





Music Progression Document Nursery to Year 4

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4
	I can listen with	I can understand how	I can demonstrate	I can demonstrate	I can demonstrate	I can demonstrate
	increased attention	to listen carefully and	an understanding	an understanding	an understanding	an understanding
	to sounds.	why listening is	and appropriate	and appropriate	and appropriate	and appropriate
		important	use of musical	use of musical	use of musical	use of musical
			language (including	language (including	language (including	language (including
			basic musical	basic musical	musical elements),	musical elements),
			elements), from	elements), from	from both prior	from both prior
			both prior and new	both prior and new	and new learning.	and new learning.
			learning.	learning.		
v	I can respond to	I can listen	I can demonstrate	I can demonstrate	I can identify and	I can identify and
lusi	what I have heard,	attentively, move to	a basic	a basic	describe feelings as	describe a variety
	expressing my	and talk about music,	understanding of	understanding of	they relate to	of contrasting
g tc	thoughts and	expressing their	how feelings can	how feelings can	music.	feelings as they
din	feelings	feelings and	connect with/relate	connect with/relate		relate to music.
nou		responses.	to music.	to music.		
Listening and Responding to Music						
<u> </u>		I can listen carefully	I can demonstrate	I can demonstrate	I can demonstrate	I can demonstrate
an		to rhymes and songs,	some basic	some basic	an understanding	an understanding
ling ling		paying attention to	understanding of	understanding of	of the musical style	of the musical style
ter		how they sound.	musical style.	musical style.	and a broader	and a broader
Lis					understanding of the cultural and	understanding of the cultural and
					historical	historical
					connections to the	connections to the
					music.	music.
		I can make			music.	music.
		comments about				
		what I have heard				
		and ask questions to				
		clarify my				
		understanding. (ELG)				
		and and an				

I can participate in	
small group, class	
and one-to-one	
discussions, offering	
my own ideas, using	
recently introduced	
vocabulary. (ELG)	

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al Elements	a	Increasing be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Listen attentively, move to and talk about music, expressing their feelings and responses	Watch, follow, feel and move to a steady beat with others.	Watch and follow a steady beat.	Recognise and move in time with the beat.	Recognise and move in time with a steady beat.
Musical	Pulse/Beat/Metre		Combine different movements with ease and fluency	Find and enjoy moving to music in different ways.	Find a steady beat.	Play the steady beat on percussion instruments.	Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4.

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	,	Explore and	Respond to the	Recognise the	Recognise the	Respond to the
		engage in music	pulse in	time signature 4/4	'strong' beat.	'offbeat' or
		making and	recorded/live	by ear and		'backbeat'.
		dance, performing	music through	notation.		
		solo or in groups	movement and			
			dance.			
		Perform songs,		Understand that	Play in time with a	
		rhymes, poems		the speed of the	steady beat in 2/4,	
		and stories with		beat can change,	4/4 and 3/4	
		others, and (when		creating a faster		
		appropriate) try to		or slower pace		
		move in time with		(tempo).		
		music				
	Increasing be able	Listen carefully to	Recognise and	Recognise long	Recognise by ear	Recognise by ear
	to use and	rhymes and songs,	clap long sounds,	and short sounds,	and notation:	and notation: •
	remember	paying attention	short sounds and	and match them	minims, crotchets,	Semibreves,
	sequences and	to how they	simple	to syllables and	quavers and their	minims, crotchets,
	patterns of	sound.	combinations.	movement.	rests.	quavers and
	movements which					semiquavers •
	are related to					Dotted minims
	music and rhythm.					and dotted
			- ·			crotchets
		Learn rhymes	Perform short,	Play copy back	Copy simple	Copy simple
		poems and songs	copycat rhythm	rhythms, copying	rhythm patterns	rhythm patterns
			patterns	a leader, and	created from	created from
			accurately, led by	invent rhythms for	minims, crotchets,	semibreves,
			the teacher.	others to copy on untuned and	quavers and their	minims, crotchets,
۶					rests.	quavers and rests.
Rhythm		Sing a range of	Perform short,	tuned percussion. Create rhythms	Create simple	Create rhythm
Rh,		well-known	<u>-</u>	1	•	-
		well-Kliowii	repeating rhythm	using word	rhythm patterns	patterns by ear

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		nursery rhymes	patterns (ostinati	phrases as a	by ear and using	and using simple
		and songs (ELG)	and riffs) while	starting point.	simple notation	notation, which
			keeping in time		from minims,	use semibreves,
			with a steady		crotchets, quavers	minims, crotchets
			beat.		and their rests.	and quavers.
			Perform word-		Alternate	Understand and
			pattern chants;		between a steady	explain the
			create, retain and		beat and rhythm.	difference
			perform your own			between beat and
			rhythm patterns.			rhythm.
						Recall the most
						memorable
						rhythms in a song
						or piece of music.
	Sing the pitch of a	Listen carefully to	Recognise, sing	Identify the high	Show the shape of	Identify and
	tone sung by	rhymes and songs,	and play high and	notes and low	a melody as rising	explain what a
	another person	paying attention	low-pitched notes.	notes in a melody.	and falling in	melody is.
	(pitch match).	to how they			pitch.	
		sound.				
	Sing the melodic	Sing in a group or	Explore singing	Join in with part of	Learn to sing a	Learn to sing and
	shape (moving	on their own,	and playing C, D,	a melody.	melody by ear or	follow a melody
	melody such as up	increasingly	and E from the C		from notation.	by ear and from
	and down, down	matching the	major scale.			notation.
	and up) of familiar	pitch and				
	songs.	following the				
<del>&gt;</del>		melody.				
Pitch (Melody)			Evaloro singing	Pohoarco and play	Learn to rehearse	Understand
Μe			Explore singing and playing F, G,	Rehearse and play a simple		melodic
, H			and playing F, G, and A from the F	instrumental	and play a melodic	
Pitc				mstrumentai	instrumental part	movement up and
			major scale.			down as pitch.

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			melody as a part	by ear or from	
			to go with a song.	notation.	
			Identify the	Identify the	Learn to play one
			names of the	names of the	or more of four
			notes on a	pitched notes on a	differentiated
			glockenspiel: C, D,	stave: C, D, E, F,	melodic
			E, F, G, A, B, C.	F♯, G, A, B, B♭, C.	instrumental
					parts, by ear and
					from notation.
			Use body	Identify the scales	Identify the
			percussion,	of: C major G	names of the
			untuned and	major F major	pitched notes on a
			tuned percussion		stave: C, D, E, Eb,
			instruments with		F♯, G, A, B, B♭, C,
			a song, and listen		C♯, D.
			to how the sounds		
			blend together.		
			Identify and play	Identify if a scale	Identify the
			by ear or notation	is major or minor.	following scales by
			notes in the		ear or from
			tonality of C major		notation: C major,
					F major, G major,
					A minor.
				Copy simple	Copy simple
				melodies by ear or	melodies by ear or
				from reading	from reading
				notation.	notation.
				Create melodies	Create melodies
				by ear and notate	by ear and notate
				them.	them.
				Explore and play	Identify and talk
				by ear or from	about the way

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					notation: • Five-	vocals are used in
					note scale •	a song.
					Pentatonic scale	
						Identify and
						explain: •
						Harmony: two or
						more notes heard
						at the same time •
						Second part: a
						second musical
						part, usually a
						melodic line, that
						creates harmony.
						Explore chords I,
						IV and V in
						instrumental
						accompaniments.
						Explore intervals
						of 3rd, 5th and
						octaves.
						Identify the
						following tonal
						centres by ear or
						from notation: C
						major, F major, G
						major, A minor.
						Identify and
						demonstrate a
						major and minor
						scale.
۵ ۵		Listen carefully to	Recognise the	Recognise the	Recognise the	Recognise the
Te mp		rhymes and songs,	difference	difference	difference	difference

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		paying attention	between the	between the	between the	between the
		to how they	speed of a steady	speed of a steady	speed of a steady	speed of a steady
		sound.	beat, a fast beat	beat, a fast beat	beat, a fast beat	beat, a fast beat
			and a slow beat.	and a slow beat.	and a slow beat.	and a slow beat.
				Change the speed	Change the speed	Change the speed
				of a steady beat,	of a steady beat,	of a steady beat
				moving from fast	moving from fast	moving from fast
				to slow, slow to	to slow, slow to	to slow, slow to
				fast.	fast.	fast.
				Understand that	Control the speed	Control the speed
				the speed of the	of a steady beat,	of a steady beat,
				beat can change,	getting faster and	getting faster and
				creating a faster	getting slower	getting slower.
				or slower pace.		
						Direct the class in
						controlling the
						speed of a steady
						beat in a class
						performance.
		Listen carefully to	Talk about loud	Identify loud and	Listen out and	Identify gradation
		rhymes and songs,	sounds and quiet	quiet sections of	respond to forte	of dynamics and
		paying attention	sounds, and give	music, and discuss	(loud) sections of	use the correct
		to how they	some examples.	what makes the	music.	vocabulary to
		sound.		music loud or		describe
				quiet.		crescendo and
						diminuendo
				Understand the	Identify	
				meaning of loud	instruments	
S				and quiet (forte	playing loud	
				and piano).	dynamics when	
Dynamics					listening to the	
Ď					music.	

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					Use dynamics to	
					help communicate	
					the meaning of a	
					song.	
		Listen carefully to	Identify different	Know the	Choose particular	Explain tone
		rhymes and songs,	sounds in the	difference	instruments for	colour: the
		paying attention	environment,	between a	rehearsal and	instruments or
		to how they	indoors and	speaking voice	performing.	voices heard that
		sound.	outside.	and a singing		can be recognised
				voice.		by their unique
			Idontify the	Idoutify fut and	International and the second	qualities.
			Identify the sounds of the	Identify friends from the sound of	Identify the sound of different tuned	Recognise the
			instruments	their voices.	and untuned	following groups of instruments: a
				their voices.	percussion	marching band
			played in school.		instruments.	and a symphony
					instruments.	orchestra and its
						separate families:
						woodwind, brass,
						percussion and
						strings.
			Identify some of			Identify the
			the sounds of the			following
			instruments heard			instruments by
			when listening to			ear and through a
			music.			range of media:
						banjo, acoustic
						guitar, tuned and
						untuned
<u> </u>						percussion, steel
Timbre						pans, clarinet,
						trombone,

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						trumpet, piano, keyboard, bass drums, tuba, piccolo, bass guitar, synthesiser and electric guitar.  Recognise the difference between the sound of high and low voices.  Understand the importance of the
						vocal warm-up and its impact on the tone of the voice.
	Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs.	Sing in a group or on their own, increasingly matching the pitch and following the melody	Sing together.	Understand that singing and playing together creates a musical texture.	Understand that singing and playing together creates a musical texture.	Identify and explain texture: the number of voices or instruments playing and the richness of the sound they create.
Texture			Listen out for combinations of instruments together.	Add body percussion accompaniments.	Add body percussion accompaniments.	Identify high and low solo voices and backing vocals, and talk about the

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						different textures
						they create in the
						music.
					Listen to the	Understand and
					accompaniment	demonstrate the
					to a song.	effect that
						repeated rhythmic
						or melodic
						patterns (as
						riffs/ostinati) have
						on the texture of
						a piece of music.
					Identify large	Explain the term
					numbers of	'unison' and the
					people playing	difference
					and singing.	between unison
						and solo.
					Listen out for solo	
					players.	
					 	1
	Increasingly be	Explore and	Add movement to	Join in with a	Show the	Identify and
	able to use and	engage in music	key sections of a	repeated section	different sections	explain the
	remember	making and	song.	of a song: the	of a song	following
	sequences and	dance, performing		chorus, the	structure or piece	structural terms:
_	patterns of	solo or in groups		response.	of music through	verse, chorus,
rm)	movements which				actions.	bridge, repeat
Po_	are related to					signs, chorus and
ē	music and rhythm					final chorus,
ctu						improvisation, call
Structure (Form)						and response, and
 S						AB form within

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					musical structures.
Play instruments with increasing control to express their feelings and ideas.	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music	Understand when to sing in a verse and a chorus.	Join in with the main tune when it is repeated.		Identify the instrumental break and its purpose in a song.
					Recognise phrases and repeated sections.
					Discuss the purpose of a bridge section.

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Composition and Improvisation	I can create my	I can explore and	I can demonstrate	I can demonstrate	I can make an	I can make an
	own songs or	engage in music	an understanding	an understanding	informed decision	informed decision
	improvise a song	making and	of the basic	of the basic	as to which notes	as to which notes
	around one I	dance,	concepts of	concepts of	to use when	to use when
	know.	performing solo	improvisation and	improvisation and	composing and	composing and
		or in groups	composition.	composition.	improvising with	improvising with
					the song.	the song.
					I can create a four	I can create a four
					or six-bar melody	or six-bar melody
					according to the	according to the
					instructions given	instructions given
					for the Music	for the Music
					Notepad	Notepad
					composition task.	composition task.
					2b: When playing	When playing
					instrumental	instrumental
					parts with the	parts with the
					song, I can follow	song, I can follow
					the instrumental	the instrumental
					part on the	part on the
					screen, playing by	screen, playing by
					ear or with the	ear or with the
					notation	notation provided
					provided.	

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	I can remember	I can combine	2a: I can	2a: I can	2a: I can	2a: I can
	and sing entire	different	demonstrate an	demonstrate an	demonstrate an	demonstrate an
	songs.	movements with	awareness of	awareness of	awareness of	awareness of
		ease and fluency	pulse/beat when	pulse/beat when	pulse/beat when	pulse/beat when
			listening, moving to	listening, moving to	listening, moving to	listening, moving to
			and performing	and performing	and performing	and performing
			music.	music.	music.	music.
	I can play	I can explore and	I can demonstrate	2c: I can	3b: I can	3b: I can
	instruments with	engage in music	a basic	demonstrate a	demonstrate an	demonstrate an
Performance Awareness and Skills	increasing control	making and dance,	understanding of	basic	understanding of	understanding of
	to express their	performing solo or	the importance of	understanding of	the importance of	the importance of
pu	feelings and ideas.	in groups	posture and	the importance of	posture, diction	posture, diction
SS			technique when	posture and	and technique	and technique
lue			performing.	technique when	when performing.	when performing.
'are		_		performing.		
¥		I can perform	I can introduce my			
Ce		songs, rhymes,	performance (s)	performance (s)	performance with	performance with
nar		poems and stories			context and	context and
- Por		with others, and			understanding of	understanding of
Perl		(when appropriate)			the song and the	the song and the
		try to move in time			learning process	learning process
		with music (ELG)				
		Lagra makuma ka anad				
		I can return to and build on their				
		previous learning,				
		refining ideas and				
		developing their				
		ability to represent				
		them.				
		Circiii.				