



Aldbrough Primary School Progression Statements for Music



Strand	EYFS ELG	Progression Statements End of Key Stage 1	Progression Statements End of Key Stage 2
Singing songs with control and using the voice expressively.	<p>Be confident to try new activities and initiate new ideas.</p> <p>Maintain attention, concentrate, and sit quietly when appropriate.</p> <p>Work as part of a group or class, taking turns and sharing fairly.</p> <p>Explore and experiment with sounds.</p>	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Listening, memory and movement		Listen with concentration and understanding to a range of high quality live and recorded music	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music</p>
Controlling pulse and rhythm		Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: duration, tempo and structure.	
Exploring sounds, melody and accompaniment		Experiment with, create, select and combine sounds using the interrelated dimensions of music.	Listen with attention to detail and recall sounds with increasing aural memory
Control of instruments		Play tuned and un-tuned instruments musically.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Composition		Experiment with, create, select and combine sounds using the interrelated dimensions of music.	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
Reading and writing notation			Use and understand staff and other musical notations

A great place to learn and work

Performance skills, evaluating and appraising	Perform and be part of an audience.	Improve their work through analysis evaluation and comparison.
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Individuality - Respect - Pride - Community



Aldborough Primary School Progression Ladder for Music

Strand	EYFS	KS 1 Expected	KS1 Exceeding	Lower KS2 Expected	Lower KS2 Exceeding	Upper KS2 Expected	Upper KS2 Exceeding	Intentions
Sing with an awareness of other performers	Sing with an awareness of other performers	Sing a melody accurately at their own pitch. Recognise phrase length and know when to breathe.	Follow pitch movements with their hands and use high low and middle voices.	Sing with awareness of pulse and rhythm. Understand how mouth shapes can affect voice sounds	Sing expressively with awareness and control at the expressive elements i.e. timbre, tempo and dynamics.	Sing songs with increasing control of breathing, posture and sound projection. Sing a round two parts and identify the melodic phrases and how they fit together.	Begin to have an awareness of improvisation with the voice.	As all Aldborough pupils make the transition to secondary school, we want them to be able to be engaged with and inspired by music, and to develop a love of music. We want children to develop
Listening, memory and movement	Repeat patterns of sounds	Responds physically when performing music. Respond physically when composing music.	Respond physically when appraising music. Identify well defined musical features.	Explore and choose different movements to describe. Demonstrate the ability to recognise the use of structure and expressive elements through dance.	Identify phrases that could be used as an introduction, interlude and ending.	Internalise short melodies and play these on pitched percussion (by ear). Listen to longer pieces of music and identify features.	Identify different moods and textures.	their talents as musicians and increase their self confidence and creativity.



Aldborough Primary School Progression Ladder for Music



Strand	EYFS	KS 1 Expected	KS1 Exceeding	Lower KS2 Expected	Lower KS2 Exceeding	Upper KS2 Expected	Upper KS2 Exceeding
Controlling pulse and rhythm	Accompany a chant or song.	Accompany a chant song by clapping the rhythm Identify long and short sounds in music.	Accompanying a chant or song by clapping the pulse.	Perform a repeated pattern to use a steady pulse. Identify and recall rhythmic and melodic patterns.	Identify repeated patterns used in a variety of music(ostinato)	Improvise rhythm patterns. Perform an independent part keeping to a steady beat	Subdivide the pulse while keeping to a steady beat.
Exploring sounds, melody and accompaniment	Make sounds using classroom instruments.	Identify and name classroom instruments. Create and choose sounds in response to a given stimulus.	Change sounds to reflect different stimuli.	Explore and perform different types of accompaniment. Explore different melodic patterns	Analyse how sounds are used to create different moods.	Comment on how sounds are used to create different moods. Select different melodic patterns.	Recognise and explore different combinations of pitch sounds.

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Control of instruments	Play untuned instruments.	Play untuned instruments with control. Create sound effects.	Identify different groups of instruments.	Select instruments to describe visual images. Identify melodic phrases.	Play accompaniments with control and accuracy.	Identify melodic phrases and play them by ear. Create different effects using combinations of pitched sounds.	
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Aldbrough Primary School Progression Ladder for Music



Strand	EYFS	KS 1 Expected	KS1 Exceeding	Lower KS2 Expected	Lower KS2 Exceeding	Upper KS2 Expected	Upper KS2 Exceeding
Composition	Make sounds using classroom instruments.	Contribute to the creation of a class contribution. Create and choose sounds in response to a given stimulus.	Change sounds to reflect different stimuli.	Create music that describes contrasting moods/emotions. Create an accompaniment to a known song.	Create descriptive music in pairs or small groups.	Identify different starting points for composing music. Explore, select and combine a variety of different sounds to compose a soundscape	Use a range of stimuli and develop musical ideas into a completed composition.

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Reading and writing notation	Create long and short sounds	Create long and short sounds using classroom instruments. Play and sing a notated phrase.	Play and sing a phrase from dot notation.	Make their own symbols for notation Make their own symbols for notation as part of a class score.	Perform using a notation as a support.	Sing songs using notation of their own. Sing songs using staff notation.	Sing and perform using instruments using staff notations as support.
Performance skills, evaluating and appraising	Perform while showing an awareness of others.	Perform and be part of an audience. Recognise the need for performance and audiences.	Perform together and follow instructions that combine the musical element.	Explore the way that performers are a musical resource. Recognise how music can reflect different intentions	Perform with an awareness of different parts.	Present performances effectively. Show an awareness of audiences, venue and occasion.	Improve their work through analysis evaluation and comparison. Plan and perform a movement sequence showing contrasts in speed/level and direction.