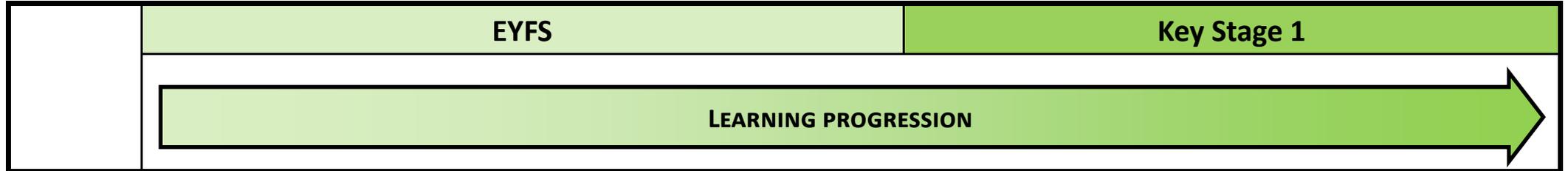


Music - Curriculum Progression



Listen and Appraise	(0-3) I can use gestures like waving and pointing to communicate. (C&L)	(4-5) I can listen carefully to rhymes and songs, paying attention to how they sound. (C&L)	I can start to recognise very simple styles of music.	I can recognise and identify simple styles of music.
	(0-3) I can respond emotionally and physically to music when it changes (EAD)	(4-5) I can combine different movements with ease and fluency. (PD)	I can identify different sounds in the music. E.g. instrument families – wind, string, percussion, brass.	I can start to identify instruments in the music. E.g. drums, cymbal...
	(0-3) I can clap and stamp to music. (PD)	(4-5) I can listen attentively, move to and talk about music, expressing their feelings and responses. (EAD)	I can find the pulse of a piece of music by marching, clapping and tapping knees.	I can use body percussion to find the pulse of the music.
	(2-3) I can start to say how I am feeling using words as well as actions. (C&L)	(ELG) I can listen attentively and respond to what I hear with questions, comments and actions ...(C&L)	I can talk about the pulse, rhythm and pitch of a piece of music.	I can use musical language to describe the music I am listening to. (pulse, rhythm, pitch, dynamics, tempo)
	(2-3) I can move and dance to music .(EAD)			
	(3-4) I can use large-muscle movements to wave flags and streamers, paint and make marks. (PD)		I can share my opinion about a piece of music.	I can share my opinion and give reasons for my opinion.
	(3-4) I can respond to what I have heard, expressing my thoughts and feelings (EAD)			

Music - Curriculum Progression

		EYFS	Key Stage 1	
				
Inter-related Dimensions	<p>(0-3) I can use gestures like waving and pointing to communicate. (C&L)</p> <p>(0-3) I can respond emotionally and physically to music when it changes (EAD)</p> <p>(0-3) Clap and stamp to music. (PD)</p>	<p>(4-5) I can listen carefully to rhymes and songs, paying attention to how they sound. (C&L)</p>	<p>I can begin to demonstrate how the pulse and rhythm work together.</p>	<p>I can identify the pulse, rhythm and pitch of a piece of music.</p>
	<p>(2-3) I can use intonation, pitch and changing volume when talking. (C&L)</p> <p>(2-3) I can move and dance to music. (EAD)</p>	<p>(4-5) I can listen attentively, move to and talk about music, expressing their feelings and responses. (EAD)</p>	<p>I can clap the rhythm of my name.</p>	<p>I can clap the rhythm of words.</p>
	<p>(3-4) I can sing the pitch of a tone sung by another person ('pitch match'). (EAD)</p>	<p>(ELG) I can listen attentively and respond to what I hear with questions, comments and actions ... (C&L)</p>	<p>I can show an understanding of how pitch, pulse and rhythm are used in a piece of music.</p>	<p>I can show an understanding of how dynamics, tempo and pitch work together in a piece of music.</p>
	<p>(3-4) I can respond to what I have heard, expressing my thoughts and feelings (EAD)</p>	<p>(ELG) I can participate in group, class and 1:1 discussions offering my own ideas using recently introduced vocabulary. (C&L)</p>		

Music - Curriculum Progression

		EYFS	Key Stage 1	
				
Use voices	(0-3) I can copy what adults do, taking 'turns' in conversations and activities. I can try to copy adult speech and lip movements. (C&L)	(4-5) I can learn rhymes, poems and songs. (C&L)	I can work together as part of a group.	I can sing as part of a group.
	(0-3) I enjoy and take part in action songs such as Twinkle, Twinkle Little Star. (EAD)	(4-5) I can sing in a group or on my own, increasingly matching the pitch and following the melody. (EAD)	I can begin to sing alone.	I can sing alone.
	(0-3) I join in with some songs and rhymes, making some sounds. (EAD)	(4-5) I can explore and engage in music making and dance, performing solo or in groups. (EAD)	I can warm up my voice.	I can warm up my voice.
	(3-4) I remember and sing entire songs. (EAD)	(ELG) I can sing a range of well-known nursery rhymes and songs. (EAD)	I can sit up/ stand up straight when I sing.	I can sing with a good sense of the pulse.
	(3-4) I can sing the melodic shape (moving melody such as up and down, down and up) of a familiar song. (EAD)	(ELG) I can perform songs, rhymes, poems, storied with others, and (when appropriate) try to move in time with the music. (EAD)		I can sing in time with a group. (start and stop at the correct time)
	(3-4) I can sing the pitch of a tone sung by another person ('pitch match').			I can begin to think about the words in a song and how they work in the piece of music.

Music - Curriculum Progression

		EYFS	Key Stage 1	
				
Playing Instruments	(0-3) I can develop manipulation and control. (PD)	(4-5) I can explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD)	I can begin to play a classroom instrument.	I can continue to learn to play together in a group/ensemble.
	(2-3) I can explore a range of sound-makers and instruments and play them in different ways. (EAD)	(4-5) I can explore and engage in music making and dance, performing solo or in groups. (EAD)	I can join in and stop at the right times.	I can confidently join and stop at appropriate times.
	(3-4) I can play instruments with increasing control to express my thoughts and feelings. (EAD)	(ELG) I can perform songs, rhymes, poems, stories with others, and (when appropriate) try to move in time with the music. (EAD)	I can respond to simple musical cues (starting/stopping).	I can confidently follow a leader/conductor.
			I can begin to follow a leader/conductor.	I can play different parts, according to my ability.
			I can look after my instrument.	I can continue to play my instrument correctly.
			I can begin to play different notes.	I can treat my instrument with respect.

Music - Curriculum Progression

		EYFS	Key Stage 1	
				
Improvisation	(0-3) I can use gestures like waving and pointing to communicate. (C&L)	(4-5) I can explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD)	I can explore and create very simple sounds with my voice or an instrument.	I can explore and create simple sounds with my voice or an instrument.
	(3-4) I can use large-muscle movements to wave flags and streamers, paint and make marks. (PD)	(4-5) I can return to and build on my previous learning, refining ideas and developing my ability to represent them. (EAD)	I can make my own tune/rhythm using 1 note.	I can improvise my own tune/rhythm using up to 2 notes.
	(3-4) I can create my own songs or improvise a song around one I know. (EAD)	(ELG) I can perform songs, rhymes, poems, storied with others, and (when appropriate) try to move in time with the music. (EAD)	I can improvise a very simple pattern.	I can improvise a simple pattern using an instrument or my voice.
			I can create my own simple rhythmic pattern.	I can create my own simple rhythmic pattern with confidence.
			I can perform my own rhythms and melodies.	I can perform my own rhythms and melodies.

Music - Curriculum Progression

EYFS		Key Stage 1		
				
Composition	(0-3) I can use gestures like waving and pointing to communicate. (C&L)	(4-5) I can explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD)	I can create a very simple melody in a group.	I can create my own simple melodies (usually within a group)
	(3-4) I can use large-muscle movements to wave flags and streamers, paint and make marks. (PD)	(4-5) I can return to and build on my previous learning, refining ideas and developing my ability to represent them. (EAD)	I can make my own composition using 1 or 2 notes.	I can make my own composition using 1, 2 or 3 notes.
	(3-4) I can create my own songs or improvise a song around one I know. (EAD)	(4-5) I can create collaboratively, sharing ideas, resources and skills. (EAD)	I can record the composition in any way appropriate. (notated/graphic/pictorial/video)	I can understand the difference between composition and improvisation.
		(ELG) I can perform songs, rhymes, poems, storied with others, and (when appropriate) try to move in time with the music. (EAD)	I can demonstrate an understanding of using pitch and dynamics.	I can record the composition in any way appropriate. (notated/graphic/pictorial/video)
				I can demonstrate an understanding of using pitch, dynamics and pitch.

Key Stage 2

LEARNING PROGRESSION

Listen and Appraise

I can recognise/identify styles and instruments used in: RnB, reggae, pop, film/classical and disco.

I can recognise/identify styles and instruments used in: pop, film/classical, rap, soul/gospel.

I can find a steady beat within the music and express the importance of a pulse within a piece of music.

I can find a steady beat within the music and express the importance of a pulse within a piece of music.

I can recognise the sounds of the musical instruments used within a piece of music.

I can continue to recognise the sounds of the musical instruments used within a piece of music.

I can identify the simple structure of a piece of music.

I can continue to identify the simple structure of a piece of music.

I can use the correct musical language and use this to help me describe how the music makes me feel.

I can more consistently use the correct musical language and use this to help me describe how the music makes me feel.

I can place a piece of music in a timeline of different genres and composers.

I can place a piece of music in a timeline of different genres and composers.

I can continue to deepen my understanding of the inter-related dimensions of music: beat, rhythm, pitch, texture, tempo, dynamics and structure.

I can continue to deepen my understanding of the inter-related dimensions of music: beat, rhythm, pitch, texture, tempo, dynamics, timbre and structure.

Music - Curriculum Progression

Key Stage 2

LEARNING PROGRESSION

Inter-related Dimensions

I can find and internalise the pulse on my own/with support with more confidence.

I can find the pulse and stay in time.

I can demonstrate, more confidently, how pulse, rhythm and pitch work together.

I can demonstrate a fast and slow pulse.

I can clap/Play simple rhythms and copy one or two note pitches with more confidence.

I can clap/Play simple rhythms and copy one or two note pitches with more confidence.

I can create my own rhythm.

I can create my own rhythm and lead others, if asked.

I can explain, with more confidence, how pitch, rhythm, pulse, dynamics and tempo work together in a piece of music.

I can explain, with more confidence, how pitch, rhythm, pulse, dynamics and tempo work together in a piece of music.

Music - Curriculum Progression

Key Stage 2

LEARNING PROGRESSION

Use voices

I can work as part of a group and develop confidence to sing alone.

I can sing as part of a group or alone, with confidence.

I can explain why warming up my voice is important.

I can show good technique when preparing to sing.

I can project the meaning of a song.

I can perform a song stylistically and as musically as I can.

I can sing in time with a group (pay attention to the pulse).

I can sing different parts of a song.

I can follow a leader/conductor.

I can follow a leader/conductor with confidence.

Music - Curriculum Progression

Key Stage 2

LEARNING PROGRESSION

Playing Instruments

I can play a classroom instrument, as part of a group, with more knowledge and confidence.

I can play a classroom instrument, as part of a group, with more knowledge, confidence and ease.

I can move between different parts.

I can move between different parts.
(starting to use notation)

I can respond to basic cues from the conductor/leader.

I can respond to cues from the conductor/leader, with confidence.

I can treat my instrument with care and respect.

I can treat my instrument with care and respect.

I can begin to play more confidently as part of an ensemble, by ear.

I can play more confidently as part of an ensemble, by ear.

Music - Curriculum Progression

Key Stage 2

LEARNING PROGRESSION

Improvisation

I can continue to explore and create simple musical sounds, with voices and instruments, within the context of songs being learnt.

I can confidently explore and create simple musical sounds, with voices and instruments, within the context of songs being learnt.

I can improvise with some confidence.

I can improvise more confidently.

I can begin to create my own rhythmic patterns, that lead to melodies in a group or solo situation.

I can create my own rhythmic patterns, that lead to melodies in a group or solo situation.

I can perform my improvisations on my own or within a group.

I can perform my improvisations on my own or within a group.

Music - Curriculum Progression

Key Stage 2

LEARNING PROGRESSION

Composition

I can continue to create my own slightly more complex melodies.

I can create my own more complex melodies.

I can compose using three or more notes.

I can compose using more than three notes.

I can record my composition in a way I choose.

I can record my composition in more than one way.

I can demonstrate an understanding of the inter-related dimensions of music.

I can demonstrate an understanding of the inter-related dimensions of music.