

### Nine Acres Primary School - Music Progression Framework

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding	Pupils understand that different instruments are used to provide different sounds, and for different effects. They recognise different genres key features and their impact.		Pupils understand the ways that sounds can be combined and used expressively. They recognise how the different musical elements are combined and make improvements to their work, commenting on the intended effect		Pupils understand the overall effect of playing with others. They can understand, explain and compile ideas when performing. Ideas are refined by listening and musical preferences or changes in the composition are justified	
Singing	<ul style="list-style-type: none"> <li>Join in with group singing, building a repertoire of songs.</li> <li>Use chants and rhymes to build rhythmic capability.</li> </ul>	<ul style="list-style-type: none"> <li>Sing unison songs with control and simple rounds with an awareness of how the part should fit</li> <li>Sing with increasing awareness of pitch, demonstrating the shape of the melody</li> </ul>	<ul style="list-style-type: none"> <li>Maintain parts with support in songs, rounds and part songs</li> <li>Confidently sing a variety of songs from different genres with accuracy of pitch</li> </ul>	<ul style="list-style-type: none"> <li>Maintain part in more difficult songs/part songs</li> <li>Confidently and fluently sing in tune with clear diction, breath control and tone,</li> </ul>	<ul style="list-style-type: none"> <li>Sing part songs and simple harmony lines with an awareness of how the part fits with others</li> <li>Sing with increasing understanding of expression</li> </ul>	<ul style="list-style-type: none"> <li>Sing more complex songs including simple harmony parts</li> <li>Pupils sing with confidence and expression</li> </ul>
Playing	<ul style="list-style-type: none"> <li>Can hold and play a range of percussion instruments</li> <li>Play tuned and untuned instruments experimenting with sounds, timbre and melody</li> <li>Perform using simple graphic notation</li> </ul>	<ul style="list-style-type: none"> <li>Can play simple patterns on tuned percussion instruments with increasing control</li> <li>Play tuned and untuned instruments with a sense of tempo and dynamics</li> <li>Perform using graphic scores and other simple notations</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can perform confidently, both on their own and as part of a group, with an understanding of how their part fits with others</li> <li>Understand the effect of rhythm, pitch and dynamics</li> <li>Pupils can perform from basic notation, reading rhythms confidently</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can play using a range of tuned and untuned percussion, showing good rhythmic and melodic control</li> <li>demonstrate correct techniques when playing melodic and rhythmic patterns with expression</li> <li>Pupils can read from basic western notation, with a growing awareness of pitch</li> </ul>	<ul style="list-style-type: none"> <li>Confidently perform a piece of music as a group, using a range of different instruments, including those learnt outside the classroom</li> <li>Performances show a clear awareness of expression and balance</li> <li>Pupils can read and perform from a range of different notations</li> </ul>	<ul style="list-style-type: none"> <li>Maintain own part where appropriate within a group performance.</li> <li>Pupils can play confidently demonstrating musical quality eg clear starts and ends, phrases, technical accuracy.</li> <li>Pupils can read and perform from a range of different notations</li> </ul>
Improvising Body, voice, tuned/untuned	<ul style="list-style-type: none"> <li>Experiment with tuned and untuned instruments</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with tuned and untuned instruments, improvising with a theme in mind.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with tuned and untuned instruments, improvising using rhythms and melody</li> </ul>	<ul style="list-style-type: none"> <li>Create and refine musical improvisations using more complex rhythms and melody</li> </ul>	<ul style="list-style-type: none"> <li>Create and refine musical improvisations with awareness of musical structure</li> </ul>	<ul style="list-style-type: none"> <li>Create and refine melodic and rhythmic improvisations showing an awareness of different styles and genres</li> </ul>
Composing	<ul style="list-style-type: none"> <li>Create and choose sounds in response to given starting points</li> <li>Create simple representations and short pieces using tuned and untuned percussion.</li> <li>Use simple symbols to represent sounds</li> </ul>	<ul style="list-style-type: none"> <li>Create short sequences of sound in response to given starting points</li> <li>Create simple soundscapes for intended effect</li> <li>Use simple symbols to represent sounds</li> </ul>	<ul style="list-style-type: none"> <li>Communicate thoughts, ideas and feelings through simple musical compositions</li> <li>Create layered compositions and soundscapes using simple rhythmic patterns and melodies</li> <li>Use musical symbols and notation to record and create compositions</li> </ul>	<ul style="list-style-type: none"> <li>Create melodic and rhythmic patterns, melodies using voice, instruments and technology</li> <li>Create layers of sound within musical structures, showing an understanding of how sounds fit together</li> <li>Use musical symbols and notation to record and create compositions</li> </ul>	<ul style="list-style-type: none"> <li>Create music which demonstrates an understanding of structure</li> <li>Select, discuss and refine creative choices</li> <li>Use different notations to record and create</li> </ul>	<ul style="list-style-type: none"> <li>Explore, select, combine and manipulate a range of different sounds, including technological to create stylised compositions.</li> <li>Compose rhythmic and melodic ideas within clear structures</li> <li>Use different kinds of notations to record and create</li> </ul>

Listening	<ul style="list-style-type: none"><li>• Listens to a range of live and recorded pieces identifying key instruments.</li><li>• Identify changes in music and respond with movement</li><li>• Listens to own performances providing simple constructive comments.</li></ul>	<ul style="list-style-type: none"><li>• Listens to a range of high-quality live and recorded music identifying changes in pitch and tempo, leading to understanding the effect of these changes on the piece itself.</li><li>• Listens to their own compositions and that of others and suggests improvements</li></ul>	<ul style="list-style-type: none"><li>• Listen and respond to own and others work offering and accepting feedback and suggestions.</li><li>• Listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.</li><li>• Begin to create individual sound library</li></ul>	<ul style="list-style-type: none"><li>• Aurally identify, recognise and respond to standard and invented composition.</li><li>• Offer comments from own and others work and ways to improve, accept feedback and suggestions from others.</li><li>• Listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.</li></ul>	<ul style="list-style-type: none"><li>• Critique own and other's work offering specific comments, eg explaining the effects of different musical elements and justify opinions</li><li>• Listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.</li></ul>	<ul style="list-style-type: none"><li>• Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.</li><li>• Critique own and others' work, offering specific comments and justifying these.</li></ul>
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