



Wisborough Green Primary School

Small Steps Progression in Music

It is understood that music is a subject where academic ability does not necessarily correlate with musical ability, particularly in relation to some SEND. As such, the below steps are for guide only, as learners should be treated on an “stage – not – age” basis.

However, within phases, it is hoped that most learners can access the following with Quality First Teaching.

Where specific SEND needs require adjustments or additional resources, the OAIP should be referred to. Please also see our [Accessibility Policy](#) regarding access for disabled pupils and support for pupils with special educational needs (SEND).

By the end of the year, learners should be able to...				
EYFS	<ul style="list-style-type: none"> • Move expressively with a piece of music • Experiment with making sounds using untuned and tuned percussion. • Learn and sing songs (may be topic/season related) 			
KS1	Appraising	Combining sounds	Playing instruments	Using voices
1	<ul style="list-style-type: none"> • Begin to understand terminology relating to Inter-related dimensions of music: Rhythm, Tempo, Dynamics • Listen to examples of recorded music and give opinions on it (likes & dislikes, images and ideas they get from it) 	<ul style="list-style-type: none"> • Experiment with making sounds on tuned and untuned percussion 	<ul style="list-style-type: none"> • Use instruments (including body percussion) to create imagery • Learn notes of the stave: B A G (related to recorder learning) • Play B A G with some accuracy on a recorder • Copy clapping rhythms accurately • Understand standard notation: Crotchet (Walk), paired Quavers (Running) • Represent rhythms using non-standard notation 	<ul style="list-style-type: none"> • Learn and sing songs (may be topic/ season related)

2	<ul style="list-style-type: none"> Listen to examples of recorded music from a variety of genres, and comment on elements of IRDOM Begin to understand terminology relating to Inter-related dimensions of music: Rhythm, Tempo, Dynamics, Structure, Instrumentation 	<ul style="list-style-type: none"> Represent notation using useable non-standard methods, e.g. doodles/ diagrams (LINK TO COMPOSITION) Use standard notation to compose and play tunes (C scale) on the recorder 	<ul style="list-style-type: none"> Learn notes of the stave: B A G F E D C (relating to recorder learning) Understand Standard Notation: Crotchet (Walk), paired Quavers (Running), Minim (Stride), Semi-breve (Swim), Crotchet rest Play notes of the C scale with some accuracy on the recorder Use standard notation to compose and play tunes (C scale) on the recorder Copy clapping rhythms accurately, maintaining against other parts 	<ul style="list-style-type: none"> Learn and sing songs, identifying terminology such as Chorus, Verse & Introduction (IRDOM-STRUCTURE) Maintain parts when singing in canon or polyphony
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KS2	Play and perform	Compose	Listen and appraise	History of music	Standard notation
3	<ul style="list-style-type: none"> Learn a variety of songs in different styles, identifying terminology of verse, chorus, introduction and instrumental. Maintain singing a part in harmony, canon or polyphony Perform (singing & playing) in solo or group contexts 	<ul style="list-style-type: none"> Use technology to experiment and alter sounds Use technology to compose and combine sounds for a purpose or specific imagery 	<ul style="list-style-type: none"> Begin to understand terminology relating to Inter-related dimensions of music: Rhythm, Tempo, Dynamics, Structure, Instrumentation, Timbre, Texture, Pitch Listen to a range of recorded music from different eras and locations 	<ul style="list-style-type: none"> Listen to a range of recorded music from different eras and locations 	<ul style="list-style-type: none"> Represent rhythms accurately on a single line stave Understand standard notation: Crotchet (Walk), paired Quavers (Running), Minim (Stride), Semi-breve (Swim), Crotchet rest, Quaver rest, Minim rest, sole quavers, beamed quavers (4s)
4	<ul style="list-style-type: none"> Learn a variety of songs in different styles, identifying 	<ul style="list-style-type: none"> Use technology to experiment and alter sounds, carefully 	<ul style="list-style-type: none"> Understand terminology relating to Inter-related 	<ul style="list-style-type: none"> Learn a variety of songs in different styles, identifying 	<ul style="list-style-type: none"> Listen to a range of recorded music from different eras and

	<p>terminology of verse, chorus, introduction, Outro, Middle 8/Bridge and instrumental.</p> <ul style="list-style-type: none"> • Maintain singing a part in harmony, canon or polyphony in small group or solo • Perform (singing & playing) in solo or group contexts with accuracy and expression. 	<p>selecting instruments for their timbre</p> <ul style="list-style-type: none"> • Use technology to compose and combine sounds for a purpose or specific imagery, layering tracks for effect 	<p>dimensions of music: Rhythm, Tempo, Dynamics, Structure, Instrumentation, Timbre, Texture, Pitch, Duration</p>	<p>terminology of verse, chorus, introduction, Outro, Middle 8/Bridge and instrumental.</p>	<p>locations and comment on them using all IRDOM.</p> <ul style="list-style-type: none"> • Represent rhythms and pitches (C Scale) accurately on a treble stave. • Understand standard notation: Crotchet (Walk), paired Quavers (Running), Minim (Stride), Semi-breve (Swim), Crotchet rest, Quaver rest, Minim rest, sole quavers, beamed quavers (4s), and use in notated composition.
5	<ul style="list-style-type: none"> • Perform (singing & playing) in solo or group contexts with accuracy and expression, with backing tracks or live accompaniment from peers. • Learn a variety of songs in different styles, identifying terminology of verse, chorus, introduction, Outro, Middle 8/Bridge, key changes and instrumental • Maintain singing a part in harmony, 	<ul style="list-style-type: none"> • Use technology to compose and combine sounds for a purpose or specific imagery, layering tracks for effect. • Compose lyrics for songs, emulating a style/genre • 	<ul style="list-style-type: none"> • Understand and use terminology relating to Inter-related dimensions of music: Rhythm, Tempo, Dynamics, Structure, Instrumentation, Timbre, Texture, Pitch, Duration 	<ul style="list-style-type: none"> • Listen to a range of recorded music from different eras and locations and comment on them using all IRDOM, beginning to draw comparisons and looking for influences. • Use technology to experiment and alter sounds, carefully selecting instruments for their timbre. 	<ul style="list-style-type: none"> • Understand the term Chord and identify chordal groupings (C scale and related chord progressions). • Comment on whether a piece of music is in a major or minor key, in 4/4 or 3/4 time. Understand standard notation: Crotchet (Walk), paired Quavers (Running), Minim (Stride), Semi-breve (Swim), Crotchet rest, Quaver rest, Minim rest, sole quavers, beamed

	<p>canon or polyphony in small group or solo with confidence</p>				<p>quavers (4s), dotted durations, and use in notated composition.</p> <ul style="list-style-type: none"> • Begin to understand 4/4 and 3/4 time signatures • Represent rhythms and pitches (C Scale) accurately on a treble staff.
6	<ul style="list-style-type: none"> • Perform (singing & playing) in solo or group contexts with accuracy and expression, with backing tracks or live accompaniment from peers. • Learn a variety of songs in different styles, identifying all structural and textural elements (Ostinati, Descants, Harmonies, Melodies) • Maintain singing a part in harmony, canon or polyphony in small group or solo with confidence • 	<ul style="list-style-type: none"> • Understand the term Chord and identify chordal groupings in major and minor keys. • Use technology to experiment and alter sounds, carefully selecting instruments for their timbre • Compose lyrics and melodies for their own songs. • Use technology to compose and combine sounds for a purpose or specific imagery, layering tracks for effect. • Use sampling and loops to create multi-layered pieces. • Compose lyrics for songs, emulating a style/genre 	<ul style="list-style-type: none"> • Listen to a range of recorded music from different eras and locations and comment on them using all IRDOM, drawing clear comparisons between styles and identifying influences. • Understand and use terminology relating to Inter-related dimensions of music: Rhythm, Tempo, Dynamics, Structure, Instrumentation, Timbre, Texture, Pitch, Duration 	<ul style="list-style-type: none"> • Listen to a range of recorded music from different eras and locations and comment on them using all IRDOM, drawing clear comparisons between styles and identifying influences. • Learn a variety of songs in different styles, identifying all structural and textural elements (Ostinati, Descants, Harmonies, Melodies) • 	<ul style="list-style-type: none"> • Understand extensions to the 5 line (treble) staff: the Bass clef, ledger lines • Begin to understand inflection symbols within standard notation, including slurs, pauses, accents, crescendo, diminuendo, accelerando, rallentando. • Represent rhythms and pitches (C Scale) accurately on a treble staff. • Begin to use accidentals within chordal groupings • Comment on whether a piece of music is in a major or minor key, in 4/4 or 3/4 time. • Understand standard notation: Crotchet

					(Walk), paired Quavers (Running), Minim (Stride), Semi-breve (Swim), Crotchet rest, Quaver rest, Minim rest, sole quavers, beamed quavers (4s), dotted durations, repeats, first and second time bars and use in notated composition.
Beyond	<p>As above +</p> <ul style="list-style-type: none"> • Understand and use techniques within performance (singing and instrumental) including legato, staccato, phrasing, breathing control, fluidity and expression within musical phrases • Understand historical and geographical contextual influence on composers and musical pieces • Understand pentatonic, harmonic and melodic scales • Begin to understand key signatures for a range of keys and time signatures beyond 4/4 and 3/4 				