

Athersley South Primary School

Progression Ladder for Music



Music Progression	Singing songs with control and using the voice expressively	Listening, memory and movement	Controlling pulse and rhythm	Exploring sounds, melody and accompaniment	Control of instruments	Composition	Reading and writing notation	Performance skills, evaluating and appraising
Foundation Stage	Sing with an awareness of other performers	Repeat patterns of sounds	Accompany a chant or song.	Make sounds using classroom instruments.	Play untuned instruments.	Make sounds using classroom instruments.	Create long and short sounds	Perform while showing an awareness of others.
Year 1	Sing a melody accurately at their own pitch.	Responds physically when performing music.	Accompany a chant song by clapping the rhythm	Identify and name classroom instruments.	Play untuned instruments with control.	Contribute to the creation of a class contribution.	Create long and short sounds using classroom instruments.	Perform and be part of an audience.
Year 2	Recognise phrase length and know when to breathe.	Respond physically when composing music.	Identify long and short sounds in music.	Create and choose sounds in response to a given stimulus.	Create sound effects.	Create and choose sounds in response to a given stimulus.	Play and sing a notated phrase.	Recognise the need for performance and audiences.
End of Key Stage One	Follow pitch movements with their hands and use high low and middle voices.	Respond physically when appraising music, identify well-defined musical features.	Accompanying a chant or song by clapping the pulse.	Change sounds to reflect different stimuli.	Identify different groups of instruments.	Change sounds to reflect different stimuli.	Play and sing a phrase from dot notation.	Perform together and follow instructions that combine the musical element.
Year 3	Sing with awareness of pulse and rhythm.	Explore and choose different movements to describe.	Perform a repeated pattern to use a steady pulse.	Explore and perform different types of accompaniment.	Select instruments to describe visual images.	Create music that describes contrasting moods/emotions.	Make their own symbols for notation	Explore the way that performers are a musical resource.
Year 4	Understand how mouth shapes can affect voice sounds	Demonstrate the ability to recognise the use of structure and expressive elements through dance.	Identify and recall rhythmic and melodic patterns.	Explore different melodic patterns	Identify melodic phrases.	Create an accompaniment to a known song.	Make their own symbols for notation as part of a class score.	Recognise how music can reflect different intentions
Year 5	Sing songs with increasing control of breathing, posture and sound projection.	Internalise short melodies and play these on pitched percussion (by ear).	Improvise rhythm patterns.	Comment on how sounds are used to create different moods.	Identify melodic phrases and play them by ear.	Identify different starting points for composing music.	Sing songs using notation of their own.	Present performances effectively.
Year 6	Sing a round two parts and identify the melodic phrases and how they fit together.	Listen to longer pieces of music and identify features.	Perform an independent part keeping to a steady beat	Select different melodic patterns.	Create different effects using combinations of pitched sounds.	Explore, select and combine a variety of different sounds to compose a soundscape	Sing songs using staff notation.	Show an awareness of audiences, venue and occasion.

End of Key Stage Two	Begin to have an awareness of improvisation with the voice.	Identify different moods and textures.	Subdivide the pulse while keeping to a steady beat.	Recognise and explore different combinations of pitch sounds.	Use ICT to change and manipulate sounds.	Use a range of stimuli and develop musical ideas into a completed composition.	Sing and perform using instruments using staff notations as support.	<p>Improve their work through analysis evaluation and comparison. Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment.</p> <p>Plan and perform a movement sequence showing contrasts in speed/level and direction,</p> <p>Apply basic compositional ideas to create dance phrases with a partner and in a small group.</p>
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