



Progression Strands for all Year Groups			Expectations	Expectations	Expectations	Expectations	Expectations
			EYFS	KS1	Lower KS2	Upper KS2	Lower KS3
A - Performing Skills	1 - Singing	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
	2 - Instrument	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
	3 - Ensemble	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 - Composing Skills	1 - Melody	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)
2 - Harmony		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
3 - Expression		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
C - Aural and Theory (Inter-		1 - Tempo	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
	2 - Duration	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
	3 - Pitch	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 staff)	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	f and p	mf , mp , cresc. , dim. , < and >	ff and pp	
	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	



F - Cultural Development	1 - World Traditions	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
	2 - Western Classical	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
	3 - Popular Music	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 Key Stage 1 Classes			Expectations	ALL	MOST	SOME	Expectations	
				Working towards expectations	Meeting expectations	Working beyond expectations		
			KS1				Lower KS2	
A - Performing Skills	1 - Singing	Technique	Basic posture with relaxed shoulders for singing Breathing to show phrases	All will be able to look at the teacher whilst singing	Most will be able to stand with relaxed shoulders and breathe at the correct times	Some will be able to improve pronunciation and dynamic control	Basic posture with relaxed shoulders for singing Breathing to show phrases	
		Range	A sixth	All will be able to imitate words, rhythms and sing in tune within a limited range	Most will be able to sing in tune within a range of at least a sixth	Some will be able to sing in tune to the range of an octave or more	An octave, mostly by step	
	2 - Instrument	Technique	(Classroom percussion) Basic posture Dynamic contrast	All will be able to hold a variety of classroom instruments correctly	Most will be able to adopt a good posture for playing instruments and play clearly contrasting dynamics	Some will be able to adopt good basic posture and clear tone within their comfortable range	(Not classroom percussion) Basic posture Clear tone	
		Range	Playing a limited range of notes, performing rhythms by ear	All will be able to play at least one note and to an external pulse	Most will be able to play at least three notes and simple rhythms by ear	Some will be able to play four or five notes and rhythms with two different note lengths	First 4 or 5 notes (or 3 chords) Rhythms with two note lengths	
	3 - Ensemble	Performing In a group	Unison	All will be able to perform with others	Most will be able to perform confidently if others make mistakes	Some will be able to play additional parts with rounds, or ostinati within a group	Simple additional parts (rounds, ostinati) within a group	
	B - Composing Skills	1 - Melody	Improvising rhythmic patterns	Free exploration of rhythm	All will be able to create an intentional rhythm pattern	Most will be able to create their own rhythms to a given pulse	Some will be able to improvise a 1-bar rhythm	Improvise a 1-bar rhythm
			Improvising melodic patterns	Free exploration of pitch	All will be able to imitate melodic patterns	Most will be able to invent their own melodic ideas	Some will be able to improve a 1-bar melodic phrase using three pitches	Improve a 1-bar melodic phrase (3 pitches)
		2 - Harmony	Adding parts or layers	Explore combinations of timbres	All will be able to create two different musical ideas	Most will be able to combine 2 different musical ideas	Some will be able to explore combinations of pitches	Explore combinations of pitches
			Harmonising melody	Explore combinations of pitches	All will be able to create two different musical ideas	Most will be able to combine 2 different musical ideas	Some will be able to explore combinations of timbres	Explore combinations of timbres
3 - Expression		Employing musical expression	Explore dynamic choices Explore instrument choices	Some will be able to choose sounds for a given purpose	Most will be able to choose sounds and techniques to represent external concepts	Some will be able to explore dynamic and timbre choices to represent	Explore dynamic choices Explore instrument choices	
1 - Tempo		Pulse	Identifying duple time	All will be able to move in time with a pulse	Most will be able to "conduct" music in time with a pulse	Some will be able to identify duple time and use andante, allegro, lento	Identifying duple time Italian terms: andante, allegro, lento	
	2 - Duration	Aural learning	Crotchets and rests, quaver pairs, minims and minim rests (4-beat rhythms)	All will be able to imitate simple rhythms aurally after one hearing and identify long and short sounds	Most will be able to identify long and short sounds in more complex rhythms after one hearing	Some will be able to identify crotchets, quaver pairs, crotchet rests, minims, minim rests and semiquavers	Crotchets and rests, quaver pairs, minims and minim rests, 4 x semiquavers (4-beat rhythms)	
		Rhythmic notation	Crotchets and rests, quaver pairs, minims and minim rests (4-beat rhythms). Rhythm	All will be able to translate simple graphic symbols into long and short sounds	Most will be able to read a series of graphic symbols into a pattern of long and short sounds	Some will be able to read and interpret 4-beat rhythms using crotchets, quaver pairs, semiquavers and minims and crotchet rests	Crotchets and rests, quaver pairs, minims and minim rests (4-beat rhythms)	



C - Aural and Theory	3 - Pitch	Aural learning	High and low	All will be able to imitate simple sequences aurally after one hearing and identify high and low sounds	Most will be able to identify high and low sounds in more complex sequences after one hearing	Some will be able to one note of a small interval (a major second) as higher or lower	Identifying notes as higher or lower	
		Pitch notation	High and low	All will be able to translate simple graphic symbols into high and low sounds	Most will be able to read a series of graphic symbols into a pattern of high and low sounds	Some will be able to read a three note melody (using hand or staff notation)	3 note melody (hand signs or one-line staff)	
	4 - Dynamics	Italian terms	loud and soft	All will be able to imitate simple dynamic contrasts and identify loud and soft sounds	Most will be able to identify gradual dynamic changes such as "getting louder" or "getting softer"	Some will be able to identify dynamics using Italian terms forte and piano	Forte and piano	
		Dynamic notation	loud and soft	All will be able to translate simple graphic symbols into loud and soft sounds	Most will be able to read a series of graphic symbols into a pattern of loud and soft sounds	Some will be able to read conventional dynamic notation f and p	f and p	
	5 - Timbre	Identifying Instruments	Familiar instruments: voice, piano, drums, guitar, tambourine, maracas	All will be able to aurally identify and distinguish between common classroom instruments	Most will be able to aurally identify a wider range of instruments including voice, piano, drums, guitar, tambourine and maracas	Some will be able to aurally identify instruments as belonging to orchestral families	Orchestral families	
		Descriptive vocabulary	Sounds like...	All will be able to suggest what a given timbre "sounds like" comparing to known sounds	Most will be able to identify what kind of material might be making the sound, such as wood or metal	Some will be able to suggest onomatopoeic words to describe sounds	Brass, woodwind, percussion, strings, onomatopoeic words	
	6 - Texture	Aural learning of harmony	Unison singing	All will be able to sing in tune with the rest of the group	Most will be able to identify if others are singing out of tune	Some will be able to sing their own part in a round with confidence	Singing rounds	
		Identifying harmony	Unison or harmonised	All will be able to identify the difference between one, two and lots of simultaneous sounds	Most will be able to identify whether instruments/voices are playing the same note or different notes	Some will be able to identify a melody within a polyphonic texture	Identifying melody within a polyphonic texture	
		Identifying layers	Thick or thin	All will be able to tell the difference between one, a few and lots of sounds occurring at the same time	Most will be able to aurally identify discrete instrument sounds within an ensemble	Some will be able to identify significant changes in texture (thicker or thinner)	Identifying significant changes in texture: thinner or thicker	
	7 - Structure	Form	Phrases (breathing points)	All will be able to observe when a section of music repeats, such as a chorus	Most will be able to appropriately predict repetition	Some will be able to identify verse and chorus within a song	Identifying verse and chorus	
	D - Evaluation	1 - Intention	Identifying how the inter-related dimensions of music contribute to musical intentions	What is the music about?	All will be able to move in time and with regard to the mood of the music	Most will be able to verbally identify the purpose of the music, considering tempo and dynamics	Some will be able to identify the mood of the music	Identifying the mood of music
		2 - Context	Comparing musical features across genres and traditions	Respond to different moods in the music	All will be able to identify contrasts in mood between pieces of music	Most will be able to identify how the music makes them feel, such as 'happy' or 'sad'	Some will be able to identify common features in different genres of music	Identifying common features in music across genres and traditions
		3 - Improvement	Critical listening leading to identification of strengths and suggesting refinements	Identify good features	All will be able to express a preference between 2 pieces of music	Most will be able to make appropriate subjective judgements about individual features of a piece of music	Some will be able to improve their own work, or appropriately suggest how it may be improved	Improve own work



E - Personal Development	1 - Contribution	Adding value to the cultural life of the community through performance and/or composition	Perform to an audience	All will be able to participate in a group performance to an audience	Most will be able to perform in a small group or solo to an audience	Some will be able to support other musicians by playing an accompanying part	Support other musicians (playing/singing an accompaniment to a soloist)
	2 - Self-esteem	Appropriate pride in performance and achievement	Perform with class in a school assembly	All will be able to perform confidently in a group to an audience of parents	Most will be able to perform confidently to a larger audience	Some will be able to perform a solo to the teacher	Perform in a group to the teacher Perform a solo to the teacher
	3 - Independence	Working alone	Independence	All will be able to practice a musical phrase on their own with supervision	most will be able to practice a musical phrase on their own for a short while with no supervision	Some will be able to practise effectively at home (with adult support) to improve an aspect of their playing	Following the teacher's guidance Practising at home to improve an aspect of playing/performance
	4 - Teamwork	Working with others, including leadership	Take turns in ensemble playing/singing	All will be able to take turns at playing/singing as directed by the teacher	Most will be able to remember to stop when it is someone else's turn	Some will be able to take on or suggest ideas for improvement in group work	With guidance, work in a group to improve performance or composition
	5 - Emotional Literacy	Awareness and communication of emotions and feelings through music	Demonstrate enjoyment of music	All will look forward to their music lessons	Most will identify music lessons as one of their weekly highlights	Some will be able to demonstrate awareness that the music is intended to make them feel an emotion	Demonstrate awareness that music is intended to make the listener feel an emotion
F - Cultural Development	1 - World Traditions	Appreciation of music from local, national and international heritages	Children's songs and singing games from around the world	All will be able to participate in performing songs from a range of world traditions	Most will be able to make links between songs in a similar genre from different traditions, e.g. counting songs	Some will be able to make links between music from different traditions	Music from UK and other heritages - especially those represented in the school
	2 - Western Classical	Appreciation of music from the Western Classical tradition	Popular Western Classical pieces and composers	All will be able to aurally identify one or two instruments	Most will be able to identify famous and significant pieces from the Western Classical tradition, such as the opening of Beethoven's 5th	Some will be able to name important composers identify them with popular pieces from the Western Classical tradition	Popular Western Classical pieces and composers
	3 - Popular Music	A variety of popular genres including cross-cultural fusions	Pop music from 1950s to present	All will be able to aurally identify one or two instruments	Most will be able to name currently famous artists and songs	Some will be able to identify a small range of genres such as rock and pop	Identifying genres such as Rock and pop