

Hoo Progression Steps

Music

Yr 1

- Listen to music with sustained concentration
- Find the pulse whilst listening to music and using movement
- Use the correct musical language to describe a piece of music
- Recognise different instruments
- Discuss feelings and emotions linked to a different piece of music
- Begin to understand that rhythm is a mixture of long and short sounds that happen over the pulse
- Listen to, copy and repeat simple rhythm or melody
- Understand that pitch describes how high or low sounds are
- Understand that tempo describes how fast or slow the music is
- Understand that dynamics describes how loud or quiet the music is
- Learn and perform chants, rhythm, raps and songs
- Learn to follow the conductor or band leader
- Sing songs musically and understand how to warm up and project the voice whilst holding a good posture
- Play instruments using the correct techniques with respect
- Start to choose, organise and combine musical patterns
- Start to understand basic musical notation
- Practice, rehearse and present performances to audiences with a growing awareness of the people watching
- Experiment with, create, select and combine sounds

Yr 2

- Listen with concentration and understanding to a range of recorded and live music
- Build an understanding of the pulse and internalise it when listening to a piece of music.
- Begin to recognise and example different musical styles.
- Begin to develop an understanding of the history of music.
- Improvise a simple rhythm using different instruments including the voice
- Understand that the timbre describes the character or quality of the sound
- Understand that texture describes the layers within the music
- Understand that structure describes how different sections of the music are ordered for effect and pattern
- Begin to be able to describe a piece of music using timbre, texture and structure
- Use voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence
- Develop an understanding of melody, the words and their importance in the music being listened to
- Sing a song in two parts
- Use tuned and untuned classroom percussion to play accompaniments and tunes
- Perform an ensemble using a variety of instruments and play different parts where appropriate



Yr 3

- Listen with direction to a range of high-quality music
- Confidently recognise a range of musical instruments
- Find the pulse within the context of different songs/music with ease
- Understand the improvisation is when a composer makes up a tune within boundaries
- Understand that composition is when a composer writes down and records a musical idea
- Sing songs with multiple parts with increasing confidence
- Play and perform in solo or ensemble contexts with confidence
- Develop an understanding of formal, written notation which includes crotchets and rests
- Begin to listen to and recall sounds with increasing aural memory

Yr 4

- Confidently recognise a range of musical instruments and the different sounds they make
- Use appropriate musical language to appraise a piece of style of music
- Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate
- Sign as part of an ensemble with confidence and precision
- Play and perform in solo or ensemble contexts with increasing confidence
- Develop an understanding of formal, written notation which includes minims and quavers
- Listen to and recall sounds with increasing aural memory



Yr 5

- Compose complex rhythms for an increasing aural memory
- Understanding how pulse, rhythm and pitch work together
- Improvise with increasing confidence using own voice, rhythms and varied pitch
- Sing as part of an ensemble with increasing confidence and precision
- Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression
- Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets
- Develop an increasing understanding of the history and context of music
- Listen with attention to detail and recall sounds with increasing aural memory

Yr 6

- Sing as part of an ensemble with full confidence and precision
- Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression
- Create a simple composition and record using formal notation
- Develop a deeper understanding of the history and context of music
- Appropriately discuss the dimensions of music and recognise them in music heard
- Listen with attention to detail and recall sounds with increasing aural memory and accuracy
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets
- Improvise and compose music for a range of purposes using the inter-related dimensions of music

