



Music Progression Ladder

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- ☑ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- ☑ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- ☑ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 1	Key Stage 2
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• use their voices expressively and creatively by singing songs and speaking chants and rhymes• play tuned and untuned instruments musically• listen with concentration and understanding to a range of high-quality live and recorded music• experiment with, create, select and combine sounds using the inter-related dimensions of music.	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• improvise and compose music for a range of purposes using the inter-related dimensions of music• listen with attention to detail and recall sounds with increasing aural memory• use and understand staff and other musical notations• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians• develop an understanding of the history of music.

Performing			
YEAR 1	YEAR 2	Working Towards	Greater Depth
<p>Using their voices</p> <ul style="list-style-type: none"> • Speak and chant in a group • Sing songs showing increasing vocal control (more in tune, breathing deeply, singing words clearly) • Sing songs in different styles, conveying different moods and with a sense of enjoyment • Coordinate actions to go with a song • Sing in time to a steady beat • Perform an action or sound (clapping, stamping..) on a steady beat whilst singing <p>Using instruments</p> <ul style="list-style-type: none"> • Play instruments by shaking, scraping, rattling, tapping ... • Play in time to a steady beat, using instruments or body sounds • Play loudly, quietly, fast, slow • Imitate a rhythm patten on an instrument • Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song • Play a single pitched note to accompany a song (drone) • Play, with help the rhythmic pattern of a sentence e.g. the hungry caterpillar • Follow simple hand signals indicating: loud/ quiet and start/ stop 	<p>Using their voices</p> <ul style="list-style-type: none"> • Have more control over their breathing, dynamics and diction • Have more accuracy in their pitching • Identify when pitch is getting higher/ lower and use their voice to recreate a note of the same pitch • Follow a leader and signals such as start and stop <p>Using instruments</p> <ul style="list-style-type: none"> • Show control in maintaining a steady beat, changing tempo and changing dynamics • Perform a repeated two-note ostinato to accompany a song • Perform a rhythmic accompaniment to a song • Perform a sequence of sounds using a graphic score • Follow a leader to start and stop together • Demonstrate growing confidence in performing individually or as part of a small group 		
YEAR 3	YEAR 4	Working Towards	Greater Depth

<p>Using their voices</p> <ul style="list-style-type: none"> • Sing songs in a variety of styles with increasing confidence including some from memory • Show an increasing awareness of pitch and the shape of a melody • Understand the importance of correct posture and breathing • Chant or sing a round in two parts • Recognise basic musical structures in songs (verse/ chorus, call/ response, call/ echo etc) <p>Using instruments</p> <ul style="list-style-type: none"> • Keep a steady beat individually or in a group • Maintain a rhythmic or melodic ostinato at the same time as a different one • Copy a short melodic pattern by ear or on a pitched instrument • Play using symbols including graphic and traditional notation • Follow simple hand directions from a leader • Perform with awareness of others • Combine musical sounds with movement and narrative 	<p>Using their voices</p> <ul style="list-style-type: none"> • Sing songs with an increasing awareness of the 'shape' of the melody and of musical expression (dynamics, breathing control, tempo, mood, feeling) • Sing two and three part rounds with increasing confidence and pitch accuracy • Sing confidently in small groups or individually • Copy short phrases accurately and sing up and down in steps independently <p>Using instruments</p> <ul style="list-style-type: none"> • Play by ear, experimenting to find known tunes or phrases • Play music in a metre of two and three (Waltz time) • Follow a leader stopping/ starting, changing dynamics and changing tempo accordingly • Perform to an audience in small groups or as a solo player 		
YEAR 5	YEAR 6	Working Towards	Greater Depth
<p>Using their voice</p> <ul style="list-style-type: none"> • Sing songs across a variety of styles with accuracy and confidence • Comment on the history, purpose, meaning, message and mood of a song • Sing independently with increasing accuracy and confidence <p>Using instruments</p>	<p>Using their voice</p> <ul style="list-style-type: none"> • Use expression to communicate the mood and meaning of a song • Maintain their own part in a round and in two part songs • Perform a variety of songs from memory with musicality (paying attention to phrasing, breathing, dynamics and pitch accuracy) 		

<ul style="list-style-type: none"> • Play a range of percussion and instrumental instruments with increasing confidence and ability • Play and improvise as part of a group and as a solo member • Maintain their own part in a small instrumental • Perform a piece of music using notation (graphic or conventional) • Play by ear to copy or find simple tunes or phrases • Maintain a rhythmic or melodic ostinato or drone to accompany others • Perform pieces with increasing expression and musicality • Perform a variety of styles to an audience, both as a group and as a solo player 	<p>Using instruments</p> <ul style="list-style-type: none"> • Perform in mixed groups on a range of instruments with confidence and accuracy • Lead/ conduct a group of instrumental performers • Maintain own part on a pitch instrument when playing as an ensemble • Maintain a rhythmic or melodic accompaniment to other performers • Confidently perform their own compositions • Record their work 		
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Explore and compose			
YEAR 1	YEAR 2	Working Towards	Greater Depth
<ul style="list-style-type: none"> • Make different sounds using their bodies, found objects, voices and conventional instruments (timbre) • Make different sounds such as high/ low (pitch), long/ short (duration), loud/ quiet (dynamics), fast/ slow (tempo) • Begin to understand that different sounds can convey mood/ feelings • Add chosen sound to appropriate movements in narrative • Sort and name different sounds according to a given or their own criteria • Create a short sequence of different sounds in response to a given stimuli 	<ul style="list-style-type: none"> • Make different sounds using their voice and hands (timbre) • Make different sounds such as high/ low (pitch), long/ short (duration), loud/ quiet (dynamics), fast/ slow (tempo) • Explore shapes of melodic rhythmic patterns • Choose musical sound effects to follow a story or match a picture • Use graphics/ symbols to represent the sounds they have made • Use these symbols to make a simple score of the music • Compose and perform their own sequence of sounds without support 		
YEAR 3	YEAR 4	Working Towards	Greater Depth
<ul style="list-style-type: none"> • Understand how different sounds are made (tapping, blowing, scraping) • Copy the rhythmic pattern of spoken phrases and sentences • Understand how different sounds can be manipulated to convey different moods and feelings • Compose short melodic phrases which represent feelings/ pictures/ words etc. • Compose a piece of music with a clear beginning, middle and end • Compose music with a variety of sound durations, tempo or dynamics in a small group • Compose music that conveys different feelings and moods 	<ul style="list-style-type: none"> • Explore sounds to create different effects and convey different moods and feelings • Explore rhythmic patterns from different times and places • Understand pentatonic • Use pitched instruments to create short melodies • Incorporate effective moments of silence (rests) into compositions • Compose simple rhythmic accompaniments to songs using ostinato or drone • Compose music with a recognisable structure • Arrange and perform their own version of songs using accompaniments 		
YEAR 5	YEAR 6	Working Towards	Greater Depth

<ul style="list-style-type: none"> • Explore sounds made on different orchestral instruments • Use conventional and graphic notation to record rhythmic or melodic compositions • Layer rhythmic and melodic ostinatos and play music with syncopation • Improvise over a drone using given notes • Come up with lyrics to match a melody 	<ul style="list-style-type: none"> • Compose music for a special occasion (e.g. a fanfare) • Come up with lyrics to match a melody • Use repetition, drone, ostinato etc. for effect in composition; for a class performance with appropriate pitched and unpitched accompaniment • Refine own compositions after discussion • Use a range of conventional and traditional symbols to record compositions 		
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