



MUSIC PROGRESSION GRID

At Leadgate Primary School, our music curriculum intends to inspire creativity, self-expression and encourages our children on their musical journey as well as giving them opportunities to connect with others. We hope to foster a lifelong love of music by exposing them to diverse musical experiences and igniting a passion for music. Our music curriculum ensures pupils sing, listen, play, perform and evaluate. This is embedded in classroom activities as well as weekly singing assemblies, various performances, the learning of instruments, and the joining of musical ensembles. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed.

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

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
BUILDING BLOCKS	Pulse	Explore with non-tuned instruments - try to keep in time with a simple beat.	Keep a steady pulse in a group and be able to pick out two different tempos in music.	Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4).	Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, 3/4 and 4/4 in at least 3 different tempos.	On a tuned instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures and in different tempos with other pupils playing another ostinato to accompany.	On a tuned instrument, regularly and accurately perform pieces in at least 3 contrasting tempos and time signatures.	When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music.
	Rhythm	Explore with non-tuned instruments - try to keep in time with a simple beat.	Repeat back short basic rhythms and perform rhythmic ostinatos.	Repeat back longer basic rhythms from memory (at least 2 bars); performing from very basic notation e.g. crotchets, quavers and minims.	Perform more extended rhythms that use crotchets, quavers, minims and their rests.	Perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests.	Perform pieces which use offbeat and dotted rhythms and single quaver rests.	Perform pieces which use offbeat and syncopated rhythms in: 3 different time signatures 3 different tempos.
	Melody and notation	Sing a range of well-known nursery rhymes and songs.	Sing back short melodies that use 1-2 different pitches and develop the concept of pattern work in music using rhythm grids.	Sing back short melodies that use around 2-3 notes; Perform from rhythmic notation including crotchets and minims.	Perform from and compose using 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests).	Perform from and compose using 5 pitched notes (or 4 chords).	Perform from and compose with 5-8 different notes; capture the work in different formats so it can be recreated.	Perform from and compose with 8 different notes; Capture the work in different formats including staff notation so it can be recreated.
	Active listening	Listens and talks about what they have heard.	Identify musical features in a range of high-quality live and recorded music; replicate basic rhythms heard.	Identify where elements change (e.g. music gets faster or louder; replicate these changes in a simple performance.	Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard.	Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time.	Whilst listening, pick out and perform syncopated and off-beat rhythms; be able to explain why that music uses those types of rhythms.	Talk about the key features of music including: <ul style="list-style-type: none"> • Tempo • Metre • Instrumentation • Melody Understand the key features of at least four different types/genres of music.

STRANDS OF
LEARNING

Composing and improvising	Make up own songs - often to the tune of well-known nursery rhymes.	Improvise simple rhythms based on a given stimuli (e.g. rhythm grids)	Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms as improvisation.	Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests.	Improvise and compose tunes using 5 notes based on basic note values; create more developed rhythmic patterns (around 4 bars)	Create four bar melodies in different tempos and time signatures that can be performed and include some off-beat rhythms.	Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures.
	Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.	Play basic rhythms on untuned percussion instruments and using body percussion.	Play longer phrases on untuned percussion instruments and body percussion.	Use tuned percussion/ melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms.	Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments.	Perform 8 note melodies or developed chord progressions (e.g. 2+ chords per bar) and more complex rhythms.	Perform confidently and accurately individually and as part of a group.
	Sing a range of well-known nursery rhymes and songs.	Sing simple folk tunes in unison both with and without accompaniment or backing tracks.	Sing simple songs and folk songs in rounds..	Sing songs and folk rounds whilst accompanied by ostinatos from the group.	Sing pieces in two parts that have melodies and counter-melodies.	Sing pieces, including those from a classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts.	Sing musically responding to the performance directions of the piece e.g. phrasing; sing more extended harmony parts.