move between differentiated parts, using some notation?	Can I move between differentiated parts, using notation where applicable?
	Can I respond to basic cues from the conductor/leader?	Can I respond to cues from the conductor/leaders with confidence?	Can I demonstrate confidence and fluency when playing my instrument in a solo or ensemble context?	Can I demonstrate more confidence and fluency when playing my instrument in a solo or ensemble context?
	Can I treat my instrument with care and respect?	Can I treat my instrument with care and respect?	Can I treat my instrument with respect?	Can I explain how to treat my instrument with respect?
	Can I begin to play more confidently as part of an ensemble, by ear?	Can I play more confidently as part of an ensemble, by ear?	Can I play more confidently, by ear and begin to follow notation?	Can I play more confidently, by ear and follow notation?
<b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b>				

	By the end of Lower KS2		By the end of Upper KS2	
	➔		➔	
<b>Improvisation</b>	Can I continue to explore and create simple musical sounds, with voices and instruments, within the context of songs being learnt?	Can I confidently explore and create simple musical sounds, with voices and instruments, within the context of songs being learnt?	Can I explore and create musical sounds with voices and instruments?	Can I explore and create more challenging musical sounds, with voices and instruments?
	Can I improvise with some confidence?	Can I improvise more confidently?	Can I improvise with confidence?	Can I improvise in different contexts?
	Can I be able to create my own rhythmic patterns that lead to melodies in a group or solo situation?	Can I create my own rhythmic patterns that lead to melodies in a group or solo situation?	Can I create my own more challenging rhythmic patterns that lead to melodies in a group or solo situation?	Can I create my own more intricate rhythmic patterns that lead to melodies in a group or solo situation?
	Can I perform my improvisations on my own or within a group?	Can I perform my improvisations on my own or within a group?	Can I perform my improvisations on my own or within a group, with some confidence?	Can I confidently perform my improvisations on my own or within a group and discuss how to develop my ideas further?
<ul style="list-style-type: none"> <li>● <b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b></li> <li>● <b>Improvise and compose music for a range of purposes, using the inter-related dimensions of music</b></li> </ul>				

	By the end of Lower KS2		By the end of Upper KS2	
	➔		➔	
<b>Composition</b>	Can I continue to create my own slightly more complex melodies?	Can I create my own more complex melodies?	Can I create a range of melodies?	Can I create a range of more adventurous melodies?
	Can I compose using three or more notes?	Can I compose using more than three notes?	Can I compose using up to five notes?	Can I compose using five or more notes?
	Can I record my composition in a way I choose?	Can I record my composition in more than one way?	Can I use voice, sounds, technology and instruments in creative ways?	Can I use voice sounds, technology and instruments in a creative way?
	Can I demonstrate an understanding of the inter-related dimensions of music?	Can I demonstrate an understanding of the inter-related dimensions of music?	Can I use the inter-related dimensions of music in my compositions?	Can I use the inter-related dimensions of music effectively in my compositions?
			Can I begin to use traditional notation to record my ideas?	Can I use traditional notation to record my ideas?
<ul style="list-style-type: none"> <li>• <b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b></li> <li>• <b>Improvise and compose music for a range of purposes, using the inter-related dimensions of music</b></li> <li>• <b>Use and understand staff and other musical notations</b></li> </ul>				