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**MillHill Primary Academy Progression Ladder for Music**

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| **Music Progression** | **Singing songs with control and using the voice expressively** | **Listening, memory and movement** | **Controlling pulse and rhythm** | **Exploring sounds, melody and accompaniment** | **Control of instruments** | **Composition** | **Reading and writing notation** | **Performance skills, evaluating and appraising** |
| **Foundation Stage** | To find a singing voice and use their voice confidently.  Sing with an awareness of other performers  Sing a melody accurately at their own pitch. | Remember short songs and sounds  Repeat patterns of sounds  Responds physically when performing music. | Understand fast and slow.  Accompany a chant or song.  Accompany a chant song by clapping the rhythm | To explore different sound sources.  Make sounds using classroom instruments.  Identify and name classroom instruments. | Show an awareness of how instruments  are played.  Play untuned instruments.  Play untuned instruments with control. | To explore different sound sources.  Make sounds using classroom instruments.  Contribute to the creation of a class contribution. | Use long and short sounds  Create long and short sounds  Create long and short sounds using classroom instruments. | Perform in front of others.  Perform while showing an awareness of others.  Perform and be part of a audience. |
| **Year 1** | Sing with a sense of awareness of pulse and control of rhythm. | Identify different sound sources. | Identify the pulse and join in getting faster and slower together. | Identify how different sounds can give a message. | Play instruments in different ways. | Identify how different sounds can give a message. | Perform long and short sounds in response to symbols | Follow instructions that combine the musical element. |
| **Year 2** | Recognise phrase length and know when to breathe.  Follow pitch movements with their hands and use high low and middle voices. | Respond physically when composing music.  Respond physically when appraising music, identify well-defined musical features. | Identify long and short sounds in music.  Accompanying a chant or song by clapping the pulse. | Create and choose sounds in response to a given stimulus.  Change sounds to reflect different stimuli. | Create sound effects.  Identify different groups of instruments. | Create and choose sounds in response to a given stimulus.  Change sounds to reflect different stimuli. | Play and sing a notated phrase.  Play and sing a phrase from dot notation. | Recognise the need for performance and audiences.  Perform together and follow instructions that combine the musical element. |
| **Year 3** | Begin to sing with control of pitch. | Create sequences of movements in response to sounds. | Recognise rhythmic patterns. | Identify ways of sounds are used to accompany a song. | Select appropriate instruments. | Create textures by combining sounds in different ways | Record their own ideas | Perform in different ways and in different situations. |
| Sing with awareness of pulse and rhythm. | Explore and choose different movements to describe. | Perform a repeated pattern to use a steady pulse. | Explore and perform different types of accompaniment.  Develop an understanding of the history of music. | Select instruments to describe visual images. | Create music that describes contrasting moods/emotions. | Make their own symbols for notation | Explore the way that performers are a musical resource. |
| **Year 4** | Understand how mouth shapes can affect voice sounds.  Sing expressively with awareness and control at the expressive elements i.e. timbre, tempo and dynamics. | Demonstrate the ability to recognise the use of structure and expressive elements through dance.  Identify phrases that could be used as an introduction, interlude and ending. | Identify and recall rhythmic and melodic patterns.  Identify repeated patterns used in a variety of music(ostinato) | Explore different melodic patterns.  Analyse how sounds are used to create different moods.  Develop an understanding of the history of music. | Identify melodic phrases.  Play accompaniments with control and accuracy. | Create an accompaniment to a known song.  Create descriptive music in pairs or small groups. | Make their own symbols for notation as part of a class score.  Perform using a notation as a support. | Recognise how music can reflect different intentions.  Perform with an awareness of different parts. |
| **Year 5** | Sing songs with increasing control of breathing, posture and sound projection.  Sing a round two parts and identify the melodic phrases and how they fit together. | Internalise short melodies and play these on pitched percussion (by ear).  Listen to longer pieces of music and identify features. | Improvise rhythm patterns.  Perform an independent part keeping to a steady beat | Comment on how sounds are used to create different moods.  Select different melodic patterns.  Develop an understanding of the history of music. | Identify melodic phrases and play them by ear.  Create different effects using combinations of pitched sounds. | Identify different starting points for composing music.  Explore, select and combine a variety of different sounds to compose a soundscape | Sing songs using notation of their own.  Sing songs using staff notation. | Present performances effectively.  Show an awareness of audiences, venue and occasion. |
| **Year 6** | Begin to have an awareness of improvisation with the voice. | Identify different moods and textures. | Subdivide the pulse while keeping to a steady beat. | Recognise and explore different combinations of pitch sounds.  Develop an understanding of the history of music. | Use ICT to change and manipulate sounds. | Use a range of stimuli and develop musical ideas into a completed composition. | Sing and perform using instruments using staff notations as support. | Improve their work through analysis evaluation and comparison. Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment.  Plan and perform a movement sequence showing contrasts in speed/level and direction,  Apply basic compositional ideas to create dance phrases with a partner and in a small group. |