

# Music: Progression at Wren's Nest

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<ul style="list-style-type: none"> <li>Take part in singing familiar songs.</li> <li>Follow the melody of a song.</li> <li>Recognise changes in volume.</li> <li>Use simple actions when singing.</li> </ul>	<ul style="list-style-type: none"> <li>Use voices to sing and chant.</li> <li>Sing along to songs that repeat.</li> <li>Recognise fast and slow tempos when singing.</li> <li>Recognise high and low pitches when singing.</li> <li>Copy changes in pitch.</li> <li>Sing songs with actions.</li> </ul>	<ul style="list-style-type: none"> <li>Follow a melody when singing.</li> <li>Follow a simple rhythm when singing.</li> <li>Sing using fast and slow tempos.</li> <li>Sing using loud and quiet dynamics.</li> <li>Sing using some longer notes.</li> <li>Start to show feelings through expression.</li> </ul>	<ul style="list-style-type: none"> <li>Pronounce words in a song clearly.</li> <li>Show good control of voice.</li> <li>Sing with awareness of others.</li> <li>Sing songs from memory.</li> <li>Show awareness of pulse and rhythm.</li> <li>Show feeling through expression.</li> </ul>	<ul style="list-style-type: none"> <li>Sing at the correct pitch.</li> <li>Sing at an appropriate volume.</li> <li>Begin using different vocal effects.</li> <li>Control pulse and rhythm.</li> <li>Increasingly expressive by using tempo, timbre and dynamics.</li> <li>Sing in your head (internalise sounds).</li> </ul>	<ul style="list-style-type: none"> <li>Use controlled breaths in appropriate places.</li> <li>Sing in tune more accurately.</li> <li>Rehearse in groups.</li> <li>Sing in different sized groups, including solos.</li> <li>Perform a two part round showing awareness of others.</li> <li>Sing a harmony part.</li> </ul>	<ul style="list-style-type: none"> <li>Increased control of breathing.</li> <li>Use correct singing posture.</li> <li>Be aware of other parts when singing.</li> <li>Identify how multiple parts fit together in a round.</li> <li>Sing in any group size.</li> <li>Improvise with different vocal effects.</li> <li>Sing a harmony part confidently.</li> </ul>



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Listening and evaluating.	<ul style="list-style-type: none"> <li>Share if a song is liked or disliked.</li> <li>Recognise volume of music.</li> <li>Recognise tempo of music.</li> <li>Listen and repeat simple clapping rhythms.</li> <li>Clap along with the pulse of music.</li> <li>Recognise sounds in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Share if a piece of music is liked or disliked.</li> <li>Hear high and low notes.</li> <li>Hear long and short notes.</li> <li>Hear loud or soft volumes.</li> <li>Repeat clapping rhythms.</li> <li>Describe the mood of a piece of music.</li> <li>Explore sounds of different instruments.</li> <li>Say if I like a performance by someone else</li> </ul>	<ul style="list-style-type: none"> <li>Sort different types of sounds.</li> <li>Compare the different pitch of notes.</li> <li>Compare dynamics in different pieces of music</li> <li>Respond appropriately to the mood of a piece of music.</li> <li>Choose appropriate instruments for sounds in the environment.</li> <li>Talk about how a performance could be improved.</li> </ul>	<ul style="list-style-type: none"> <li>Identify how certain sounds create moods.</li> <li>Show movement in relation to a sound.</li> <li>Identify sounds suitable for introductions or endings.</li> <li>Use musical words to describe a piece.</li> <li>Use musical words to describe what is liked about a piece of music.</li> <li>Identify what went well and what could improve in own performance.</li> </ul>	<ul style="list-style-type: none"> <li>Identify how sounds can accompany a song.</li> <li>Analyse how sounds create moods.</li> <li>Identify a melody and play/sing it by ear.</li> <li>Use specific musical vocabulary to describe a piece.</li> <li>Use musical vocabulary to describe what is liked about a piece of music.</li> <li>Identify what went well and what could be improved in own and others performance</li> </ul>	<ul style="list-style-type: none"> <li>Sing to self (internalise) an ostinato and play on pitched instrument.</li> <li>Identify confidently moods and textures within a piece of music.</li> <li>Identify how lyrics create moods.</li> <li>Improve performance through comparison.</li> </ul>	<ul style="list-style-type: none"> <li>Sing to self (internalise) a melody and play on pitched instrument.</li> <li>Identify mood and textures across a wider range of genres.</li> <li>Identify features of longer pieces of music.</li> <li>Describe how lyrics can convey meaning.</li> <li>Improve performance through comparison, analysis and evaluation.</li> </ul>

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<b>Composing and transcribing.</b>	<ul style="list-style-type: none"> <li>• Compose simple, repeated rhythms using taps and claps.</li> <li>• Compose body sounds to represent characters in a story.</li> <li>• Share your feelings through music.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a short piece of music using every day sounds.</li> <li>• Use body sounds and percussion instruments to compose sounds to accompany a story.</li> <li>• Compose a sequence using both long and short sounds.</li> <li>• Read and play simple symbols to follow a beat or rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a short piece of music using body and instruments in response to a theme.</li> <li>• Compose a sequence using symbols.</li> <li>• Sequence different rhythms to compose a short piece of music.</li> <li>• In a composition, include basic dynamics and tempo.</li> <li>• Follow a rhythm using pictures.</li> <li>• Read and write symbols for longer notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a short piece of music in groups in response to a theme.</li> <li>• Create a piece of music that portrays a particular mood.</li> <li>• Compose a simple tune on a pentatonic scale (5 note octave).</li> <li>• Compose in a small group.</li> <li>• Compose accompaniment to a well-known song.</li> <li>• Compose a song using repeated patterns with tuned instruments.</li> <li>• Perform long and short notes from symbols.</li> <li>• Sing phrases from dot notation.</li> <li>• Make a class score using symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a descriptive piece of music in response to a theme.</li> <li>• Create a piece of music that portrays a particular mood (considering major and minor keys)</li> <li>• Compose accompaniment to a well-known song.</li> <li>• Improvise a simple tune on a pentatonic scale (5 note octave).</li> <li>• Compose in small groups and make improvements to own work.</li> <li>• Create textures in a piece of music by combining different sounds.</li> <li>• Perform long and short notes from symbols.</li> <li>• Play and sing phrases from dot notation.</li> <li>• Begin to understand note values.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a complete piece of music individually or in smaller groups across a range of themes.</li> <li>• Compose a soundscape (e.g. a plant growing) using a range of different sounds put together in one piece of music.</li> <li>• Experiment with different starting points of music.</li> <li>• Use musical notation to support performing.</li> <li>• Identify value of notes and notice where pitch increases and decreases.</li> </ul>	<ul style="list-style-type: none"> <li>• Write own lyrics to a song.</li> <li>• Compose a short song using own lyrics, think about melody, chords and rhythms.</li> <li>• Compose a soundscape (e.g. an air raid in WW2) using a range of different sounds put together in one piece of music.</li> <li>• Experiment with different starting points of music.</li> <li>• Use musical notation to support performing.</li> <li>• Identify value of notes and notice where pitch increases and decreases with greater accuracy.</li> </ul>

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<b>Performing and instrument control.</b>	<ul style="list-style-type: none"> <li>Join in with a simple song as part of a group.</li> <li>Perform accompaniment using body parts.</li> <li>Control untuned percussion with taps, scrapes, shakes etc.</li> <li>Play a simple beat on a percussion instrument.</li> </ul>	<ul style="list-style-type: none"> <li>Perform a simple song in a group.</li> <li>Perform accompaniment with untuned instruments.</li> <li>Perform a composition.</li> <li>Play long and short sounds on percussion instruments.</li> <li>Play a beat or rhythm on a percussion instrument.</li> </ul>	<ul style="list-style-type: none"> <li>Perform as part of a group.</li> <li>Perform in two parts of a round.</li> <li>Perform accompaniment with untuned and tuned percussion instruments.</li> <li>Perform a composition for a different audience.</li> <li>Play tuned and untuned percussion instruments.</li> <li>Control dynamics and tempo when playing instruments.</li> <li>Explore different sounds instruments make.</li> <li>Play instruments to a beat or rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>Perform as part of a smaller group.</li> <li>Perform with awareness of different parts.</li> <li>Play simple melodies on tuned instruments.</li> <li>Select instruments to describe an image.</li> <li>Play clear notes on a tuned instrument.</li> <li>Play simple melodies by ear.</li> </ul>	<ul style="list-style-type: none"> <li>Perform as an individual and an ensemble.</li> <li>Perform with awareness of different parts.</li> <li>Select appropriate instruments to describe an image.</li> <li>Play clear notes on a tuned instrument.</li> <li>Play simple melodies by ear.</li> </ul>	<ul style="list-style-type: none"> <li>Perform with awareness of audiences, venues and occasions.</li> <li>Perform in time.</li> <li>Perform with expression.</li> <li>Identify a variety of ways percussion instruments make a sound.</li> <li>Accompany a song using percussion instruments with control.</li> <li>Make use of different pitches to create effects.</li> </ul>	<ul style="list-style-type: none"> <li>Perform with awareness of audiences, venues and occasions.</li> <li>Perform with expression, showing control of dynamics to fit the mood.</li> <li>Identify and control a variety of ways percussion instruments make a sound.</li> <li>Accompany a song using percussion instruments with increasing control and accuracy.</li> <li>Create short melodies on tuned instruments.</li> <li>Make use of different pitches to create effects.</li> </ul>