



Progression Strands for all Year Groups			Expectations	Expectations	Expectations	Expectations	Expectations
			EYFS	KS1	Lower KS2	Upper KS2	Lower KS3
<b>A - Performing Skills</b>	<b>1 - Singing</b>	Technique	Standing to sing	Basic posture with relaxed shoulders for singing Breathing to show phrases	Basic posture with relaxed shoulders for singing Breathing to show phrases	Open mouth, relaxed jaw and clear pronunciation Dynamic range	Facial expressions Even tone across the dynamic range Clear, open vowels
		Range	Higher and lower	A sixth	An octave, mostly by step	An octave with leaps	Beyond an octave
	<b>2 - Instrument</b>	Technique	Holding instrument correctly	(Classroom percussion) Basic posture Dynamic contrast	(Not classroom percussion) Basic posture Clear tone	Dynamic contrasts Articulation contrasts Phrasing	Freedom of movement facilitating technical development Crescendo and diminuendo
		Range	Playing percussion in time to a pulse	Playing a limited range of notes, performing rhythms by ear	First 4 or 5 notes (or 3 chords) Rhythms with two note lengths	About an octave (or 6 chords) Rhythms with at least three note lengths	Beyond an octave in more than one key (or limited melodic range and more than 6 chords) Rhythmic playing with changes in tempo
	<b>3 - Ensemble</b>	Performing In a group	Unison	Unison	Simple additional parts (rounds, ostinati) within a group	Simple additional parts (rounds, ostinati) within a group	Independent simple additional parts (round, ostinati, bass or chord accompaniment)
	<b>B - Composing Skills</b>	<b>1 - Melody</b>	Improvising rhythmic patterns	Respond with sound to a variety of stimuli	Free exploration of rhythm	Improvise a 1-bar rhythm	Improvise an ostinato/riff (for an accompaniment)
Improvising melodic patterns			Imitate melodic patterns	Free exploration of pitch	Improve a 1-bar melodic phrase (3 pitches)	Improvise a melodic phrase (up to 5 pitches) within a structure	Improvise and refine a melodic phrase (e.g. for an intro, bridge and outro for songs)
<b>2 - Harmony</b>		Adding parts or layers	Exploring different sounds	Explore combinations of timbres	Explore combinations of pitches	Explore layering of consonant pitches	Harmonise a melody using chords I, V
		Harmonising melody	Exploring different pitches	Explore combinations of pitches	Explore combinations of timbres	Explore layering of complementary timbres	Improvise independent complementary rhythmic patterns
<b>3 - Expression</b>		Employing musical expression	Explore the difference between instrument sounds	Explore dynamic choices Explore instrument choices	Explore dynamic choices Explore instrument choices	Indicate intended dynamic and timbre choices	Use dynamic and articulation contrasts
<b>C - Aural and Theory (Inter-</b>		<b>1 - Tempo</b>	Pulse	Moving in time to music	Identifying duple time	Identifying duple time Italian terms: andante, allegro, lento	Identifying tempo changes and simple triple time Italian terms: presto, adagio
	<b>2 - Duration</b>	Aural learning	Long or short	Crotchets and rests, quaver pairs, minims and minim rests (4-beat rhythms)	Crotchets and rests, quaver pairs, minims and minim rests, 4 x semiquavers (4-beat rhythms)	Quaver triplets, syncopation	Triplet rhythms, dotted rhythms Different time signatures Tempo changes
		Rhythmic notation	Following teacher direction	Crotchets and rests, quaver pairs, minims and minim rests (4-beat rhythms). Rhythm	Crotchets and rests, quaver pairs, minims and minim rests (4-beat rhythms)	Time signature, bars and bar lines, strong and weak beats "Butterfly" and "grasshopper" rhythms	Dotted rhythms, syncopated rhythms
	<b>3 - Pitch</b>	Aural learning	High and low	High and low	Identifying notes as higher or lower	Identifying diatonic intervals of unison, major 3rd, perfect 5th, octave	Identifying perfect 4ths and minor 3rds
		Pitch notation	Following teacher direction	High and low	3 note melody (hand signs or one-line stave)	First 5 notes of a major scale in relevant clef	All the notes in a clef including at least 1 ledger line, more than one key signature



related dimensions of music)	4 - Dynamics	Italian terms	Loud and soft	loud and soft	Forte and piano	Mezzoforte, mezzopiano, crescendo, diminuendo	Fortissimo, pianissimo	
		Dynamic notation	Following teacher direction	loud and soft	<b>f</b> and <b>p</b>	<b>mf</b> , <b>mp</b> , <b>cresc.</b> , <b>dim.</b> , <b>&lt;</b> and <b>&gt;</b>	<b>ff</b> and <b>pp</b>	
	5 - Timbre	Identifying Instruments	Classroom percussion	Familiar instruments: voice, piano, drums, guitar, tambourine, maracas	Orchestral families	Orchestral instruments, electronic instruments Likely instruments within a given genre	Identifying discrete sounds within an overall mix	
		Descriptive vocabulary	Sounds like...	Sounds like...	Brass, woodwind, percussion, strings, onomatopoeic words	Employing metaphors external to music, such as "bright", "sharp", "piercing", "dark"	Extending metaphorical language using combinations of descriptive words	
	6 - Texture	Aural learning of harmony	Unison singing	Unison singing	Singing rounds	Singing accompanying ostinati	Singing counterpoint, 3rds and 6ths Playing chords I, V	
		Identifying harmony	One or more voices	Unison or harmonised	Identifying melody within a polyphonic texture	Identifying bass line and chords	Major/minor tonality	
		Identifying layers	One or more instruments	Thick or thin	Identifying significant changes in texture: thinner or thicker	Identifying significant changes in texture: thinner or thicker	Monophonic, polyphonic	
	7 - Structure	Form	Identifying repetition	Phrases (breathing points)	Identifying verse and chorus	Simple structure (e.g., intro, verse, chorus)	AABA	
	D - Evaluation	1 - Intention	Identifying how the inter-related dimensions of music contribute to musical intentions	Responding to music through appropriate movement	What is the music about?	Identifying the mood of music	Explaining how one or two dimensions, for example, rhythm and dynamics, help to create the mood of the music	Explaining how at least 3 of the dimensions work together to create the intended mood of the music
		2 - Context	Comparing musical features across genres and traditions	Responding to music through appropriate movement	Respond to different moods in the music	Identifying common features in music across genres and traditions	Identify distinctive features in a range of genres and cultural traditions Consider how venue and occasion affect performance and composition	How music changes over time How music reflects cultural and cross-cultural influences
3 - Improvement		Critical listening leading to identification of strengths and suggesting refinements	Say whether they like it	Identify good features	Improve own work	Suggest improvements for own and others' work	Experiment and reject constructive suggestions with artistic justification	
E - Personal Development	1 - Contribution	Adding value to the cultural life of the community through performance and/or composition	Participating in a musical performance	Perform to an audience	Support other musicians (playing/singing an accompaniment to a soloist)	Support other artists (e.g. create music for a dance/drama performance or exhibition)	Play or create music for a specific purpose or occasion	
	2 - Self-esteem	Appropriate pride in performance and achievement	Perform with class to teacher	Perform with class in a school assembly	Perform in a group to the teacher Perform a solo to the teacher	Perform a solo to the class Perform in a small ensemble to a school assembly	Perform in an ensemble (with more than one part) in a school assembly or public concert	
	3 - Independence	Working alone	Independence	Independence	Following the teacher's guidance Practising at home to improve an aspect of playing/performance	Identifying something to improve in own work to improve at home	Without teacher's guidance, to learn a piece or create own composition	
	4 - Teamwork	Working with others, including leadership	Take turns in ensemble playing/singing	Take turns in ensemble playing/singing	With guidance, work in a group to improve performance or composition	Without teacher's guidance, work in a group to improve performance or composition	To be able to take the lead in a group or respond appropriately to the leadership of others	
	5 - Emotional Literacy	Awareness and communication of emotionals and feelings through music	Demonstrate enjoyment of music	Demonstrate enjoyment of music	Demonstrate awareness that music is intended to make the listener feel an emotion	Demonstrate awareness that music can communicate different and conflicting moods	Develop empathic response to music, noticing the physiological and emotional effect it has when they listen	



<b>F - Cultural Development</b>	<b>1 - World Traditions</b>	Appreciation of music from local, national and international heritages	Singing games and songs	Children's songs and singing games from around the world	Music from UK and other heritages - especially those represented in the school	Traditional music from around the world	Cross-cultural music
	<b>2 - Western Classical</b>	Appreciation of music from the Western Classical tradition	Hearing and responding to Western Classical music	Popular Western Classical pieces and composers	Popular Western Classical pieces and composers	Popular Western Classical pieces and composers	Identifying music from Baroque, Classical, Romantic and Modern periods
	<b>3 - Popular Music</b>	A variety of popular genres including cross-cultural fusions	Pop music from 1950s to present	Pop music from 1950s to present	Identifying genres such as Rock and pop	Identifying a broader range of genres and sub-genres	Appreciation of timeline and technological influences on popular music



Differentiation Statements for each Music Progression Strand Year R Classes			Expectations	ALL	MOST	SOME	Expectations
				Working towards expectations	Meeting expectations	Working beyond expectations	
			EYFS				KS1
<b>A - Performing Skills</b>	<b>1 - Singing</b>	Technique	Standing to sing	All will be able to stand or adopt an appropriate posture specifically for singing	Most will be able to look at the teacher whilst singing	Some will be able to stand with relaxed shoulders and breathe at the correct times	Basic posture with relaxed shoulders for singing Breathing to show phrases
		Range	Higher and lower	All will be able to imitate sounds and leaps of pitch	Most will be able to imitate words, rhythms and sing in tune within a limited range	Some will be able to sing in tune within a range of at least a sixth	A sixth
	<b>2 - Instrument</b>	Technique	Holding instrument correctly	All will be able to hold an instrument to play it	Most will be able to hold a variety of classroom instruments correctly	Some will be able to adopt a good posture for playing instruments and play clearly contrasting dynamics	(Classroom percussion) Basic posture Dynamic contrast
		Range	Playing percussion in time to a pulse	All will be able to play to an internal pulse	Most will be able to play to an external pulse	Some will be able to play simple rhythms by ear	Playing a limited range of notes, performing rhythms by ear
	<b>3 - Ensemble</b>	Performing In a group	Unison	All will be able to stand with others	Most will be able to perform with others	Some will be able to perform confidently if others make mistakes	Unison
	<b>B - Composing Skills</b>	<b>1 - Melody</b>	Improvising rhythmic patterns	Respond with sound to a variety of stimuli	All will be able to sing or play sounds	Most will be able to create an intentional rhythm pattern	Some will be able to create their own rhythms to a given pulse
Improvising melodic patterns			Imitate melodic patterns	All will be able to imitate sounds and leaps of pitch	Most will be able to imitate melodic patterns	Some will be able to invent their own melodic ideas	Free exploration of pitch
<b>2 - Harmony</b>		Adding parts or layers	Exploring different sounds	All will be able to create a single idea using sound	Most will be able to create two different musical ideas	Some will be able to combine 2 different musical ideas	Explore combinations of timbres
		Harmonising melody	Exploring different pitches	All will be able to create a single idea using sound	Most will be able to create two different musical ideas	Some will be able to combine 2 different musical ideas	Explore combinations of pitches
<b>3 - Expression</b>		Employing musical expression	Explore the difference between instrument sounds	All will be able to choose sounds they like	Some will be able to choose sounds for a given purpose	Some will be able to choose sounds and techniques to represent external concepts	Explore dynamic choices Explore instrument choices
<b>1 - Tempo</b>		Pulse	Moving in time to music	All will be able to move in response to a pulse	Most will be able to move in time with a pulse	Some will be able to "conduct" music in time with a pulse	Identifying duple time
	<b>2 - Duration</b>	Aural learning	Long or short	All will be able to learn simple rhythms aurally	Most will be able to imitate simple rhythms aurally after one hearing and identify long and short sounds	Some will be able to identify long and short sounds in more complex rhythms after one hearing	Crotchets and rests, quaver pairs, minims and minim rests (4-beat rhythms)
		Rhythmic notation	Following teacher direction	All will be able to follow visual cues from the teacher for long and short notes	Most will be able to translate simple graphic symbols into long and short sounds	Some will be able to read a series of graphic symbols into a pattern of long and short sounds	Crotchets and rests, quaver pairs, minims and minim rests (4-beat rhythms). Rhythm
<b>3 - Pitch</b>	Aural learning	High and low	All will be able to learn simple sequences aurally	Most will be able to imitate simple sequences aurally after one hearing and identify high and low sounds	Some will be able to identify high and low sounds in more complex sequences after one hearing	High and low	



<b>C - Aural and Theory</b>		Pitch notation	Following teacher direction	All will be able to follow visual cues from the teacher for high and low sounds	Most will be able to translate simple graphic symbols into high and low sounds	Some will be able to read a series of graphic symbols into a pattern of high and low sounds	High and low	
	<b>4 - Dynamics</b>	Italian terms	Loud and soft	All will be able to demonstrate understanding of the words "loud" and "soft"	Most will be able to imitate simple dynamic contrasts and identify loud and soft sounds	Some will be able to identify gradual dynamic changes such as "getting louder" or "getting softer"	loud and soft	
		Dynamic notation	Following teacher direction	All will be able to follow visual cues from the teacher for loud and soft sounds	Most will be able to translate simple graphic symbols into loud and soft sounds	Some will be able to read a series of graphic symbols into a pattern of loud and soft sounds	loud and soft	
	<b>5 - Timbre</b>	Identifying Instruments	Classroom percussion	All will be able to visually/aurally identify common classroom percussion instruments	Most will be able to aurally identify and distinguish between common classroom instruments	Some will be able to aurally identify a wider range of instruments including voice, piano, drums, guitar, tambourine and maracas	Familiar instruments: voice, piano, drums, guitar, tambourine, maracas	
		Descriptive vocabulary	Sounds like...	All will be able to aurally identify a wide range of common sounds	Most will be able to suggest what a given timbre "sounds like" comparing to known sounds	Some will be able to identify what kind of material might be making the sound, such as wood or metal	Sounds like...	
	<b>6 - Texture</b>	Aural learning of harmony	Unison singing	All will be able to make music together	Most will be able to sing in tune with the rest of the group	Some will be able to identify if others are singing out of tune	Unison singing	
		Identifying harmony	One or more voices	All will be able to identify if they can hear only one sound or more than one sound	Most will be able to identify the difference between one, two and lots of simultaneous sounds	Some will be able to identify whether instruments/voices are playing the same note or different notes	Unison or harmonised	
		Identifying layers	One or more instruments	All will be able to tell if there is one or many sounds occurring at the same time	Most will be able to tell the difference between one, a few and lots of sounds occurring at the same time	Some will be able to aurally identify discrete instrument sounds within an ensemble	Thick or thin	
	<b>7 - Structure</b>	Form	Identifying repetition	All will be able to observe simple repeating patterns aurally or in performance	Most will be able to observe when a section of music repeats, such as a chorus	Some will be able to appropriately predict repetition	Phrases (breathing points)	
	<b>D - Evaluation</b>	<b>1 - Intention</b>	Identifying how the inter-related dimensions of music contribute to musical intentions	Responding to music through appropriate movement	All will be able to move in response to music	Most will be able to move in time and with regard to the mood of the music	Some will be able to verbally identify the purpose of the music, considering tempo and dynamics	What is the music about?
		<b>2 - Context</b>	Comparing musical features across genres and traditions	Responding to music through appropriate movement	All will be able to move in response to music	Most will be able to identify contrasts in mood between pieces of music	Some will be able to identify how the music makes them feel, such as "happy" or "sad"	Respond to different moods in the music
		<b>3 - Improvement</b>	Critical listening leading to identification of strengths and suggesting refinements	Say whether they like it	All will be able to say whether or not they like music they hear	Most will be able to express a preference between 2 pieces of music	Some will be able to make appropriate subjective judgements about individual features of a piece of music	Identify good features
	<b>1 - Contribution</b>	Adding value to the cultural life of the community through performance and/or composition	Participating in a musical performance	All will be able to participate in a musical performance	Most will be able to participate in a group performance to an audience	Some will be able to perform in a small group or solo to an audience	Perform to an audience	



<b>E - Personal Development</b>	<b>2 - Self-esteem</b>	Appropriate pride in performance and achievement	Perform with class to teacher	All will be able to participate in a class performance to the teacher or to camera	Most will be able to perform confidently in a group to an audience of parents	Some will be able to perform confidently to a larger audience	Perform with class in a school assembly
	<b>3 - Independence</b>	Working alone	Independence	All will be able to	Most will be able to	Some will be able to	Independence
	<b>4 - Teamwork</b>	Working with others, including leadership	Take turns in ensemble playing/singing	All will be able to start and stop playing/singing in a group as directed by the teacher	Most will be able to take turns at playing/singing as directed by the teacher	Some will be able to remember to stop when it is someone else's turn	Take turns in ensemble playing/singing
	<b>5 - Emotional Literacy</b>	Awareness and communication of emotions and feelings through music	Demonstrate enjoyment of music	All will be able to enjoy participating in music lessons	Most will look forward to their music lessons	Some will identify music lessons as one of their weekly highlights	Demonstrate enjoyment of music
<b>F - Cultural Development</b>	<b>1 - World Traditions</b>	Appreciation of music from local, national and international heritages	Singing games and songs	All will be able to listen and respond to music from around the world	Most will be able to participate in performing songs from a range of world traditions	Some will be able to make links between songs in a similar genre from different traditions, e.g. counting songs	Children's songs and singing games from around the world
	<b>2 - Western Classical</b>	Appreciation of music from the Western Classical tradition	Hearing and responding to Western Classical music	All will be able to listen and respond to music from the Western Classical tradition	Most will be able to aurally identify one or two instruments	Some will be able to identify famous and significant pieces from the Western Classical tradition, such as the opening of Beethoven's 5th	Popular Western Classical pieces and composers
	<b>3 - Popular Music</b>	A variety of popular genres including cross-cultural fusions	Pop music from 1950s to present	All will be able to listen and respond to pop music from the 1950s to present	Most will be able to aurally identify one or two instruments	Some will be able to name currently famous artists and songs	Pop music from 1950s to present