



Old Dalby C of E Primary School

Subject Progression

Music

EYFS

<ul style="list-style-type: none">- Sing songs, make music and dance, and experiment with ways of changing them.- Represent their own ideas, thoughts and feelings through music	Key Vocabulary Beat Quiet Loud Percussion instruments Voice Compose
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Year 1

<ul style="list-style-type: none">- Take part in singing, accurately following the melody- Begin to play untuned instruments musically- Recognise changes in tempo and pitch- Create short musical patterns- Sequence sound to create an overall effect- With support, use symbols and images to represent their composition- Listen with concentration to a range of high quality, live and recorded music	Key Vocabulary High Low Loud Soft Rhythm 8 count Pattern Compose
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Year 2

<ul style="list-style-type: none">- Make and control long and short sounds, with both voice and instruments- Play tuned and untuned instruments musically- Comment on the impact of changes of tempo and pitch- Create a sequence combining sounds, considering the effect of timbre on an audience- Listen with concentration and understanding to a range of high quality, live and recorded music	Key Vocabulary Pitch Volume Rhythm Tempo Timbre Composer
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Year 3

<ul style="list-style-type: none">- Sing in solo and ensemble context with increasing control and expression- Improvise and begin to compose music for a range of purposes- Listen to and form personal responses in response to high quality live and recorded music from a range of sources, countries, musicians and composers- Listen to and recall sounds with increasing accuracy- Begin to understand the history of music	Key Vocabulary Solo Ensemble Improvise Expression Genre Control Influential Pattern 8 count
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	Trend Era Reflect Musician
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Year 4

<ul style="list-style-type: none"> - Begin to play a tuned musical instrument in a large ensemble - Sing in solo and ensemble context with increasing control, fluency and expression - Improvise and begin to compose music for a range of purposes, with consideration of the inter-related dimensions of music - Listen to and begin to communicate personal responses in response to high quality live and recorded music from a range of sources, countries, musicians and composers - Begin to understand staff and other musical notations - Listen to and recall sounds with increasing accuracy and attention to detail - Develop an understanding of the history of music 	Key Vocabulary Tuned Control Fluency Compose Composer Reflection Response Global Notes Characteristics Improvisation
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Year 5

<ul style="list-style-type: none"> - Continue to play a tuned musical instrument in a range of ensemble contexts, with increasing accuracy, fluency, control and expression - Sing in solo and ensemble context with increasing control, fluency, expression and accuracy - Continue to improvise and compose music for a range of purposes, with consideration of the inter-related dimensions of music - Listen to and communicate personal responses in response to high quality live and recorded music from a range of sources, countries, musicians and composers - Develop understanding of staff and other musical notations - Continue to develop an understanding of the history of music 	Key Vocabulary Fluency Control Expression Improvise Reflection Compare Tone Diverse Rhythm Significant Global Pitch Style Impact
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Year 6

<ul style="list-style-type: none"> - Continue to play a tuned musical instrument in a range of ensemble contexts, with increasing accuracy, fluency, control and expression - Sing in solo and ensemble context with demonstrating control, fluency, expression and accuracy - Confidently improvise and compose music for a range of purposes, with consideration of the inter-related dimensions of music 	Key Vocabulary Ensemble Expressive Fluency Inter-related Tone
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<ul style="list-style-type: none">- Listen to and communicate personal responses in response to high quality live and recorded music from a range of sources, countries, musicians and composers, using accurate vocabulary- Continue to develop understanding of staff and other musical notations- Continue to develop an understanding of the history of music and begin to comment on observations	Pitch Rhythm Style Genre Diversity Reflection Evaluation Influential Contrast global
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