KS1 - Music - Curriculum Progression

	Key Stage 1	
	Learning progression	
Listen and Appraise	I can start to recognise very simple styles of music. (L1 A)	I can recognise and identify simple styles of music. (L1 B)
	I can identify different sounds in the music. E.g. instrument families – wind, string, percussion, brass. (L2 A)	I can start to identify instruments in the music. E.g. drums, cymbal… (L2 B)
	I can find the pulse of a piece of music by marching, clapping and tapping knees. (L3 A)	I can use body percussion to find the pulse of the music. (L3 B)
	I can talk about the pulse, rhythm and pitch of a piece of music. (L4 A)	I can use musical language to describe the music I am listening to. (pulse, rhythm, pitch, dynamics, tempo) (L4 B)
	I can share my opinion about a piece of music. (L5 A)	I can share my opinion and give reasons for my opinion. (L5 B)
Interrelated Dimensions	I can begin to demonstrate how the pulse and rhythm work together. (IRD 1 A)	I can identify the pulse, rhythm and pitch of a piece of music. (IRD 1 B)
	I can clap the rhythm of my name. (IRD 2 A)	I can clap the rhythm of words. (IRD 2 B)
	I can show an understanding of how pitch, pulse and rhythm are used in a piece of music. (IRD 3 A)	I can create my own rhythm when asked. (IRD 3 B)
		I can show an understanding of how dynamics, tempo and pitch work together in a piece of music. (IRD 4 B)

KS1 - Music - Curriculum Progression

	Key Stage 1	
	Learning progression	
Using Voices	I can work together as part of a group. (V1 A)	I can sing as part of a group. (V1 B)
	I can begin to sing alone. (V2 A)	I can sing alone. (V2 B)
	I can warm up my voice. (V3 A)	I can warm up my voice. (V3 B)
	I can sit up/ stand up straight when I sing. (V4 A)	I can sing with a good sense of the pulse. (V4 B)
		I can sing in time with a group. (start and stop at the correct time) (V5 B)
		I can begin to think about the words in a song and how they work in the piece of music. (V6 B)
Playing instruments	I can begin to play a classroom instrument. (PI1 A)	I can continue to learn to play together in a group/ensemble. (PI1 B)
	I can join in and stop at the right times. (PI2 A)	I can confidently join and stop at appropriate times. (PI2 B)
	I can respond to simple musical cues (starting/stopping). (PI3 A)	I can confidently follow a leader/conductor. (PI3 B)
	I can begin to follow a leader/conductor. (PI4 A)	I can play different parts, according to my ability. (PI4 B)
	I can look after my instrument. (PI5 A)	I can continue to play my instrument correctly. (PI5 B)
	I can begin to play different notes. (PI6 A)	I can treat my instrument with respect. (PI6 B)

KS1 - Music - Curriculum Progression

	Key Stage 1	
	Learning progression	
Improvisation	I can explore and create very simple sounds with my voice or an instrument. (I1 A)	I can explore and create simple sounds with my voice or an instrument. (I1 B)
	I can make my own tune/rhythm using 1 note. (I2 A)	I can improvise my own tune/rhythm using up to 2 notes. (I2 B)
	I can improvise a very simple pattern. (I3 A)	I can improvise a simple pattern using an instrument or my voice. (I3 B)
	I can create my own simple rhythmic pattern. (I4 A)	I can create my own simple rhythmic pattern with confidence. (I4 B)
	I can perform my own rhythms and melodies. (I5 A)	I can perform my own rhythms and melodies. (I5 B)
		I can improvise my own tune/rhythm using up to 2 notes. (I6 B)
		I can improvise a simple pattern using an instrument or my voice. (I7 B)
Composition	I can create a very simple melody in a group. (C1 A)	I can create my own simple melodies (usually within a group) (C1 B)
	I can make my own composition using 1 or 2 notes. (C2 A)	I can make my own composition using 1, 2 or 3 notes. (C2 B)
	I can record the composition in any way appropriate. (notated/ graphic/pictorial/video) (C3 A)	I can understand the difference between composition and improvisation. (C3 B)
	I can demonstrate an understanding of using pitch and dynamics. (C4 A)	I can record the composition in any way appropriate. (notated/graphic/ pictorial/video) (C4 B)
		I can demonstrate an understanding of using pitch, dynamics and tempo. (C5 B)
		I can explore and create simple sounds with my voice or an instrument. (C6 B)

KS2 - Music - Curriculum Progression

	Key Stage 2	
	Learning progression	
Listen and Appraise	I can recognise/identify styles and instruments used in: RnB, reggae, pop, film/classical and disco. (LA1 A)	I can recognise/identify styles and instruments used in: pop, film/classical, rap, soul/gospel.(LA1 B)
	I can find a steady beat within the music and express the importance of a pulse within a piece of music. (LA2 A)	I can find a steady beat within the music and express the importance of a pulse within a piece of music.(LA2 B)
	I can recognise the sounds of the musical instruments used within a piece of music. (LA3 A)	I can continue to recognise the sounds of the musical instruments used within a piece of music.(LA3 B)
	I can identify the simple structure of a piece of music. (LA4 A)	I can continue to identify the simple structure of a piece of music.(LA4 B)
	I can use the correct musical language and use this to help me describe how the music makes me feel. (LA5 A)	I can more consistently use the correct musical language and use this to help me describe how the music makes me feel.(LA5 B)
	I can place a piece of music in a timeline of different genres and composers. (LA6 A)	I can place a piece of music in a timeline of different genres and composers. (LA6 B)
	I can continue to deepen my understanding of the inter-related dimensions of music: beat, rhythm, pitch, texture, tempo, dynamics and structure. (LA7 A)	I can continue to deepen my understanding of the inter-related dimensions of music: beat, rhythm, pitch, texture, tempo, dynamics, timbre and structure.(LA7 B)
Inter-related Dimensions	I can find and internalise the pulse on my own/with support with more confidence. (IRD1 A)	I can find the pulse and stay in time.(IRD1 B)
	I can demonstrate, more confidently, how pulse, rhythm and pitch work together. (IRD2 A)	I can demonstrate a fast and slow pulse.(IRD2 B)
	I can clap/Play simple rhythms and copy one or two note pitches with more confidence.(IRD3 A)	I can clap/Play simple rhythms and copy one or two note pitches with more confidence.(IRD3 B)
	I can create my own rhythm.(IRD4 A)	I can create my own rhythm and lead others, if asked.(IRD4 B)
	I can explain, with more confidence, how pitch, rhythm, pulse, dynamics and tempo work together in a piece of music.(IRD5 A)	I can explain, with more confidence, how pitch, rhythm, pulse, dynamics and tempo work together in a piece of music.(IRD5 B)

KS2 - Music - Curriculum Progression

	Key Stage 2	
	Learning progression	
Using Voices	I can work as part of a group and develop confidence to sing alone. (V1 A)	I can sing as part of a group or alone, with confidence. (V1 B)
	I can explain why warming up my voice is important. (V2 A)	I can show good technique when preparing to sing. (V2 B)
	I can project the meaning of a song.(V3 A)	I can perform a song stylistically and as musically as I can. (V3 B)
	I can sing in time with a group (pay attention to the pulse).(V4 A)	I can sing different parts of a song. (V4 B)
	I can follow a leader/conductor. (V5 A)	I can follow a leader/conductor with confidence. (V5 B)
Playing Instruments	I can play a classroom instrument, as part of a group, with more knowledge and confidence. (PI1 A)	I can play a classroom instrument, as part of a group, with more knowledge, confidence and ease. (PI1 B)
	I can move between different parts. (PI2 A)	I can move between different parts. (starting to use notation) (PI2 B)
	I can respond to basic cues from the conductor/leader. (PI3 A)	I can respond to cues from the conductor/leader, with confidence. (PI3 B)
	I can treat my instrument with care and respect. (PI4 A)	I can treat my instrument with care and respect. (PI4 B)
	I can begin to play more confidently as part of an ensemble, by ear. (PI5 A)	I can play more confidently as part of an ensemble, by ear. (PI5 B)

KS2 - Music - Curriculum Progression

	Key Stage 2	
	Learning progression	
Improvisation	I can continue to explore and create simple musical sounds, with voices and instruments, within the context of songs being learnt. (I1 A)	I can confidently explore and create simple musical sounds, with voices and instruments, within the context of songs being learnt. (I1 B)
	I can improvise with some confidence. (I2 A)	I can improvise more confidently. (I2 B)
	I can begin to create my own rhythmic patterns, that lead to melodies in a group or solo situation. (I3 A)	I can create my own rhythmic patterns, that lead to melodies in a group or solo situation. (I3 B)
	I can perform my improvisations on my own or within a group. (I4 A)	I can perform my improvisations on my own or within a group. (I4 B)
Composition	I can continue to create my own slightly more complex melodies. (C1 A)	I can create my own more complex melodies. (C1 B)
	I can compose using three or more notes. (C2 A)	I can compose using more than three notes. (C2 B)
	I can record my composition in a way I choose. (C3 A)	I can record my composition in more than one way. (C3 B)
	I can demonstrate an understanding of the inter-related dimensions of music. (C4 A)	I can demonstrate an understanding of the inter-related dimensions of music. (C4 B)