



St Albert's - Progression in Music



Music in EYFS		
Nursery	Communication and Language	<ul style="list-style-type: none">Sing a large repertoire of songs.
	Physical Development	<ul style="list-style-type: none">Use large-muscle movements to wave flags and streamers, paint and make marks.
	Expressive Arts and Design	<ul style="list-style-type: none">Listen with increased attention to sounds.Respond to what they have heard, expressing their thoughts and feelings.Remember and sing entire songs.Sing the pitch of a tone sung by another person ('pitch match').Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.Create their own songs, or improvise a song around one they know.Play instruments with increasing control to express their feelings and ideas.
Reception	Communication and Language	<ul style="list-style-type: none">Listen carefully to rhymes and songs, paying attention to how they sound.Learn rhymes, poems and songs.
	Physical Development	<ul style="list-style-type: none">Combine different movements with ease and fluency.
	Expressive Arts and Design	<ul style="list-style-type: none">Explore, use and refine a variety of artistic effects to express their ideas and feelings.Return to and build on their previous learning, refining ideas and developing their ability to represent them.Create collaboratively, sharing ideas, resources and skills.Listen attentively, move to and talk about music, expressing their feelings and responses.Sing in a group or on their own, increasingly matching the pitch and following the melody.Explore and engage in music making and dance, performing solo or in groups.
ELG	Expressive Arts and Design	Being Imaginative and Expressive <ul style="list-style-type: none">Sing a range of well-known nursery rhymes and songs.Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.



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Year	Performing & Singing	Composing & Musicianship	Listening and Appraising
1	<ul style="list-style-type: none">• Use their voices expressively to speak and chant.• Take part in singing songs.• Use instruments to perform.• Copy sounds.• Perform short rhythmic patterns.• Use dynamics when performing (loud & quiet).	<ul style="list-style-type: none">• Use their voice to create different sounds.• Play an instrument creating different sounds.• Create and repeat short rhythmic and melodic patterns.• Create a sequence of sounds.• Notate their sounds using pictures/symbols. Use long/short sounds in their composing.	<ul style="list-style-type: none">• Respond to different moods in music saying how music makes them feel.• Choose sounds to illustrate different moods.• Follow instructions about performing – when to play and sing.• Recognise the difference between basic elements (fast/slow/high/low/loud/quiet).
2	<ul style="list-style-type: none">• Follow a melody accurately when singing.• Perform with others songs/simple rhythmic patterns on an instrument.• Keep a steady pulse when performing simple patterns.• Perform keeping the beat whilst showing simple changes in tempo.• Copy changes in pitch.• Perform patterns in different tempos.	<ul style="list-style-type: none">• Make connections between notations and musical sounds.• Use symbols to represent sound.• Order sounds into a structure (beginning, middle, end).• Create music from different starting points.• Use a simple structure when composing (e.g. Ternary).	<ul style="list-style-type: none">• Improve their own work.• Recognise repeating patterns/ ideas when listening to music.• Follow instructions about performing – when to play/ sing/breathe/be louder, etc.• Listen and recognise particular elements of music (timbre/pitch/dynamics).• Recognise sounds that move in steps and leaps.
3	<ul style="list-style-type: none">• Sing in tune with expression.• Show control of the voice when singing.• Play clear notes on an instrument/sing clearly (diction).• Work with a partner to perform a piece using more than one instrument.• Perform a piece using a variety of known note durations.	<ul style="list-style-type: none">• Use different elements in their work.• Compose repeated patterns on a range of instruments.• Create accompaniments to a melody (e.g drones).• Choose and combine different sounds to create an intended effect.• Show an awareness of time signatures.• Begin to recognise and name note durations and their value.• Show an awareness of the time signatures of pieces of music.	<ul style="list-style-type: none">• Use musical vocabulary to describe changes in a piece of music and discuss their likes/dislikes of music listened to.• Improve their work stating how it has been improved.• Recognise the work of at least one famous composer showing awareness of when it was written.



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4	<ul style="list-style-type: none">• Rhythmically perform a simple part, including rests.• Improvise using repeated patterns.• Maintain a part in a group showing awareness of others.• Memorise songs and perform with accuracy (pitch)• Can they perform using simple harmonic ideas?	<ul style="list-style-type: none">• Use basic rhythmic notation to transcribe ideas.• Notate composition ideas using basic notation (notes of the staff) and use to record performance.• Compose a short song (lyrics and melody) and perform.• Create more than one musical idea to be performed simultaneously.	<ul style="list-style-type: none">• Identify, using musical vocabulary, the different purposes of music.• Explain how silence can affect a musical piece or idea.• Begin to recognise different eras in music• Describe how specific musical elements, if changed, can affect the overall sound of a piece of music.
5	<ul style="list-style-type: none">• Sing or play using correct phrasing showing understanding of how to add expression.• Hold their own part in a group – improvising melody and rhythm, singing a harmony part, using drones/ostinato.• Perform music using a variety of structural forms.• Perform by ear and using simple notations.• Perform/improvise an idea that builds up layers of sounds to produce simple chords.	<ul style="list-style-type: none">• Create a song showing an understanding of the link between lyrics and melody.• Compose a piece of music from given criteria using a variety of musical devices e.g. rhythm, chords, melody, tempo, timbre, structure etc.• Compose using chords and record ideas using notation including time signatures and #/b.• Use standard musical notation to record their ideas.	<ul style="list-style-type: none">• Improve their own work and suggest improvements to the work of others.• Evaluate their work, using appropriate musical vocabulary stating what was successful/unsuccessful and why.• Compare and contrast a variety of music indicating preferences using musical vocabulary to describe opinions.
6	<ul style="list-style-type: none">• Perform from a variety of notations including rhythmic support in a performance.• Confidently sing a harmony part with accuracy• Perform from memory.• Take a lead role in a performance or perform solo within an ensemble piece.• Perform a piece of music which has parts showing understanding of how the parts fit together	<ul style="list-style-type: none">• Use relevant notations for your composition work.• Combine several musical devices when composing.• Use digital technologies to aid with the creation and recording of ideas.• Use a variety of notes, including chromatic notes to build up ideas.	<ul style="list-style-type: none">• Improve their work.• Identify different musical devices in a variety of musical genres and show some awareness of the influence and place music has had in society over time.