



# Progression Summary – MUSIC

## Pulse, Rhythm and Tempo

## Pitch

## Texture, Timbre, Dynamics

## Notation

R

Listen carefully to rhymes, poems and songs, paying attention to how they sound.  
Combine different movements and actions.

Listen with increased attention to sounds.  
Sing the pitch of a tone sung by another person – ‘pitch mark’

Remember and sing entire songs.  
Copy a range of dynamics, e.g. whispering, shouting.

Use physical notation (actions) to remember a song.

1

**Describe tempo** as fast or slow.  
**Identify** and move to the steady beat.  
Copy back rhythm patterns using long and short. (crochets and minims)

Copy back simple melodic patterns using high and low and intervals of an octave and a fifth.  
Sing in unison.  
**Understand** the difference between rhythm and pitch.  
Rehearse and learn simple melodic songs.

**Recognise** some band and orchestral instruments.  
**Describe** dynamics as loud and quiet.

Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.

2

Make the **beat** by tapping or clapping.  
**Recognise tempo** changes.  
**Identify** the beat groups in music, e.g. 2-time, 3-time.  
Move to a steady beat confidently.  
Add actions to songs

Copy back simple melodic patterns with increased pitching accuracy.  
Sing short phrases independently. Sing as part of a class, and in smaller groups with increased pitching accuracy.

Begin to **describe** the style of a piece of music.  
**Demonstrate** dynamics when singing and respond to crescendos and decrescendos.  
**Create** and **improvise** a musical conversation with a partner.

Explore standard notation, using crotchets, quavers, minims and semibreves.  
**Identify** hand signals as notation, and recognise music notation on a staff of five lines.

3

**Find** a beat or groove.  
Walk, move or clap to beat, changing speed as the tempo of the music changes.  
Use crochets, minims and paired quavers rhythms to: **Compose** over a simple groove.  
**Compose** using known rhythms.

Copy back and **improvise** melodic patterns and phrases within a small range. E.g. CDE or BAG. E.g on a recorder or glockenspiel

**Identify** if it is a male or female voice singing.  
Structure musical ideas to create music which has a beginning, middle and end. (as a class)  
Start to use simple structures and dynamics within composition. (as a class) Begin to **explain** the style of a piece of music.(Y2) **Identify** some band and orchestral instruments. (Y1)

**Identify:** staff, treble clef, time signature, lines and spaces on the staff.  
**Apply** spoken word to rhythms, understanding how to link each syllable to one musical note.  
Explore standard notation, using crochets, quavers, minims and semibreves. (Y2)

4

**Describe** tempo as slow, fast and steady.  
**Identify** 2/4, 3/4 and 4/4 metre.  
Sing ‘in time’ with others.  
Use crochets, minims, quavers and their rests rhythms to: **Improvise** and **compose** over a groove or chord progression.

Copy back and **improvise** melodic patterns and phrases within a small range. E.g. CDE or BAG. E.g on a recorder or glockenspiel (Y3)  
**Recognise** the sound and notes of a pentatonic scale by ear and **compose** short melodies using it. (CDE GA) (Y4)

**Explain** the structure of a song. **Compare and contrast** different textures within pieces of music (e.g. solo + accompaniment, acapella) **Describe**, sing and play with attention legato and staccato. Begin to **explain** the style of a piece of music.(Y2) **Identify** some band and orchestral instruments. (Y1) Structure musical ideas to create music which has a beginning, middle and end. (as a class) (Y3)

**Identify:** staff, treble clef, time signature, lines and spaces on the staff. (Y3)  
**Apply** spoken word to rhythms, understanding how to link each syllable to one musical note. (Y3)  
Explore standard notation, using crochets, quavers, minims and semibreves. (Y2)

5

**Identify** 2/4, 3/4 and 4/4 metre. (Y4)  
Sing a second part ‘in time’. (Y5)  
Sing syncopated melodic patterns.  
Use crochets, minims, quavers and their rests rhythms to: **Improvise** and **compose** over a groove or chord progression. (Y4)

Copy back and **improvise** melodic patterns and phrases within a small range. E.g. CDE or BAG. E.g on a recorder or glockenspiel (Y3)  
**Recognise** the sound and notes of a pentatonic scale by ear and **compose** short melodies using it. (CDE GA) (Y4)  
Sing/play in 2 parts (Y5)

**Explain** the structure of a song. (Y4)  
**Compare and contrast** different textures within pieces of music (e.g. solo + accompaniment, acapella) (Y4)  
Begin to **explain** the style of a piece of music.(Y2) **Identify** some band and orchestral instruments. (Y1) Structure musical ideas to create music which has a beginning, middle and end. (Y3)

**Identify:** staff, treble clef, time signature, lines and spaces on the staff. (Y3)  
**Apply** spoken word to rhythms, understanding how to link each syllable to one musical note. (Y3)  
Explore standard notation, using crochets, quavers, minims and semibreves. (Y2)

6

**Identify** 2/4, 3/4 and 4/4 metre. (Y4)  
Sing a second part ‘in time’. (Y5)  
Sing syncopated melodic patterns. (Y5)  
Use crochets, minims, quavers and their rests rhythms to: **Improvise** and **compose** over a groove or chord progression. (Y4)

Copy back and **improvise** melodic patterns and phrases within a small range. E.g. CDE or BAG. E.g on a recorder or glockenspiel (Y3)  
**Recognise** the sound and notes of a pentatonic scale by ear and **compose** short melodies using it. (CDE GA) (Y4)  
Sing/play in 2 parts (Y5)

**Explain** the structure of a song. (Y4)  
**Compare and contrast** different textures within pieces of music (e.g. solo + accompaniment, acapella) (Y4) Begin to **explain** the style of a piece of music.(Y2) **Identify** some band and orchestral instruments. (Y1) Structure musical ideas to create music which has a beginning, middle and end. (Y3)

**Identify:** staff, treble clef, time signature, lines and spaces on the staff. (Y3)  
**Apply** spoken word to rhythms, understanding how to link each syllable to one musical note. (Y3)  
Explore standard notation, using crochets, quavers, minims and semibreves. (Y2)