

SHCPS Progression in Music

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PERFORM – Using voices	- Speak and chant short phrases together; - Find their singing voice and begin to develop an awareness of pitch over a small range of notes; - Make changes in their voices to express different moods /feelings; - Co-ordinate actions to go with a song; - Sing short phrases or responses on their own; - Sing a variety of songs both accompanied and unaccompanied.	- Speak and chant together; - Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly); - Sing songs in different styles conveying different moods (happy, sad, angry etc) and with sense of enjoyment; - Co-ordinate actions to go with a song; - Sing in time to a steady beat; - Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing.	- Sing a variety of songs with more accuracy of pitch; - Sing words clearly and breathing at the end of phrases; - Convey the mood or meaning of the song; - Sing with a sense of control of dynamics(volume) and tempo (speed); - Echo sing a short melodic phrases; - Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices; - Follow a leader (teacher)starting and stopping together.	- Sing songs in a variety of styles with confidence, singing an increasing number from memory; - Show increasing accuracy of pitch and awareness of the shape of a melody; - Imitate increasingly longer phrases with accuracy; - With an awareness of the phrases in a song; - Understand that posture, breathing and diction are important; - Demonstrate an awareness of character or style in performance; - Chant or sing a round in two parts; - Sing songs with a recognised structure (verse and chorus/ call and response).	- Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody; - Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context); - Sing two/three part rounds with more confidence and increasing pitch accuracy; - Sing confidently as part of a small group or solo being aware of posture and good diction; - Copy short phrases and be able to sing up and down in step independently.	- Sing confidently in a wide variety of styles with expression; - Communicate the meaning and mood of the song; - Sing a simple second part of a two part song with confidence; - Maintain own part in a round; - Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion.	- Sing confidently in a wide variety of styles with expression - Communicate the meaning and mood of the song - Sing a simple second part of a two part song with confidence - Maintain own part in a round - Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion

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PERFORM – Using classroom instruments	- Play instruments by shaking, scraping, rattling, tapping etc; - Start and stop together; - Begin to develop a sense of beat, using instruments or body sounds; - Respond to symbols or hand signs; - Play loudly, quietly, fast, slow; - Copy a simple rhythm pattern or number of beats played on an instrument; - Play along to music showing a developing awareness of the beat; - Play with a sense of purpose and enjoyment.	- Play instruments by shaking, scraping, rattling, tapping etc; - Play in time to a steady beat, using instruments or body sounds; - Play loudly, quietly, fast, slow; - Imitate a rhythm pattern on an instrument; - Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song; - Play a single pitched note to accompany a song (drone); - Play with help the rhythmic pattern of a spoken sentence, e.g. 'Hungry caterpillar'; - Follow simple hand signals indicating: loud/quiet and start/stop.	- Play with control: a) maintaining steady beat b) getting faster or slower c) getting louder or quieter - Perform a repeated two note melodic ostinato to accompany a song; - Perform a rhythm accompaniment to a song; - Perform a sequence of sounds using a graphic score; - Work and perform in smaller groups; - Follow a leader (teacher) starting and stopping together; - Demonstrate some confidence in performing as a group and as an individual.	- Keep a steady beat on an instrument in a group or individually; - Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat; - Use tuned percussion with increasing confidence; - Copy a short melodic phrase by ear on a pitched instrument; - Play using symbols including graphic and / or simple traditional notation; - Follow simple hand directions from a leader; - Perform with an awareness of others; - Combine musical sounds with narrative and movement; - Perform a composed piece to a friendly audience, as a member of a group or class.	- Maintain two or more different ostinato patterns in a small instrumental group against a steady beat; - Play music that includes rests; - Use tuned percussion instruments with increasing confidence to accompany songs and improvise; - Play by ear – find known phrases or short melodies using tuned instruments; - Play music in a metre of two or three time; - Read and play from some conventional music symbols; - Combine instrumental playing with narrative and movement; - Follow a leader, stopping / starting, playing faster/ slower and louder / quieter; - Perform to an audience of adults,	- Perform on a range of instruments in mixed groups to an audience, with confidence; - Read and play with confidence from conventional or graphic notation; - Continue to play by ear on pitched instruments, extending the length of phrases, melodies played; - Perform with sensitivity to different dynamics, tempi; - Lead/conduct a group of instrumental performers; - Maintain a rhythmic or melodic accompaniment to a song; - Maintain own part on a pitched instrument in a small ensemble; - Perform own compositions to an audience; - Use an mp3 recorder/video	

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					an assembly or other classes with increasing confidence.	recorder to keep a record of work in progress and record performances; ▪ Know what makes a good performance.	
EXPLORING	▪ Different sounds made by the voice, hands, found objects and conventional instruments (timbre); ▪ High and low sounds (pitch); ▪ Long and short sounds (duration); ▪ Loud and quiet sounds (dynamics); ▪ Fast and slow sounds (tempo); ▪ Begin to be aware of the effect that different sounds have to convey mood or meaning.	▪ Different sounds made by the voice and hands (timbre); ▪ High and low sounds (pitch); ▪ Long and short sounds (duration); ▪ Loud and quiet sounds (dynamics); ▪ Fast and slow sounds (tempo); ▪ Pitch shapes (moving up and down) and rhythmic patterns.	▪ Ways in which sounds are made (<i>tapped, blown, scraped, shaken</i>), and can be changed; ▪ Long and short sounds (rhythm – duration); ▪ The rhythm patterns of words and sentences; ▪ Changes in pitch (higher and lower); ▪ Sequences of sound (structure); ▪ Sounds in response to a stimulus (visual or aural); ▪ How sounds can be manipulated to convey different effects and moods.	▪ Longer – shorter / faster - slower / higher - lower / louder - quieter sounds on tuned and untuned percussion and voices; ▪ Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them); ▪ Symbols to represent sound (graphic scores / traditional notation); ▪ The sounds of different instruments - TIMBRE and how they can represent pictures/ stories/ moods; ▪ The different sounds (timbres) that one instrument can make;	▪ Sounds to create particular effects (timbre); ▪ Rhythm patterns in music from different times and places (duration); ▪ The pentatonic scale; ▪ Pitched notes that move by steps and/ or leaps to make short phrases/melodies; ▪ Music that describes feelings or moods using 'tense' or 'calm' sounds using dynamics, different tempi, different timbres etc.; ▪ Combining and controlling sounds to achieve a desired effect; ▪ Music that incorporates effective silences (rests);	▪ Chords / harmony – concord and discord; ▪ Scales, such as PENTATONIC, RAG, BLUES; ▪ Texture created by layering rhythmic and/or melodic ostinatos; ▪ Developing ideas, using musical devices such as repetition, question and answer, ostinato; ▪ Characteristics of various styles, for example, Blues, Rap, Gospel , Folk, African etc.; ▪ Improvising in a variety of styles.	

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				How the musical elements can be combined to compose descriptive music.	Different groupings of beats (metre of 2/3);		
COMPOSING	- Begin to create and manipulate different effects on a sound source or instrument; - Add chosen sound effects at an appropriate moment in a story or song; - Sort and name different sounds; - Create a sequence of different sounds in response to a given stimuli.	- Add sound effects to a story; - Choose musical sound effects to follow a story line or match a picture; - Use graphics/symbols to portray the sounds they have made; - Sequence these symbols to make a simple structure (score); - Compose own sequence of sounds without help and perform.	- Short melodic phrases; - Short repeated rhythmic patterns (ostinati); - Rhythm patterns from words; - A piece of music that has a beginning, middle and end (structure); - Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups; - Music that conveys different moods.	- Words and actions to go with songs; - A simple rhythmic accompaniment to go with a song, using ostinato patterns; - Music that has a recognisable structure; Beginning, Middle and End or verse/chorus; - Music that tells a story, paints a picture or creates a mood; - Music that uses repetition / echo.	- A simple rhythmic accompaniment to a song using ostinato patterns and drones; - A simple melody from a selected group of notes (i.e. a pentatonic scale); - Music that has a recognisable structure; - A piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect; - Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience. - Use a range of ICT to sequence, compose, record and share	- Create own simple songs reflecting the meaning of the words - Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment - Arrange a song for class performance with an appropriate pitched and unpitched accompaniment - Refine own compositions after discussion - Use a range of symbols (conventional or graphic) to record compositions. - Use ICT (computers/ipads/ tablets/ MP3 recorders etc) to record, sample,	

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					work.	sequence, loop and manipulate sound to create soundscapes / compositions.	
LISTENING, REFLECTING & APPRAISING	- Listen to sounds and respond by talking about them or physically with movement and dance; - Recognise the sounds of the percussion instruments used in the classroom and identify and name them; - Respond appropriately to a range of classroom songs, e.g tidy up songs, circle time songs, line up songs. - Begin to identify and describe key features or extreme contrasts within a piece of music; - Begin to use musical terms (louder/quieter, faster/slower, higher/lower); - Begin to articulate how changes in speed, pitch and dynamics affect the mood.	- Listen to a piece of music and move in time to its steady beat; - Recognise and respond through movement /dance to the different musical characteristics and moods of music; - Recognise the sounds of the percussion instruments used in the classroom and identify and name them. - Begin to use musical terms (louder/quieter, faster/slower, higher/lower); - Begin to articulate how changes in speed, pitch and dynamics affect the mood.	- Listen with increased concentration; - Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds; - Recognise how sounds are made – tapping, rattling, scraping, blowing etc; - Identify different qualities of sound such as smooth, scratchy, clicking, ringing (timbre); - Recognise and respond to different changes of speed (tempo)/volume (dynamics) and pitch; - Respond through movement/dance to different musical characteristics and	- Listen with concentration to longer pieces / extracts of music; - Listen to live/recorded extracts of different kinds of music and identify where appropriate: - a steady beat / no steady beat; - a specific rhythm pattern or event; - the speed (TEMPO) of the music; - the volume (DYNAMICS); - the melody; - using appropriate musical terms/language; - Identify common characteristics; - Recognise some familiar instrumental sounds in recorded	- Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school; - Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the tempo, dynamics, metre, texture, timbre); - Recognise music from different times and countries identifying key elements that give it its unique sound; - Identify repeated rhythmic or melodic phrases in live or recorded music; - Identify whether a song has a	- Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation; - Identify and discuss 'what happens when' within simple musical structures; - Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music; - Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences; - Use musical vocabulary and knowledge to talk	

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	higher/lower).		moods (angrily, sadly, cheerfully, daintily etc); Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly).	music (piano, violin, guitar drums etc.); - Identify repetition in music i.e. a song with a chorus; - Recognise aurally wooden, metal, skin percussion instruments and begin to know their names; - Listen to their own compositions and use musical language to describe what happens in them.	verse/chorus or call and response structure; - Identify the use of metre in 2 or 3 in a piece of recorded or live music; - Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings.	about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions; Use musical vocabulary and knowledge to help identify areas for development or refinement when composing.	
KEY WORDS	FOUND OBJECTS Pots and pans, material, paper or anything that can be manipulated to create sound; SINGING VOICE The musical quality of the voice, unlike the speaking voice uses tonality or pitch and rhythm; STEADY BEAT Regular pulse (in time).	OSTINATO Repeated rhythmic pattern or melodic shape; DRONE Pitched note played continuously throughout a piece of music; STEADY BEAT Regular pulse (in time); SCORE A written form of musical composition	PHRASE Short section of a melody; SEQUENCE One after another; OSTINATO Short repeated rhythmic pattern or melodic shapes; DRONE Continuous or repeated pitch or pitches; GRAPHIC SCORE Notation using pictures or symbols; STEADY BEAT Regular pulse;	STEADY BEAT RHYTHM OSTINATO PITCH PHRASE REPETITION MUSICAL SYMBOLS	OSTINATO DRONE REPETITION METRE REST STEP LEAP PHRASE MELODY PENTATONIC TUNED PERCUSSION UNTUNED PERCUSSION	RHYTHM PHRASE MELODY HARMONY OSTINATO METRE REPETITION SCALE ACCOMPANIMENT STYLE EXPRESSION RECORD ICT	

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			▪ RHYTHM PATTERN A group of long and short sounds;				
MUSICAL ELEMENTS	▪ DURATION Steady beat, short and long sounds; ▪ PITCH High and low; ▪ TEMPO Fast and slow; ▪ DYNAMICS Loud and quiet; ▪ TIMBRE The tone quality of the sound – rough, smooth, scratch, etc.; ▪ STRUCTURE Phrases of a song, overall plan of a piece.	▪ DURATION Steady beat, short and long sounds ▪ PITCH High and low; ▪ TEMPO Fast and slow ▪ DYNAMICS Loud and quiet ▪ TIMBRE The tone quality of the sound – rough, smooth, scratch, etc.; ▪ STRUCTURE Phrases of a song, overall plan of a piece.	▪ PITCH High, low, getting higher, getting lower; ▪ DYNAMICS Loud, quiet, getting louder or quieter; ▪ TEMPO Fast, slow, getting faster or slower; ▪ STRUCTURE Phrases of a song, overall plan of a piece of music; ▪ TIMBRE The tone quality of the sound i.e. smooth, scratchy, heavy, light, cold, warm, dull, bright; ▪ DURATION Long and short sounds, beat, rhythm.	▪ DURATION Beat (pulse), rhythm, longer, shorter, sustained; ▪ TEXTURE Layering of sounds; ▪ TEMPO Steady, faster, slower; ▪ DYNAMICS Louder, quieter; ▪ STRUCTURE Beginning, middle, end, repetition; ▪ PITCH Notes moving by step/leap; ▪ TIMBRE Sound quality of individual instruments.	▪ DURATION Metre – the organisation of beats; ▪ TEXTURE Layers of sound; ▪ TIMBRE Different instruments/ tone quality; ▪ PITCH Pentatonic scales; ▪ STRUCTURE Repetition, verse chorus / call and response, plan; ▪ METRE The organisation of beats into groups; ▪ TEMPO The speed of the music.	▪ DURATION (beat, rhythm, metre); ▪ PITCH (melody, harmony); ▪ TEXTURE ▪ TIMBRE ▪ DYNAMICS ▪ STRUCTURE ▪ TEMPO	▪