Composing Progression Ladder

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	Skills	Knowledge
Year 2	• **Improvisation**: improvise Q and A phrases with words, rhythm and pitch. • **Notation:** use images and symbols to structure pieces using graphic score. Select stick notation for rhythm and dot notation for pitch. • **Creative process**: explore and use changes in pitch dynamics, duration and tempo. Select sounds and instruments to demonstrate mood or message. Compose lyrics, three note melodies and rhythms using known notation.	• **Improvisation**: know to structure improvisations into responses over 4 or 8 beats. • **Notation:** know that changing the size of an image or how often it appears can show changes in dynamics and tempo. Know that where a dot or note is placed in relation to one another indicates the pitch. • **Creative process:** know that different sounds and how they are played can be used to represent different characters, emotions and moods. Know that the syllables of words can be used to make lyrics fit with the melody.
Year 1	• **Improvisation**: improvise simple vocal chants and pitch and rhythm patterns. • **Notation:** begin to explore how images can be used to create graphic scores. Explore symbols for rhythm and pitch • **Creative process:** select and describe sounds to create music in response to a stimulus. Compose simple four beat rhythms using crotchets and paired quavers. Compose simple melodies using G and E. Explore dynamics and tempo in relation to mood or message.	• **Improvisation**: know that using dynamics, tempo and pitch can provide context when improvising. • **Notation:** know that using bigger/smaller images or symbols represents dynamics. Know to use images and symbols to create a score for rhythm or pitch. • **Creative process:** know to explore different ideas before deciding what to do. Know that playing an instrument with less force or effort will make it sound quieter.
EYFS	• **Improvisation**: explore and create sounds using voice, body percussion, instruments and found sounds. Explore how sounds can be changed from loud to quiet, fast to slow and high to low. • **Notation:** introduced to symbols and images to order and convey sound. • **Creative process:** create new verses, words and actions to a song and create sequences of sounds in response to a given stimulus.	• **Improvisation**: know that different instruments make different sounds which can show different characters or situations. • **Notation:** know that I can order images to create sounds. • **Creative process:** understanding the words of a song will help me to decide on actions or sounds.



Listening Progression Ladder

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	Skills	Knowledge
Year 2	• **Identify musical conventions and inter-related dimensions:** begin to recognise how composers use music to tell the story or message of their piece. Recognise changes in tempo, dynamics and pitch • **Recognise sound & instruments:** begin to recognise instruments aurally.	• **Identify musical conventions and inter-related dimensions:** know the meaning of tempo, dynamics and pitch. • **Recognise sound & instruments:** know that instruments are made of different materials and this creates different sounds (timbres).
Year 1	• **Identify musical conventions and inter-related dimensions:** begin to identify the sound with the intended message. Recognise changes in the music e.g. slower/faster, quieter/louder. • **Recognise sound & instruments**: begin to recognise some instrumental sounds and name classroom instruments.	• **Identify musical conventions and inter-related dimensions:** justify preference when listening to various styles of music and understand that other people may have different opinions. Begin to use music terminology to describe the changes e.g. the tempo got faster. • **Recognise sound & instruments:** know that instruments are played differently e.g. hit, shaken and this produces different sounds.
EYFS	• **Identify musical conventions and inter-related dimensions:** describe sound e.g. whistling, twinkly. Begin to react to changes in the music such as tempo or dynamics by explaining or moving. • **Recognise sound & instruments:** begin to recognise classroom instruments. Listen to sound effects.	• **Identify musical conventions and inter-related dimensions:** know that instruments can be played in different ways and this makes different sounds. Know that when the music changes speed (tempo) so does my movement. Know that music can be loud or quiet and fast or slow and this makes me feel differently. • **Recognise sound & instruments:** know that sound effects can be used to show what a piece of music is about.



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Performing Progression Ladder

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	Skills	Knowledge
Year 2	• **Technical control:** sing with developing control of pitch. Follow directions for dynamics and tempo when singing and playing. Find and perform the pulse with increasing success. Identify and mark beat groupings. Accompany singing with actions and body sounds in time with a steady pulse. • **Notation**: begin to relate simple graphic images to changes in sound. Recognise dot notation across three pitches. Perform rhythm patterns following stick notation • **Ensemble awareness**: demonstrate increased confidence when following musical directions given both aurally and through physical inflection. • **Communication & audience:** begin to control sounds with intention.	• **Technical control:** know that listening to the starting pitch will help me to start and stay in tune. Know the meaning of dynamics and tempo. Know that the speed of the beat can change. • **Notation:** know that if a symbol sits higher in space it represents a higher pitch. • **Ensemble awareness:** know when and how to play by following signals. • **Communication & audience:** be aware of the expectations when listening to others perform and when performing to an audience.
Year 1	• **Technical control:** sing simple songs with an awareness of pitch and following visual direction (start, stop, loud, quiet). Play to a steady pulse. Play repeated rhythms and word pattern chants. • **Notation**: begin to relate images to sounds. Follow pictures and symbols to guide singing and playing. • **Ensemble awareness:** follow simple performance indications for start, stop, gradually change dynamics. • **Communication & audience:** begin to control sounds demonstrating subtle changes, gradually louder, quieter, faster, slower.	• **Technical control:** know that the pulse is the steady beat of the music. Know that standing up tall with my shoulders back will help improve my singing. • **Notation:** know that images and symbols on a score show me when to play and when to stop. • **Ensemble awareness:** know that different hand signals tell me when and how to play or sing. • **Communication & audience:** know to make eye contact with my group and the audience when performing.
EYFS	• **Technical control:** distinguish between singing and speaking. Copy simple rhythm patterns using instruments, body sounds and the voice with an introduction to a steady pulse and pitch. • **Notation:** begin to follow symbols and images. • **Ensemble awareness:** begin to start and stop together with others. • **Communication & audience:** explore sounds using instruments and voice, showing an awareness of tempo and dynamics.	• **Technical control:** know that when singing I move my voice higher and lower. • **Notation**: know that 'ta' is one sound and 'titi' is two sounds. • **Ensemble awareness:** know to watch and listen to others to start and stop together. • **Communication & audience:** know how to play different instruments e.g. shake, scrape, hit, blow.



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Get Set 4 Music

Notation Progression

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	Crotchets	Paired Quavers	Minims	Semibreves	Semiquavers	Dotted notes	Rests
EYFS	✓ ta	✓ titi					crotchet rest
Y1	✓	✓					crotchet rest
Y2	✓	✓	✓ exposed to	✓ exposed to			crotchet rest
Y3	✓	✓	✓	✓			crotchet rest
Y4	✓	✓	✓	✓	✓ exposed to		crotchet rest
Y5	✓	✓	✓	✓	✓	✓ exposed to	crotchet rest quaver rest
Y6	✓	✓	✓	✓	✓	✓ exposed to	all equivalent rests

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Vocabulary Pyramid Music



Y6

accent, ascending, binary form, break, bridge, chord sequence, concerto, contrast, counter melody, descending, introduction, jingle, key, loop, manipulate, metronome, passing note, phrasing, reel, riff, sustain, tonic, triad



Y5

accompaniment, backing vocals, bass line, broken chords, consonant, dissonant, dotted note, flat, fusion, genre, interval, lead vocals, legato, mnemonics, polyphonic, polyrhythmic, programmatic, root note, semiquavers, sharp, staccato, ternary form, triad, walking bass line



Y4

accelerando, accompany, bass, call and response, cell, chord, clashing, fortissimo, glissando, graphic notation, groove, harmonious, harmony, major, mezzo forte, mezzo piano, minimalism, minor, moderato, motif, neutral clef, notate, octave, off beat, pentatonic scale, pianissimo, polyphony, polyrhythm, quaver, rallentando, scatting, solo, swing time, technique



Y3

appraise, bar, bar line, classical, crotchet rest, duration, ensemble, inter-related dimensions, leaping, medieval, minim, musical theatre, quartet, rehearse, scale, semibreve, stepping, structure, timbre, time signature, treble clef, western notation



Y2

anthem, baroque, brass, crotchet, drone, fall, fanfare, folk, forte, improvise, lyrics, notation, orchestra, paired quavers, percussion, performance, piano, posture, presto, rehearsal, rise, romantic, round, sea shanty, strings, texture, unison, woodwind



Y1

adagio, allegro, chorus, compose, composer, conductor, crescendo, decrescendo, duet, dynamics, graphic score, layer, length, melody, opera, pitch, score, soundscape, stave, tempo, verse

EYFS

action, band, beat, copy, count, fast, high, higher, hit, instrument, listen, loud, louder, low, lower, match, movement, note, pattern, perform, play, pulse, quick, quicker, quiet, quieter, repeat, rest, rhythm, scrape, shake, sing, slide, slow, slower, sound, sound effect, speak, speed, start, stop, tune, voice, volume

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