



# Music Year Group Progression Document



Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>End of year targets</b>						
<p>Reception children should:</p> <p><b>PERFORM</b> perform a steady beat, following a count in on a range of percussion instruments, both solo and as part of a group. I can stop and restart when directed.</p> <p><b>LISTEN</b> listen to a piece of music and move in a way which reflects the fast, slow, calm, happy music as appropriate. I can change my movement as appropriate as the music changes.</p> <p><b>EVALUATE</b> listen to, begin to understand and repeat a rhythm which is clapped or drummed to me.</p> <p><b>CREATE &amp; COMPOSE</b> draw symbols to reflect what is happening within a story. I can follow these symbols to produce a soundtrack to accompany the story.</p>	<p>Year 1 children should:</p> <p><b>PERFORM</b> perform a basic 1 bar rhythm, following a count in, sticking to a steady beat both independently and as a group to an audience. (Solo and Ensemble work).</p> <p><b>LISTEN</b> identify the changes in rhythm in a piece of music.</p> <p><b>EVALUATE</b> affect my performance of a beat to keep in time with the performances around me within an ensemble.</p> <p><b>CREATE &amp; COMPOSE</b> put different notes in order to create a new rhythm of 4 beats.</p> <p><b>SING</b> I can use my voice expressively and</p>	<p>Year 2 children should:</p> <p><b>PERFORM</b> perform a basic 2 bar rhythm, counting myself in, sticking with a steady given pulse.</p> <p><b>LISTEN</b> begin to identify the changes in dynamics in a piece of music.</p> <p><b>EVALUATE</b> affect my performance of a 1 bar rhythm to keep in time with the performances around me within an ensemble.</p> <p><b>CREATE &amp; COMPOSE</b> arrange notes in an order to create a new 2 bar rhythm. I can begin to incorporate pitched percussion.</p> <p><b>SING</b> use my voice expressively to sing songs, speak chants and</p>	<p>Year 3 children should:</p> <p><b>PERFORM</b> perform a basic melody, following a count in, sticking to a steady beat both independently and as a group to an audience. (Solo and Ensemble work).</p> <p><b>LISTEN</b> identify by ear the general area (low, medium, high) on a piano keyboard that notes are played.</p> <p><b>EVALUATE</b> affect my performance of a simple 2 bar melody to keep in time with the performances around me within an ensemble. I can start to affect my technique to give a clearer sound on a pitched instrument.</p> <p><b>CREATE &amp; COMPOSE</b> I can write my own 4 bar sequence of simple rhythms using TOM, JOJO, GREAT BIG WHOLE NOTE and REST. I can perform this in an ensemble.</p>	<p>Year 4 children should:</p> <p><b>PERFORM</b> perform a 2 bar melody, counting myself in, sticking to a steady beat both independently and as a group to an audience. (Solo and Ensemble work) with a backing track</p> <p><b>LISTEN</b> confidently identify the changing directions of pitches and describe which is higher or lower of any two chosen notes.</p> <p><b>EVALUATE</b> affect my performance of a 4 bar melody to keep in time with the performances around me within an ensemble. I can start to affect my technique to give a clearer sound on a pitched instrument including an awareness of dynamics.</p> <p><b>CREATE &amp; COMPOSE</b> write my own 8 bar sequence of simple rhythms using TOM, JOJO, GREAT BIG WHOLE NOTE, HALF</p>	<p>Year 5 children should:</p> <p><b>PERFORM</b> perform a 16 bar piece of music, as part of a small ensemble, with a small audience. I have started to play short phrases of music, solo, with a small audience.</p> <p><b>LISTEN</b> listen to a 2 bar tune, using the 5 notes of a major scale and begin to sing it back.</p> <p><b>EVALUATE</b> assess my performance of a whole piece and select from a range of practice ideas, the best way of improving my playing.</p> <p><b>CREATE &amp; COMPOSE</b> improvise 2, 2 bar phrases based on a Pentatonic Minor scale, sequence from one to the other and notate them using appropriate notation, and begin to perform the piece along to a drum track.</p>	<p>Year 6 children should:</p> <p><b>PERFORM</b> perform a range of music, as part of a small ensemble, or on my own, with a small audience, with our without accompaniment.</p> <p><b>LISTEN</b> listen to a 4-8 bar tune, using the 5 notes of a major scale and begin to sing it back. I can notate a simple 2 bar rhythm by ear.</p> <p><b>EVALUATE</b> assess my performance of a whole piece and select from a range of practice ideas, the best way of improving my playing and begin to implement the improvements independently and exercise sound practise methods</p> <p><b>CREATE &amp; COMPOSE</b> improvise a 4 bar phrase based on a Pentatonic Minor scale, sequence from one to the other and notate them using appropriate notation, and</p>

<p><b>SING</b> use my voice confidently to sing songs, and create different sounds, and perform to an audience.</p> <p><b>PLAY</b> un-tuned instruments. I understand the terms TEMPO, DYNAMICS and COUNT IN.</p> <p><b>APPRECIATION</b> talk about and share my feelings on a piece of music. I have listened to, and talked about "Pop and Electronic Music"</p>	<p>creatively to sing songs, speak chants and rhymes.</p> <p><b>PLAY</b> play tuned and un-tuned instruments. I understand the terms DYNAMICS and COUNT IN.</p> <p><b>APPRECIATION</b> talk about and share my feelings on a piece of music.</p>	<p>rhymes to a backing track in a solo context</p> <p><b>PLAY</b> play tuned and un-tuned instruments. I understand the terms TEMPO, PITCH DYNAMICS, COUNT IN and TEXTURE</p> <p><b>APPRECIATION</b> talk about and share my feelings on a piece of music and can begin to differentiate between two styles of popular music</p>	<p><b>SING</b> use my voice to sing songs with different dynamics and use my voice expressively to match the lyrics.</p> <p><b>PLAY</b> play a simple 4 bar melody on a pitched instrument. I can change my technique to get a clear sound from my instrument.</p> <p><b>APPRECIATION</b> name the main 4 families of the orchestra and the main instruments within a modern rock band.</p>	<p>NOTE and REST. I can perform this in an ensemble.</p> <p><b>SING</b> accurately sing the degrees of a simple melody based on the first 5 notes of a major scale.</p> <p><b>PLAY</b> play a simple 4-8 bar melody on a pitched instrument. I can change my technique to get a clear sound from my instrument and incorporate dynamics</p> <p><b>APPRECIATION</b> pick out the instruments played in modern rock/pop</p>	<p><b>SING</b> use my voice to sing songs with different dynamics and use my voice expressively to match the lyrics. I can sing as part of a multi-part ensemble.</p> <p><b>PLAY</b> play a 16 bar piece on a pitched instrument. I play a 4 bar section from memory.</p> <p><b>APPRECIATION</b> map out a songs structure, using terms such as verse, chorus, bridge, middle 8, intro and fade.</p>	<p>perform the piece along to a drum track.</p> <p><b>SING</b> use my voice to sing songs with different dynamics and use my voice expressively to match the lyrics. I can sing as part of a multi-part ensemble. I can sing the degrees of a 1 octave major scale in varying exercises.</p> <p><b>PLAY</b> play a 16 bar piece on a pitched instrument. I can play a 4-8 bar section from memory.</p> <p><b>APPRECIATION</b> describe the birth of Rock and Roll from the African slave trade to the 1950s. I can recognise the sound of The Blues, Big Band Jazz and early Rock n Roll.</p>
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