Prestbury St Mary's Federation – Music Progression Ladder 2023 – 2024

	Reception	End Goals	Year 1	Year 2	End Goals	Year 3	Year 4	End Goals	Year 5	Year 6	End Goals
Singing ***ELGs:*** ***NC Aim:*** learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence	To explore making different sounds with the voice To sing simple chants and rhymes in unison. To begin to sing in tune To start and stop at the appropriate time. To put actions to songs.	To use their voices expressively and creatively by singing songs and speaking chants and rhymes.	To sing simple chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. To sing songs with a very small range (mi-so), then slightly wider. Include pentatonic songs. To sing a wide range of call-and-response songs to control vocal pitch and to match the pitch they hear with accuracy.	To sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control. To sing songs with a small pitch range, pitching accurately. To know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause).	To use their voices expressively and creatively by singing songs and speaking chants and rhymes.	To sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft. To perform actions confidently and in time to a range of action songs. c Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.	To continue to sing a broad range of unison songs with the range of an octave (do–do), pitching the voice accurately and following directions for getting louder (crescendo) and quieter (descrescendo). To sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.	To perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. To use and understand staff and other musical notations	To sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style. To sing three-part rounds, partner songs, and songs with a verse and a chorus.	To sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style. To continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group - i.e. no longer in discrete parts - in order to develop greater listening skills, balance between parts, and vocal independence.	To perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. To use and understand staff and other musical notations
Vocabulary											
Depth of Learning											
Listening ***ELGs:*** ***NC Aim:*** perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians	To Listen attentively and respond to what they hear with relevant questions, comments, and actions.	To listen with concentration and understanding to a range of high-quality live and recorded music.	To develop knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. To listen to recorded performances. To respond to different moods of music, in different ways	To develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. To listen to recorded performances. To listen to simple inter-related dimensions of music To verbally recall what they have heard with simple vocabulary – loud, soft, high, low To begin to say what they like and dislike	To listen with concentration and understanding to a range of high-quality live and recorded music.	To develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. To listen to recorded performances To describe music using appropriate vocabulary To begin to compare different kinds of music	To develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. To listen to recorded performances. To describe what they hear using a wider range of musical vocabulary To recognise how the inter-related dimensions of music are used by composers to create different moods and effects To explore ways the way in which sounds are combined towards certain effects	To listen with attention to detail and recall sounds with increasing aural memory. To improvise To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To develop an understanding of the history of music	To develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. To listen to recorded performances To recognise differences between music of different times and cultures To describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary To analyse and compare features from a wide range of music To discern and distinguish layers of sound and understand their combined effect	To develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. To listen to recorded performances. To evaluate differences in live and recorded performances To consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion	To listen with attention to detail and recall sounds with increasing aural memory. To improvise To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To develop an understanding of the history of music
Vocabulary											
Depth of Learning											

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Composing ***ELGs:*** ***NC Aim:*** learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence	To experiment with, create, select, and combine sounds		To improvise simple vocal chants using question-and-answer phrases. To create musical sound effects and short sequences of sounds in response to a stimulus (e.g. a rainstorm or a train journey). Combine to make a story using classroom instruments or sound-makers. To understand the difference between creating a rhythm pattern and a pitch pattern. To invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns. To use music technology to capture, change, and combine sounds. To recognise how graphic notation can represent created sounds. Explore and invent own symbols.	To create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). To work with a partner to improvise simple question-and-answer phrases, to be sung and played on untuned percussion, creating a musical conversation. To use graphic symbols, dot notation, and stick notation, as appropriate, to keep a record of composed pieces. To use music technology to capture, change, and combine sounds		To become more skilled in improvising (using voices, tuned and untuned percussion, and other instruments), inventing short 'on-the-spot' responses using a limited noterange. To structure musical ideas (e.g. using echo or question-and-answer phrases) to create music that has a beginning, middle, and end. Pupils should compose in response to different stimuli e.g. stories, verse, images (paintings and photographs), and musical sources. To combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re, and mi). To compose song accompaniments on untuned percussion using known rhythms and note values	To Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). To begin to make compositional decisions about the overall structure of improvisations and continue this process in composition tasks. To combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. To arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest, and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. To explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. To Introduce major and minor chords. g Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. To capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.	To compose music for a range of purposes using the inter-related dimensions of music Use and understand staff and other musical notations	To improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. To improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderatly loud (mezzo forte), and moderatley quiet (mezzo piano). Continue this process in composition tasks. To compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. Working in pairs, to compose a short ternary piece. To use chords to compose music to evoke a specific atmosphere, mood, or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. To capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.	To create music with multiple sections that include repetition and contrast. To use chord changes as part of an improvised sequence. To extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. To plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. To compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. To enhance improvised/composed melodies with rhythmic or chordal accompaniment. To compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.	To compose music for a range of purposes using the inter-related dimensions of music To use and understand staff and other musical notations
Vocabulary											
Depth of Learning											

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Musicianship ***ELGs:*** ***NC Aim:*** understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre.	N/A	N/A	To walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. To use body percussion and classroom percussion, playing repeated patterns (ostinati) and short pitched patterns on tuned instruments to maintain a steady beat. To respond to the pulse in recorded/live music through movement and dance. To perform short copycat rhythm patterns accurately, led by the teacher. To perform short repeating rhythm patterns while keeping in time with a steady beat. f Perform word-pattern chants; create, retain and perform their own rhythm patterns. To listen to sounds in the local school environment comparing high and low sounds. To sing familiar songs in both low and high voices and talk about the difference in sound. To explore percussion sounds to explore storytelling. To follow pictures and symbols to guide singing and playing e.g. 4 dots = 4 taps on the drum	To understand that the speed of the beat can change, creating a faster or slower pace (tempo). To mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. To walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. To begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. To identify the beat groupings in familiar music that they sing regularly and listen to. To play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. To create rhythms using word phrases as a starting point. To read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchets rests. To create and perform their own chanted rhythm patterns with the same stick notation. To play a range of singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument, or backing track. To sing short phrases independently within a singing game or short song. L To respond independently to	To experiment with, create, select, and combine sounds using the inter-related dimensions of music To play tuned and untuned instruments musically			To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory. To use and understand staff and other musical notations			To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory. To use and understand staff and other musical notations

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				pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). To recognise dot notation and match it to 3-note tunes played on tuned percussion.							
Vocabulary												
Depth of Learning												
Performing ***ELGs:*** ***NC Aim:*** perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians	N/A	N/A	N/A	N/A	To play tuned and untuned instruments musically.	To develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. To play and perform melodies following staff notation using a small range (e.g. do-mi or C-E) as a whole class or in small groups. To use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi. d Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.	To develop facility in the basic skills of a selected musical instrument over a sustained learning period. To play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. To perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. To copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A)	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To improvise and compose music for a range of purposes using the inter-related dimensions of music To use and understand staff and other musical notations	To play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. To understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs. To perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. To develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies	To play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (ff), very quiet (pp), moderatley loud (mf), and moderatley quiet (mp). To accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard. To engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To improvise and compose music for a range of purposes using the inter-related dimensions of music To use and understand staff and other musical notations
Vocabulary												
Depth of Learning												
Reading Notation ***ELGs:*** ***NC Aim:*** learn to sing and to use their voices, to create and compose music on	N/A		N/A	N/A		To introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. To introduce and understand the differences between crotchets and paired quavers.	To introduce and understand the differences between minims, crotchets, paired quavers, and rests. To read and perform pitch notation within a defined range (e.g. C–G/do–so).	To improvise and compose music for a range of purposes using the inter-related dimensions of music To use and understand staff and other musical notations	To understand the differences between 2/4, 3/4, and 4/4 time signatures. To read and perform pitch notation within an octave (e.g. C–C'/do–do). h Read and play short rhythmic phrases at sight from prepared	To further understand the differences between semibreves, minims, crotchets, quavers, and semiquavers, and their equivalent rests. To further develop the skills to read and perform pitch notation	To improvise and compose music for a range of purposes using the inter-related dimensions of music To use and understand staff and other musical notations

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their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.						To apply word chants to rhythms, understanding how to link each syllable to one musical note	To follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.		cards, using conventional symbols for known rhythms and note durations.	within an octave (e.g. C–C/ do–do). To read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. To read and play from notation a four-bar phrase, confidently identifying note names and durations.	
Vocabulary											
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