



Music Progression at St Minver School

Pupils will:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Perform,	Children sing songs	The children will begin	The children will begin to	The children will begin	The children will continue to	The children will continue to	Children will continue to show
listen to,	and make music,	to recognise very basic	recognise very basic style	to recognise very basic	recognise basic style	recognise features of key musical	their increasing depth of
review and	experimenting with	style indicators and	indicators and start to	style indicators and start	indicators and continue to	styles and continue to recognise	knowledge and understanding,
evaluate	ways of changing	start to recognise	recognise different	to recognise different	recognise different	different instruments. They will	recognising style indicators and
music	them. In relation to	different instruments.	instruments.	instruments.	instruments.	deepen knowledge	different instruments with
across a	song and music	Have fun finding the	Styles include: South	Styles include: RnB, Rock,	They will deepen knowledge	and understanding of specific	increasing knowledge and
range of	children will know	pulse together and start	African, Rock, Reggae, Early	Reggae, Pop, Film/	and understanding of specific	musical styles (Pop, Motown,	confidence, deepening
historical	about similarities and	to understand what	Classical, 20th Century	Classical, Musicals,	musical styles (ABBA, Grime,	Country, A Capella Music, 80s	knowledge and understanding of
periods,	differences between	pulse is/does/means	Contemporary Classic.	Motown, Soul, Disco,	Beatles, Gospel, Classical	Rock, Funk, The Beatles, Latin,	specific musical styles (21st
genres,	themselves and	etc.	Find the pulse and start to	Funk, Hip Hop, Big	Romantic, Tango, Hip Hop,	Early Classical Music, 20th	Century Classical Music,
styles and	others, and among	Start to use correct	understand what pulse	Band Jazz.	Early Classical Music, 20th	Century Classical Music,	Electronic Music, Turntables,
traditions.	families, communities	musical language	is/does/means etc.	Find the pulse and	Century Contemporary	Contemporary Classical Music)	Jazz, the music of Benjamin
	and traditions; listen	during discussion and	Start to use correct musical	deepen their	Classical Music) through	through listening to more	Britten, Rock music, the music of
	attentively in a range	when	language during discussion	understanding of what	listening to more examples	examples of the same styles	Carole King, Early Classical
	of situations; respond	describing feelings.	and when describing	pulse is/does/means.	of the same styles and	and understanding its musical	Music, 20th Century
	to what they hear	They will begin to	feelings.	Continue to recognise:	understanding its musical	structure and style indicators.	Contemporary Classical Music)
	with relevant	recognise the sound of	Begin to recognise:	*the sound of the	structure and style	When listening to the music:	through listening to more
	comments; talk about	the musical instruments	*the sound of the musical	musical instruments	indicators.	*find and internalise the pulse	examples of the same styles and
	their ideas	used, basic musical	instruments used and basic	used and basic musical	Find the pulse together and	using movement.	understanding its musical
		structure, the purpose	musical structure.	structure	deepen their understanding	*listen with security and	structure and style indicators
		of the song and	*the purpose of the song and	*correct musical	of what pulse	confidently recognise/identify	When listening to the music:
		context within history.	context within history.	language and how it can be	is/does/means.	different style indicators	*find and internalise the
		How music makes them	*how music makes them	used to describe	Continue to recognise	and different instruments and	pulse using movement
		feel. About the	feel.	how music makes us	*the sound of the musical	their sounds.	confidently and independently.
		dimensions of music	*about the dimensions of	feel.	instruments used and basic	*use correct musical language	*understand the pulse and its
		and how they fit into	music and how they fit into	*the purpose of the	musical structure.	consistently to describe the	role as the foundation of music.
		music: pulse - a	music: pulse - a steady beat,	song and context within	*basic style indicators	music you are listening to and	*listen with security/confidently
		steady beat, simple	simple rhythm patterns,	history.	*recognise different	your feelings towards it.	recognise/identify different style
		rhythm patterns,	pitch, texture, tempo,	Continue to deepen	instruments.	*comment on and discuss with	indicators and different
		pitch, texture, tempo,	dynamics.	their understanding of	*the purpose of a song and	confidence, ideas together as a	instruments and their sounds.
		dynamics.	Pupils will start to use	the dimensions of music	context within history.	group.	*use correct musical language to
		They will start to use	correct musical language and	and how they fit into	Continue to deepen their	*discuss other dimensions of	confidently describe the music
		correct musical	describe how the music	music: pulse - a steady	understanding of the	music and how they fit into the	you are listening to and your
		language and describe	makes them feel through	beat, simple	dimensions of music and	music you are listening to.	feelings towards it.
		how the music makes	safe and respectful	rhythm patterns, pitch,	how they fit into music,		*listen, comment on and discuss
		them feel through safe	discussion.	texture, tempo, dynamics,	giving specific reference to		with confidence, ideas together
		and respectful		structure.	musical dimensions: pulse,		as a group.
		discussion.			rhythm patterns, pitch,		*appropriately and confidently
					texture, tempo, dynamics,		discuss other dimensions
					timbre, structure.		of music and how they fit into
							the music you are listening to.

Pupils	vill: Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Learn t		Begin to understand	Continue to understand how	Continue to understand	Continue to build on	The children will have an	The children will have a deeper
sing, u	e and make music,	how pulse, rhythm and	pulse, rhythm and pitch work	how pulse, rhythm and	previous learning about how	understanding of how pulse,	understanding of how pulse,
voices		pitch work together to	together to create music	pitch work together to	pulse, rhythm and pitch work	rhythm and pitch work together	rhythm and pitch work together
compo	se ways of changing	create music	Continue to sing songs/raps	create	together to create music	to create	to create music
music	n them.	Start to sing songs/	together in a group/	Continue to sing	Learn and understand more	Understand more about	Understand with greater depth
their o	1	raps together in a	ensemble.	songs/raps together in a	about preparing to sing.	preparing to sing songs/raps	about preparing to sing
and as	part	group/ensemble.	Use glocks, recorders or	group/ensemble.	Explore a range of vocal	together in a	songs/raps together in
of an		Use glocks recorders or	band instruments if approp-	Use glocks, recorders or	activities: eg	group/ensemble, sometimes in	a group/ensemble, sometimes in
ensem	ole;	band instruments	riate.	band instruments if	rapping, beatboxing.	parts and confidently.	parts and confidently.
unders	and	if appropriate.	Learn to play together in a	appropriate.	Sing as a soloist and as part	Use glocks, recorders or band	Use glocks, recorders or band
the ter	ns:	Start to learn to	band or ensemble.	Learn to play together in a	of a larger group and/or in	instruments to play together	instruments to play together with
pitch,		play together in a band	Continue to learn that	band or ensemble.	parts.	with confidence and	more confidence and deeper
duratio		or ensemble.	improvisation is when you	Continue to learn that	Perform as a soloist and as	understanding in a band	understanding in a band or
dynam	cs,	Begin to learn that	make up your own tune or	improvisation is when	part of a band or ensemble,	or ensemble	ensemble.
tempo		improvisation is when	rhythm and that it is not	you make up your own	by ear and/or from different	Know and understand that when	Understand with greater depth
timbre		you make up your own	written down or notated.	tune or rhythm.	notations.	you make up your own tune or	that when you make up your own
texture		tune or rhythm and	Continue to learn that	Continue to learn	Play pieces in unison and in	rhythm it's called improvisation.	tune or rhythm it's called
structu		that it is not written	composition is creating	that composition is	two parts.	Have the knowledge and	improvisation.
and m		down or notated. Start	simple rhythms and melodies	creating simple rhythms	Continue inventing musical	understanding that an	Have the knowledge and
notatio	n.	to learn that	that are notated or recorded	and melodies that are	ideas within improvisation.	improvisation is not written	understanding that
		composition is creating	in some way.	notated or recorded in	Continue inventing musical	down or notated. If written down	an improvisation is not written
		very simple rhythms		some way.	ideas within composition,	in any way or recorded, it	down or notated. If written
		and melodies that are notated or recorded in			either recorded in sound	becomes composition. Know and understand that	down in any way or recorded, it becomes composition.
		some way.			or written using any appropriate notation.	composition is creating your own	Understand with greater
		some way.			appropriate notation.	melody within given boundaries.	depth that composition is
						It can be notated or recorded in	
						some way.	creating your own melody within given boundaries.
						some way.	It can be notated or recorded in
							some way.
							some way.
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Pupils will:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Perform	Represent their own	Work together as part	Continue to work together as	Perform what you have	Present a musical	Present a musical performance of	In greater depth, present a
and	ideas, thoughts and	of an ensemble/band.	part of an ensemble/band.	learnt to other people.	performance of a song or	a song or piece of music to an	musical performance of a song or
understand	feelings trough music.	Remember the import-	Remember the	Play your instrument,	piece of music to an	audience, demonstrating the	piece of music to an audience,
how music		ance of starting and	importance of starting and	improvise and play	audience, demonstrating the	historic, stylistic knowledge	demonstrating the historic,
is created,		ending together.	ending together.	your compositions as	historic, stylistic knowledge	and understanding of the	stylistic knowledge and
produced		Try to follow the	Try to follow the conductor/	part of this performance	and understanding of the	song/piece, through	understanding of the song/piece,
and		conductor/ band	band leader.	and with as much	song/piece through the	the performance.	through the performance.
communica		leader.	Perform what you have	confidence and accuracy	performance.	Perform what you have learnt to	Perform what you have learnt to
ted		Perform what you have	learnt to other people. Play	as possible.	Perform what you have	your audience.	your audience.
		learnt to other people.	your instrument, improvise	Perform with an	learnt to other people.	Play your instrument,	Play your instrument,
		Play your instrument,	and play your compositions	understanding that	Play your instrument,	improvise and play your	improvise and play your
		improvise and play your	as part of this performance	the performance can	improvise and play your	compositions as part of this	compositions as part of this
		compositions as part of	and with as much confidence	include everything that	compositions as part of	performance and with as much	performance and with as much
		this performance and	as possible.	has been undertaken	this performance and with as	confidence and accuracy as	confidence and accuracy as
		with as much	Perform with some	during the learning	much confidence and	possible.	possible.
		confidence as possible.	understanding that the	process of the unit.	accuracy as possible.	Perform with a deeper	Perform with a deeper
		Perform with some	performance can include	Everything you have	Perform with a deeper	understanding that the	understanding that the
		understanding that the	everything that has been	learnt fits together.	understanding. A	performance can include	performance can include
		performance can	undertaken during the	Practise, rehearse and	performance can include	everything that has been	everything that has been
		include everything that	learning process of the unit.	present performances	everything that has been	undertaken during the learning	undertaken during the
		has been undertaken	Everything you have learnt	with awareness of an	undertaken during the	process of the unit. Everything	learning process of the unit.
		during the learning	fits together.	audience. Begin to	learning process of the unit.	you have learnt fits together.	Everything you have learnt fits
		process of the unit.	Practise, rehearse and	realise that performance	Everything you have learnt	Practise, rehearse and present	together.
		Everything you have	present performances with	can influence how music	fits together.	performances with awareness of	Practise, rehearse and present
		learnt fits together.	some awareness of an	is presented.	Practise, rehearse and	an audience.	performances with awareness of
		Practise, rehearse and	audience. Begin to realise	Try to communicate	present performances with	Begin to realise that performance	an audience.
		present performances	that performance can	your ideas, thoughts and	awareness of an audience.	can influence how music is	Begin to realise that performance
		with some awareness	influence how music is	feelings through simple	Begin to realise that	presented. Communicate your	can influence how music is
		of an audience. Begin	presented.	musical demonstration.	performance can influence	ideas, thoughts and feelings	presented.
		to realise that perform-	Try to communicate your	Watch a recording	how music is presented. Try	through simple musical	Communicate your ideas,
		ance can influence how	ideas, thoughts and feelings	and/or discuss	to communicate your ideas,	demonstration.	thoughts and feelings through
		music is presented.	through simple musical	the performance.	thoughts and feelings	Watch a recording and/or discuss	simple musical demonstration.
		Try to communicate	demonstration.	Offer helpful and	through simple musical	the performance.	Watch a recording and/or discuss
		your ideas, thoughts	Watch a recording and/or	thoughtful comments and	demonstration.	Offer helpful and thoughtful	the performance.
		and feelings through	discuss the performance.	feedback about others	Watch a recording and/or	comments and feedback about	Offer helpful and thoughtful
		simple musical	Offer helpful and	Children III ha ta abu ta	discuss the performance.	others.	comments and feedback about
		demonstration.	thoughtful comments and	Children will be taught to:	Offer helpful and	Improvise and compase music	others.
		Watch a recording	feedback about others	Use their voices	thoughtful comments and feedback about others.	Improvise and compose music	Improvice and compace music for
		and/or discuss the	Children will be taught to:	expressively and creatively	reeuback about others.	for a range of purposes using the	Improvise and compose music for
		performance. Offer	 use their voices 	by singing songs and	Children will be taught to:	interrelated dimensions of music.	a range of purposes using the interrelated dimensions
		helpful and		speaking chants and	 Children will be taught to: Use their voices 	• Listen with attention to	of music.
		thoughtful comments and feedback about	expressively and creatively	rhymes.		Listen with attention to detail and recall sounds	• Listen with attention to
			by singing songs and	 Play tuned and un-tuned instruments musically. 	expressively and creatively		 Listen with attention to detail and recall sounds
		others.	speaking chants and rhymes.	instruments musically.	by singing songs and	with increasing aural memory.	
	1	1		 Listen with concentration 	speaking chants and rhymes.	 Use and understand staff and 	with increasing aural memory.

Children will be taught	 play tuned and un-tuned 	and understanding to a	 Play tuned and un- 	other musical notations.	 Use and understand staff
to:	instruments musically.	range of high-quality live	tuned instruments	 Play and perform in solo 	and other musical notations.
 Use their voices 		and recorded music.	musically.	and ensemble contexts, using	 Play and perform in solo
expressively and		 Experiment with, create, 	 Listen with concentration 	their voices and playing musical	and ensemble contexts,
creatively by singing		select and combine sounds	and understanding to a range	instruments with increasing	using their voices and
songs and speaking		using the interrelated	of high-quality live and	accuracy, fluency, control and	playing musical instruments
chants and rhymes.		dimensions of music.	recorded music.	expression.	with increasing accuracy,
 Play tuned and un- 			• Experiment with, create,		fluency, control and expression.
tuned			select and combine sounds		
instruments musically.			using the interrelated		
			dimensions of music.		