

Music Progression Framework

As a musician:

Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	<p>I can listen carefully to rhymes and songs, paying attention to how they sound</p> <p>I can listen attentively, move to and talk about music, expressing my feelings and responses</p>	<p>I can listen to music with sustained concentration</p> <p>I can use the correct musical language to describe a piece of music</p> <p>I can recognise different instruments</p> <p>I can discuss feelings and emotions linked to different pieces of music</p>	<p>I can listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>I can build an understanding of the pulse and internalise it when listening to a piece of music</p> <p>I can understand that timbre describes the character or quality of a sound</p> <p>I can understand</p>	<p>I can listen with direction to a range of high-quality music</p> <p>I can confidently recognise a range of musical instruments</p> <p>I can find the pulse within the context of different songs/music with ease</p> <p>I can begin to listen to and recall sounds with increasing aural memory</p>	<p>I can confidently recognise a range of musical instruments and the different sounds they make</p> <p>I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators</p> <p>I can use musical language to appraise a piece or style of music</p>	<p>I can understand how pulse, rhythm and pitch work together</p> <p>I can develop an increasing understanding of the history and context of music</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory</p>	<p>I can develop a deeper understanding of the history and context of music</p> <p>I can appropriately discuss the dimensions of music and recognise them in music heard</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory and accuracy</p> <p>I can appreciate and understand a</p>

		<p>I can understand that pitch describes how high or low sounds are</p> <p>I can understand that tempo describes how fast or slow the music is</p> <p>I can understand that dynamics describe how loud or quiet the music is</p> <p>I can listen to, copy and repeat a simple rhythm or melody</p> <p>I can find the pulse whilst listening to music and using movement</p>	<p>that texture describes the layers within the music</p> <p>I can understand that structure describes how different sections of music are ordered</p> <p>I can begin to describe a piece of music using a developing understanding of the inter-related musical dimensions</p>		<p>I can copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate</p> <p>I can listen to and recall sounds with increasing aural memory</p>		<p>wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>
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<p>Singing</p>	<p>I can learn rhymes, poems and songs</p> <p>I can sing in a group or my own, increasingly matching the pitch and following the melody</p> <p>I can listen carefully to rhymes and songs, paying attention to how they sound</p>	<p>I can learn to follow the conductor or band leader</p> <p>I can learn and perform chants, rhythms, raps and songs</p> <p>I can sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture</p>	<p>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence</p> <p>I can develop an understanding of melody, the words and their importance in the music being listened to</p> <p>I can sing a song in two parts</p> <p>I can practise, rehearse and present performances to audiences with a growing awareness of people watching</p>	<p>I can sing songs with multiple parts with some confidence</p> <p>I can sing in solo or ensemble contexts with confidence</p> <p>I can begin to listen to and recall sounds with increasing aural memory</p>	<p>I can sing songs in multiple parts with increasing confidence and precision</p> <p>I can sing as part of an ensemble with increasing confidence and precision</p> <p>I can listen to and recall sounds with increasing aural memory</p>	<p>I can sing songs in multiple parts with confidence and precision</p> <p>I can sing in solo or ensemble contexts with some accuracy, control, fluency and expression</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory</p>	<p>I can sing in solo or ensemble contexts with increasing accuracy, control, fluency and expression</p> <p>I can sing songs in multiple parts with full confidence, precision, accuracy and control</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory and accuracy</p>
<p>Performing (Instruments/ Notation)</p>	<p>I can explore and engage in music making and dance,</p>	<p>I can learn and perform chants, rhythms, raps and songs</p>	<p>I can use tuned and untuned classroom percussion to play</p>	<p>I can play and perform in solo or ensemble</p>	<p>I can copy increasingly challenging rhythms using</p>	<p>I can play and perform in solo or ensemble contexts with some</p>	<p>I can perform part of an ensemble with full</p>

	<p>performing solo or in groups</p> <p>I can control basic classroom untuned percussion instruments and follow simple rhythm image notation</p> <p>I can play basic rhythm patterns using classroom untuned percussion instruments</p>	<p>I can learn to follow the conductor or band leader</p> <p>I can begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse</p> <p>I can control classroom untuned percussion instruments and follow rhythm image notation</p> <p>I can play and control tuned bells and follow bell image notation</p>	<p>accompaniments and tunes</p> <p>I can play instruments using the correct techniques with respect</p> <p>I can practise, rehearse and present performances to audiences with a growing awareness of people watching</p> <p>I can play and control an ocarina and follow OcPix notation</p>	<p>contexts with confidence</p> <p>I can develop an understanding of formal, written notation which includes crotchets and rests</p> <p>I can play and control an ocarina and follow treble clef music notation including crotchets and rests</p>	<p>body percussion and untuned instruments where appropriate</p> <p>I can develop an understanding of formal, written notation which includes minims and quavers</p> <p>I can play and perform in solo or ensemble contexts with increasing confidence</p> <p>I can play and control a recorder and follow treble clef music notation including minims and quavers</p>	<p>accuracy, control, fluency and expression</p> <p>I can play the keyboard using the correct hand technique and follow treble clef music notation including semibreves and dotted crotchets (C-G)</p>	<p>confidence and precision</p> <p>I can play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression</p> <p>I can play the keyboard using the correct hand technique and follow treble clef music notation including semibreves and dotted crotchets (C-C)</p>
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<p>Composing</p>	<p>I can explore and engage in music making and dance, performing solo or in groups</p> <p>I can listen attentively, move to and talk about music, expressing my feelings and responses</p> <p>I can compose using simple image notation</p>	<p>I can begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse</p> <p>I can compose using image rhythm notation</p>	<p>I can improvise a simple rhythm using different instruments including the voice</p> <p>I can use tuned and untuned classroom percussion to compose and improvise</p> <p>I can experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>I can compose using basic dot notation</p>	<p>I can understand that improvisation is when a composer makes up a tune within boundaries</p> <p>I can understand that composition is when a composer writes down and records a musical idea</p> <p>I can develop an understanding of formal, written notation which includes crotchets and rests</p> <p>I can compose rhythm patterns using formal notation, including crotchets and rests</p>	<p>I can copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate</p> <p>I can develop an understanding of formal, written notation which includes minims and quavers</p> <p>I can compose rhythm patterns using formal notation, including minims and quavers</p>	<p>I can compose complex rhythms from an increasing aural memory</p> <p>I can improvise with increasing confidence using my voice, rhythms and varied pitch</p> <p>I can use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets</p> <p>I can compose melodic patterns using formal notation, including semibreves and dotted crotchets (C-G)</p>	<p>I can create a simple composition and record using formal notation</p> <p>I can deepen my understanding and use formal, written notation which includes staff, semibreves and dotted crotchets</p> <p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>I can compose melodic patterns using formal notation, including semibreves and dotted crotchets (C-C)</p>
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