



WORLINGHAM CEVC PRIMARY SCHOOL

MUSIC SUBJECT PROGRESSION



AREAS	EYFS	KS1	LKS2	UKS2
Composing	Explore and engage in music making and dance, performing solo or in groups.	Explore different sounds on classroom instruments, and start to control them musically. Experiment with changing different dimensions of music (loud/soft; fast/slow etc) Create music by combining and ordering sounds and begin to understand how sounds can be represented visually.	Create pieces that show control of some musical dimensions and have a sense of structure. Improvise solo melodic and rhythmic ideas. Create and record pieces for a purpose, based on composing techniques from existing pieces.	Create pieces with a planned structure and that show some variety of musical texture and timbre. Be able to refine initial composing ideas. Create, refine and record a piece that shows some creativity in musical thinking.
Performing	Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, stories and poems with others and move in time to music.	Sing with some control and expression. Explore different sounds on classroom instruments, and start to control them musically. Experiment with changing different dimensions of music (loud/soft; fast/slow etc). Sing with control of pitch, diction and dynamics.	Sing a range of songs with awareness of musical shape and accuracy of pitch and tuning. Play an instrument in a class ensemble with appropriate technique. Improvise a solo. Play an orchestral/band instrument as part of the class, with control of basic instrumental technique. Play and sing music across different genres with confidence, accuracy and musical expression.	Perform with confidence and hold a part in an ensemble while others are playing different parts. Perform full pieces, solo or in a group, and communicate to an audience with confidence and control. Perform with different techniques and expression, appropriate to different musical cultures and traditions. Perform from memory and from notated music.
Listening	Listen attentively, move to and talk about music, expressing their feelings and responses.	Feel the beat and respond to different moods. Copy back on voices and tuned percussion instruments. Keep a steady beat and identify changes in pitch. Listen with concentration, identifying different types of sound, when musical ideas are repeated, and changes in pitch, tempo and dynamics.	Keep in time with the beat and with control of entries/dynamics. Copy back rhythms and 2-note melodies. Identify key features, musical details and orchestral instruments through attentive listening to live or recorded music.	Listen to a musical phrase and work out how to play it by ear.
Appraising	Listen attentively, move to and talk about music, expressing their feelings and responses.	Explore different sounds on classroom instruments. Feel the beat and respond to different moods. Experiment with changing different dimensions of music (loud/soft; fast/slow etc). Start to aurally identify different musical styles.	Articulate key musical concepts and understand how some of these can be represented in visual terms. Start to use musical vocabulary to describe musical features, and identify instruments. Begin to understand the time, place and cultural tradition that different pieces of music come from.	Develop an understanding of some key elements in the history of western classical music and the impact of technology. Use musical vocabulary accurately to identify key features of music from different cultures and traditions, and to justify own opinions.

Belonging, Courage, Curiosity, Kindness, Perseverance, Respect

Growing Minds, Kind Hearts, Rooted in Love

'Rooted and Grounded in Love' (Ephesians 3:16)