



Pensilva Primary School – Music
Progression Points



	EYFS	Key Stage 1 Years 1 and 2	Lower Key Stage 2 Years 3 and 4	Upper Key Stage 2 Years 5 and 6
<p>Listening This concept involves appreciating the features and effectiveness of musical elements.</p>	<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Listen attentively, move and talk about music, expressing their feelings and responses. 	<ul style="list-style-type: none"> Recognising and understanding the difference between pulse and rhythm. Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike). Listening to and repeating short, simple rhythmic patterns and melodies. Listening and responding to other performers by playing as part of a group. Recognising timbre changes in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. 	<ul style="list-style-type: none"> Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Recognising and discussing the features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss changes and the purpose of a piece of music. 	<ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Representing the features of a piece of music and the changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.
<p>Compose This concept involves appreciating that music is created through a process</p>	<ul style="list-style-type: none"> Create collaboratively sharing ideas, resources and skills 	<ul style="list-style-type: none"> Selecting and creating short sequences of sound with voices or instruments to 	<ul style="list-style-type: none"> Composing a coherent piece of music in a given style with voices, bodies and instruments. 	<ul style="list-style-type: none"> Improvising coherently and creatively within a given style, incorporating given features.

<p>which has a number of techniques.</p>		<p>represent a given idea or character.</p> <ul style="list-style-type: none"> • Combining instrumental and vocal sounds within a given structure. • Creating simple melodies using a few notes. • Choosing dynamics, tempo and timbre for a piece of music. • Using letter name and graphic notation to represent the details of their composition. 	<ul style="list-style-type: none"> • Beginning to improvise musically within a given style. • Developing melodies using rhythmic variation, transposition, inversion, and looping. • Creating a piece of music with different layers and a clear structure. • Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. 	<ul style="list-style-type: none"> • Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. • Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. • Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. • Recording own composition using appropriate forms of notation and/or technology and incorporating. • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.
<p>Perform This concept involves understanding that music is created to be performed.</p>	<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Perform songs, rhymes, poems and stories with others, and try to move in time with music. • Sing a range of well-known nursery rhymes and songs. 	<ul style="list-style-type: none"> • Singing short songs from memory, with melodic and rhythmic accuracy. • Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. • Copying back rhythmic and melodic phrases on percussion instruments. • Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. • Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). 	<ul style="list-style-type: none"> • Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. • Singing and playing in time with peers with accuracy and awareness of their part in the group performance. • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. • Playing syncopated rhythms with accuracy, control and fluency. 	<ul style="list-style-type: none"> • Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. • Performing a solo or taking a leadership role within a performance. • Performing with accuracy and fluency from graphic and staff notation and from their own notation.

				<ul style="list-style-type: none"> • Performing by following a conductor's cues and directions.
The History of Music (KS2)			<ul style="list-style-type: none"> • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. 	<ul style="list-style-type: none"> • Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. • Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.