**Esh Winning Primary School**

**Music Progression**

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| **Curriculum Area** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Voice** | Listen to a song and learn it.  Understand rhythm as long and short sound and pulse as the steady beat. | Sing as an ensemble or as a group  Sing with clear diction, control of pitch and musical understanding. | Begin to sing confidently in 2 parts following a more complex structure.  Begin to sing songs and melodies in tune. | Sing confidently in 2 parts following a more complex structure.  Sing songs and melodies in tune. | Begin to sing confidently in more than 2 parts.  Sing songs in melodies with musical understanding. | Sing confidently in more than 2 parts.  Sing songs in melodies with greater musical understanding. |
| **Tuned/unturned instrument** | Treat each instrument with respect and know the correct technique to play it.  Compose and create musical sounds | Understand rhythm is long and short sound; pulse is the steady beat and pitch is high and low songs.  Compose and create music (with different parts) | Understand how pulse, rhythm and pitch work together.  Use 3 notes to compose successfully. | Show some understanding of musical elements, such as timbre and dynamics are used in music.  Use a pentatonic scale to compose successfully. | Show understanding of musical elements, such as timbre and dynamics are used in music.  Use an octave to compose successfully. | Competently show understanding of musical elements, such as timbre and dynamics are used in music.  Use a range of notes to compose successfully. |
| **Listening and appraising** | Find the pulse whilst listening (using movement)  Listen and comment on a range of music | Recognise different musical instruments  Use correct musical language when discussing music e.g. emotions, likes, dislikes. | Recognise some musical styles and traditions and has some understanding of the history of music.  Recognise different instruments in a variety of music. | Recognise some musical styles and traditions and has some understanding of the history of music.  Use the correct musical language to discuss feeling, emotions, likes and dislikes. | Recognise some musical styles and traditions and has some understanding of the history of music.  Confidently recognise different instruments in a variety of music. | Recognise some musical styles and traditions and has some understanding of the history of music.  Confidently use the correct musical language to discuss feeling, emotions, likes and dislikes. |
| **Composing** | Make up their own rhythms and patterns  Compose using 2 or more notes | Create their own tunes and melodies  Notate music in a variety ways (graphic/pictorial) | Understand formal and informal notation.  Sing/play simple rhythms with some control and accuracy. | Understand formal and informal notation.  Sing/play simple rhythms with control and accuracy. | Show some understanding of formal and informal notation in multiple instrument composition.  Sing/play rhythms with some control and accuracy. | Understand formal and informal notation in multiple instrument composition.  Sing/play rhythms with control and accuracy. |
| **Performing** | Start and end music together  Practice, rehearse and present performances with an awareness of audience. | Play tuned and/or untuned with some control.  Practice, rehearse and present performances with an awareness of audience. | Present a performance with awareness of audience  Appraise other performers using constructive feedback | Present a performance to an audience with some organisation.  Appraise other performers using some musical language. | Present an organised performance to an audience.  Appraise other performers using musical language confidently. | Present a polished performance to an audience.  Appraise other performers using musical language effectively. |