

Concept	EYFS			Y1/2	Y3/4	Y5/6
	Pre-nursery	Nursery	Reception			
<b>Singing</b>	<ul style="list-style-type: none"> <li>I can sing and chant with and to others.</li> <li>I can reproduce songs in my own way.</li> <li>I sing to and with toys, props, resources.</li> <li>I can repeat phrases of songs.</li> </ul>	<ul style="list-style-type: none"> <li>I can often sing an entire song e.g. simple rhymes, pop songs, songs from TV programmes, songs from home.</li> <li>I have strong preferences for songs I like to sing and/or listen to.</li> </ul>	<ul style="list-style-type: none"> <li>I can sing a range of well-known nursery rhymes and songs.</li> <li>I can experience and begin to demonstrate songs that use two notes (so-mi interval)</li> <li>I can sing songs, matching the starting pitch given to me.</li> <li>I can sing the shape of the melody.</li> <li>I can sing with a group or on my own.</li> </ul>	<p><u>Y1</u></p> <ul style="list-style-type: none"> <li>I can sing in tune within a limited pitch range (m sl)</li> <li>I can experiment with different ways of producing sounds with my voice</li> </ul> <p><u>Y2</u></p> <ul style="list-style-type: none"> <li>I can sing in tune within a limited pitch range (m sl, drm)</li> <li>I can recognise, name and sing solfa pitches mi and so</li> <li>I can demonstrate different ways of producing sounds with my voice</li> </ul>	<p><u>Y3</u></p> <ul style="list-style-type: none"> <li>I can sing within a limited scale (m sl, drm) with clear diction, accurate tuning, control of breathing and appropriate tone.</li> <li>I can recognise, name and sing solfa pitches mi so la</li> <li>I can sing confidently, maintaining an appropriate pulse.</li> </ul> <p><u>Y4</u></p> <ul style="list-style-type: none"> <li>I can sing within a pentatonic scale with clear diction, accurate tuning, control of breathing and appropriate tone.</li> <li>I can recognise, name and sing solfa pitches within the do pentatonic scale</li> <li>I can sing confidently and fluently, maintaining an appropriate pulse.</li> </ul>	<p><u>Y5</u></p> <ul style="list-style-type: none"> <li>I can sing within major pentatonic scales with clear diction, accurate tuning, control of breathing and appropriate tone.</li> <li>I can recognise, name and sing solfa pitches within the do pentatonic scale, extending with high do</li> </ul> <p><u>Y6</u></p> <ul style="list-style-type: none"> <li>I can sing within major and natural minor pentatonic scales with clear diction, accurate tuning, control of breathing and appropriate tone.</li> <li>I can recognise, name and sing solfa pitches within the extended do pentatonic scale (low so and low la plus high do)</li> </ul>
<b>Rhythm</b>	<ul style="list-style-type: none"> <li>I move in response to rhythms heard played on instruments eg a drum.</li> </ul>	<ul style="list-style-type: none"> <li>I can clap/tap to the pulse of the I am listening to.</li> <li>I can clap/tap to the pulse of the song I am singing.</li> <li>I can interpret the sound of instruments physically, eg tiptoeing to the sound of a xylophone.</li> <li>I imitate the actions of musicians, eg pretend to play the trumpet, piano, guitar.</li> </ul>	<ul style="list-style-type: none"> <li>I can keep a steady beat with actions and body percussion.</li> <li>I can identify if a pattern is following the beat or the rhythm.</li> <li>I can experience and begin to demonstrate songs that have one sound and two sounds in a heartbeat.</li> </ul>	<p><u>Y1</u></p> <ul style="list-style-type: none"> <li>I can identify and name rhythms from known songs (crotchet (ta), tied quavers (ti-ti))</li> <li>I can clap and play rhythm patterns using known symbols</li> </ul> <p><u>Y2</u></p> <ul style="list-style-type: none"> <li>I can identify and name rhythms from known songs (crotchet (ta), tied quavers (ti-ti) and crotchet rest)</li> <li>I can clap and play rhythm patterns using known symbols.</li> <li>I can sight-read ahead 1 beat</li> </ul>	<p><u>Y3</u></p> <ul style="list-style-type: none"> <li>I can identify and name rhythms from known songs (as before plus minim (ta-a) and ties)</li> <li>I can clap and play rhythm patterns using known symbols, showing an ability to sight-read ahead 2 beats</li> </ul> <p><u>Y4</u></p> <ul style="list-style-type: none"> <li>I can identify and name rhythms from known songs (as before plus 4 tied semiquavers (tika-tika))</li> <li>I can clap and play rhythm patterns using known symbols, being able to write them using manipulatives and recording with stick notation</li> </ul>	<p><u>Y5</u></p> <ul style="list-style-type: none"> <li>I can identify and name rhythms from known songs (as before plus quaver/semiquaver pair (ti-tika) and semiquaver pair/quaver (tika-ti))</li> </ul> <p><u>Y6</u></p> <ul style="list-style-type: none"> <li>I can identify and name rhythms from known songs (as before plus syncopation (ti ta ti), dotted quaver &amp; semi-quaver pairs (tam-ti and ti-tam))</li> </ul>
<b>Performing</b>	<ul style="list-style-type: none"> <li>I experiment with ways of playing instruments, eg volume (dynamics), speed (tempo), character of sounds such as tapping a tambourine/shaking a tambourine (timbre).</li> <li>I show control in holding and playing instruments, eg use a guiro by holding the guiro in one hand and scraping it using the other hand with a beater.</li> </ul>	<ul style="list-style-type: none"> <li>I add sound effects to stories using instruments.</li> <li>I can lead or follow other children in their music making, ie being a conductor.</li> <li>I listen and respond to others in pair/group music making.</li> <li>I can operate equipment such as CD players, MP3 players, handheld devices, keyboards.</li> <li>I play instruments with control to play loud/quiet, (dynamics), fast/slow (tempo).</li> <li>I can hold and play instruments to produce a musical sound</li> </ul>	<ul style="list-style-type: none"> <li>I can hold and play a range of instruments.</li> <li>I can perform songs, rhymes, poems and stories with others.</li> <li>I can move in time with music.</li> <li>I can follow simple instructions to start and stop together.</li> <li>I can find and record sounds using recording devices.</li> <li>I can play instruments (including imaginary ones such as air guitar) to match the structure of the music</li> </ul>	<p><u>Y1</u></p> <ul style="list-style-type: none"> <li>I can perform with a good sense of pulse</li> <li>Join in and stop as appropriate, responding to voice commands.</li> <li>Follow simple performance directions for dynamics and tempo, demonstrating understanding of these through movement, singing and playing</li> </ul> <p><u>Y2</u></p> <ul style="list-style-type: none"> <li>I can join in and stop as appropriate, responding to musical cues.</li> <li>I can follow and lead simple performance directions for dynamics and tempo, demonstrating understanding of these through movement, singing and playing</li> </ul>	<p><u>Y3</u></p> <ul style="list-style-type: none"> <li>I can follow and lead simple performance directions.</li> <li>I can maintain a part in a group when singing in canon or playing an ostinato</li> </ul> <p><u>Y4</u></p> <ul style="list-style-type: none"> <li>I can suggest, follow and lead simple performance directions.</li> <li>I can demonstrate musical quality – e.g. clear starts, ends of pieces / phrases, technical accuracy etc.</li> <li>I can maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple part singing etc.).</li> </ul>	<p><u>Y5</u></p> <ul style="list-style-type: none"> <li>I can maintain a strong sense of pulse when singing and playing.</li> <li>I can demonstrate increasing confidence, expression, skill and level of musicality in performance and rehearsal.</li> <li>I can maintain an independent part in a group when singing or playing.</li> <li>As appropriate, I can follow basic shapes of music (including staff and other notations) through singing and playing short passages of music, using known concepts.</li> </ul> <p><u>Y6</u></p> <ul style="list-style-type: none"> <li>I can maintain a strong sense of pulse and recognise when going out of time.</li> <li>I can demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</li> <li>I can maintain an independent part in a group and in solo contexts when singing or playing.</li> <li>As appropriate, I can follow basic shapes of music (including staff and other notations) through singing and playing short passages of music when working as a musician.</li> <li>I can accept and act on direction given to improve my performance.</li> </ul>

## Music Progression Map

<p><b>Listening</b></p>	<ul style="list-style-type: none"> <li>I can identify specific sounds in the environment eg sounds of cars, running water.</li> <li>I can describe music, eg “scary music, angry music, happy music”.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and match an instrumental sound</li> <li>I can match music to pictures/visual resources.</li> <li>I can describe the sound of instruments eg scratchy sound, soft sound.</li> <li>I can create visual representations, instruments and pieces of music, eg mark making to specific sounds or pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>I can experience, demonstrate and describe SAME and DIFFERENT sounds.</li> <li>I can listen to different types of music.</li> <li>I can say what I think about the music.</li> <li>I can describe changes in music and compare pieces of music.</li> <li>I can accurately anticipate changes in music, eg when music is going to get faster, louder, slower.</li> </ul>	<p><u>Y1</u></p> <ul style="list-style-type: none"> <li>I can comment on and respond appropriately to a variety of live and recorded music.</li> </ul> <p><u>Y2</u></p> <ul style="list-style-type: none"> <li>I can listen with increased concentration to a variety of live and recorded music.</li> <li>I can respond appropriately by making statements and observations about the music and through movement, sound-based and other creative responses.</li> </ul>	<p><u>Y3</u></p> <ul style="list-style-type: none"> <li>I can listen with concentration to a wide variety of live and recorded music.</li> <li>I can respond to listening activities using Harvard Protocol statements (I think, I notice, I wonder). Begin to offer and accept feedback on own and others work.</li> </ul> <p><u>Y4</u></p> <ul style="list-style-type: none"> <li>I can offer comments about own and others’ work and ways to improve; I can accept feedback and suggestions from others.</li> </ul>	<p><u>Y5</u></p> <ul style="list-style-type: none"> <li>I can listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Share opinions about own and others’ music.</li> <li>I can critique own and others’ work, offering specific comments and justifying these.</li> </ul> <p><u>Y6</u></p> <ul style="list-style-type: none"> <li>Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Share opinions about own and others’ music and be willing to justify these.</li> <li>Be perceptive to music and communicate personal thoughts and feelings, through discussion, movement, sound-based and other creative responses such as visual arts.</li> <li>Critique own and others’ work, offering specific comments and justifying these.</li> </ul>
<p><b>Composing</b></p>	<ul style="list-style-type: none"> <li>I play with familiar songs, often piecing together parts of different songs.</li> <li>I create my own patterns in music making.</li> </ul>	<ul style="list-style-type: none"> <li>I create my own songs, often with a real sense of structure, eg a beginning and an end.</li> <li>I join elements of familiar songs with improvised singing.</li> <li>I create sounds in vocal sound games.</li> <li>I change some or all of the words of a song.</li> </ul>	<ul style="list-style-type: none"> <li>I can create my own patterns of sounds using instruments and body sounds.</li> <li>I can repeat my pattern for an audience.</li> </ul>	<p><u>Y1</u></p> <ul style="list-style-type: none"> <li>I can musically demonstrate increased understanding and use of basic musical features when composing</li> <li>I can begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations within a limited pitch range (m sl).</li> </ul> <p><u>Y2</u></p> <ul style="list-style-type: none"> <li>I can musically demonstrate increased understanding and use of basic musical features when composing</li> <li>I can recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations within a limited pitch range (m sl).</li> </ul>	<p><u>Y3</u></p> <ul style="list-style-type: none"> <li>I can begin to use voice, sounds, technology and instruments in creative ways.</li> <li>I can create simple rhythmic patterns, melodies and accompaniments using known concepts.</li> </ul> <p><u>Y4</u></p> <ul style="list-style-type: none"> <li>I can use voice, sounds, technology and instruments in creative ways.</li> <li>I can create simple rhythmic patterns, melodies and accompaniments using known concepts.</li> <li>I can communicate ideas, thoughts and feelings through simple musical demonstration, language, movement and other art forms, giving simple justifications of reasons for responses.</li> <li>I can identify, recognise, respond to and use basic symbols (standard and invented), including rhythms from standard Western notation for known concepts and basic changes in pitch within the pentatonic scale.</li> </ul>	<p><u>Y5</u></p> <ul style="list-style-type: none"> <li>I can use a variety of musical devices, timbres, textures, techniques etc. when creating and making music.</li> <li>I can create music which demonstrates understanding of structure and begin to justify the choices made.</li> <li>I experiment with voice, sounds, technology and instruments in creative ways.</li> </ul> <p><u>Y6</u></p> <ul style="list-style-type: none"> <li>I can use a variety of musical devices, timbres, textures, techniques etc. when creating and making music.</li> <li>I can create music which demonstrates understanding of structure and discuss the choices made.</li> <li>I experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques.</li> </ul>