

Music Progression: The table shows key criteria, arranged hierarchically, where significant new learning is introduced. The criteria are cumulative. Previous criteria will continue to be refined according to the context of the musical learning.



Learning Strand	Learning Sequence	EYFS	Key Stage 1	Key Stage 2 (3/4)	Key Stage 2 (5/6)	Key Stage 2/Key Stage 3
Singing	Technique	See separate document for EYFS statements	Basic posture with relaxed shoulders Dynamic contrasts Breathing to show phrases		Open mouth, relaxed jaw and clear pronunciation Dynamic range	Even tone across the dynamic range with clear open vowels
	Range		Range of a sixth By ear	Range of an octave, mostly by step Using notation	Range of an octave with leaps	Range beyond an octave
Playing an Instrument (to be specific for pupil's chosen instrument)	Technique		(For classroom percussion) Basic posture Dynamic contrast	(Not classroom percussion instrument) Basic posture Clear tone	Dynamic contrasts Articulation contrasts Phrasing	Freedom of movement which facilitates technical development Cresc and dim
	Range		Limited range Rhythmic patterns By ear	First four or five notes (or 3 chords) Rhythms (using notation) with two note lengths	Range about an octave (or 6 chords) Rhythmic playing with at least three note lengths	Range beyond an octave in more than one key (or limited melodic range and more than 6 chords) Rhythmic playing with changes in tempo
Performing with others	Ensemble		Unison	Simple additional part with others (e.g. round, ostinato accompaniment)		Simple additional part(s) on own (e.g. round, ostinato, bass or chord accompaniment)
Composing (including improvising)	Melody		Free exploration of pitch and rhythm	Improvise a 1 bar rhythm Improvise a 1 bar melodic phrase (3 pitches)	Improvise an ostinato/riff (e.g. for an accompaniment) Improvise a melodic phrase (up to 5 pitches) within a structure	Improvise and refine a melodic phrase (e.g. for intros, bridges and outros for songs)
	Harmony		Explore combinations of sounds		Explore layering of rhythmic and / or melodic phrases	Harmonise a melody using chords I, V
	Expression		Explore dynamic choices Explore instrument choices		Indicate tempo	Use dynamic and articulation contrasts
Aural and Theoretical Knowledge	Rhythm		Pulse (moving in in time to music) Simple rhythmic patterns aurally (identify / repeat)	Crotchets and rests (in four beat rhythms) Quaver pairs or minims and minim rests (in four beat rhythms)	4/4, bars and bar lines (strong and weak beats) Crochets, quaver pairs, minims, semibreves and rests	3/4, 2/4 with semiquavers and rests, dotted rhythms Variation of tempo
	Melody		High and low	Three note melody (e.g. hand signs or one line stave)	First five notes of a major scale on a clef	All notes on a clef, including accidentals More than one key signature
	Harmony		Single or multiple sounds (instruments / voices / parts)			Chords I and V in major key
	Form		Phrase (breathing points)		Simple structure (e.g. introduction, verse and chorus)	
	Expression		Dynamics (loud and soft) Timbre of different instruments		Contrasting dynamics (forte / piano) and articulation (staccato / legato)	Variation of dynamics (cresc and dim) and articulation (slurs, accents)
Evaluation	Concepts		Use of musical choices to create an effect Use of graphic score	Use of staff notation	How musical concepts are used to reflect different intentions	
	Context		Respond to different moods in music	Features of music for different purposes	How music reflects different cultural contexts How venue and occasion influence performance and composition	How music changes over time How music demonstrates cross cultural influences
	Improvements		Identify good features	Improve own work	Suggest improvements for own and others work	
Cultural Development (music studied including...)	Traditional		Children's songs and singing games from local, national and pupils' own heritages	Music from national and other heritages represented in the school	Traditional music from other parts of the world	
	Classical			Music from western classical tradition		Music from baroque, classical, romantic and modern periods
	Popular			Popular music		Music from a fusion of styles
Personal Development (through behaving as a musician)	Making a contribution		Perform to an audience	Support other musicians (e.g. play / sing a part to accompany an instrumental piece or song)	Support other artists (e.g. play or create music for a dance or drama performance or an exhibition)	Play or create music for a specific purpose or occasion
	Self-esteem		Perform with class in a school assembly	Perform a solo to teacher Perform in a group to teacher	Perform a solo to school class Perform in a group in a school assembly	Perform in an ensemble (with more than one part) in a school assembly or concert
	Independence			Following teacher's guidance, practise at home to improve an aspect of playing	Identify an aspect of performing or composing to improve through working at home	Without teacher's guidance learn a piece of music or create own composition
	Team work		Take turns	With teacher's guidance work in a group to improve a group performance or composition	Without teacher's help work in a group to improve a group performance or composition	Able to take the lead and to respond to the leadership of others
	Emotional		Show enjoyment of music		Express contrasting emotions through music (e.g. happy, sad)	