



Kingsholm C of E Primary School and Nursery – Music Progression Ladder



	Nursery	Reception	End Goals	Year 1	Year 2	End Goals	Year 3	Year 4	End Goals	Year 5	Year 6	End Goals
Perform (vocal) & Appraise (musical artists focus)	L.I. To Join in Singing Songs L.I. To Copy Actions I Have Seen L.I. To Explore Traditional Songs & Singing Games	L.I. To sing familiar songs (with and without copied actions) L.I. To Explore Traditional Songs & Singing Games	L.I. To sing a range of familiar songs in Unison.	L.I. To explore & sing traditional songs. (some from memory) L.I. To Follow a Melody with varying volume and speed.	L.I. To sing traditional songs from memory L.I To Follow a Melody with varying dynamics, pitch and tempo.	L.I. To Effectively Sing Songs in Unison.	L.I. To Follow a Melody Accurately L.I. To Pronounce Words Clearly when Singing. L.I. To Perform as a group, in a round. L.I. To explore and Sing Traditional Songs from Around the World.	L.I. To Sing Different Types of Melodies. L.I. To Sing with clear diction. L.I. To Perform as a group with Ostinato/Drone Accompaniment. L.I. To Sing Traditional Songs from Around the World.	L.I. To Sing Effectively as a group with a Simple Harmony.	L.I. To Sing a Melody from Memory with Accuracy. L.I. To Sing with clear diction and expression. L.I. To Perform in a group with a small solo part. L.I. To Explore Music from Different Styles	L.I. To Sing a Melody from Memory with Accuracy. L.I. To perform with clear diction, expression and breathing techniques. L.I. To Perform in a group with a small solo part. L.I. To Explore Music from Different Styles	L.I. To Sing Effectively in Solo and Ensemble contexts.
Vocabulary	Song Sing Together	Song Sing Together Nursery rhyme Traditional song actions		Song Sing Together Nursery rhyme Traditional song Volume Speed	Song Sing Together Unison Nursery rhyme Traditional song Volume/dynamics Speed/ tempo Pitch High Low		Song Sing Together Nursery rhyme Traditional song Volume/dynamics Speed/ tempo Pitch High Low Harmony Round Perform	Song Sing Together Nursery rhyme Traditional song Volume/dynamics Speed/ tempo Pitch High Low Harmony Round Ostinato Perform		Song Sing Together Nursery rhyme Traditional song Volume/dynamics Speed/ tempo Pitch High Low Harmony Styles Round Ostinato Perform solo Diction Expression	Song Sing Together Nursery rhyme Traditional song Volume/dynamics Speed/ tempo Pitch High Low Harmony Styles Round Ostinato Perform Solo Diction Expression	
Depth of Learning				<u>Explanations –</u> Children can share their thoughts about the songs/music.	<u>Explanations –</u> Children can share their thoughts about the songs/music.		<u>Complexity –</u> Children play music that involves contrasting with harmonies. <u>Explanations –</u> Children can share their thoughts about the songs/music.	<u>Complexity –</u> Children play music that involves contrasting with harmonies. <u>Explanations –</u> Children can share their thoughts about the songs/music.		<u>Complexity –</u> Children play music that involves contrasting with harmonies. <u>Explanations –</u> Children can share their thoughts about the songs/music.	<u>Complexity –</u> Children play music that involves contrasting with harmonies. <u>Explanations –</u> Children can share their thoughts about the songs/music.	
Compose & Appraise (+ famous composer focus)	L.I. To Share My Thoughts about Music. L.I. To make sounds by banging, shaking, tapping or blowing.	L.I. To Share My Thoughts about Music. L.I. To Explore Making Different Sounds	L.I. To explore using Music to represent Thoughts, Feelings & Ideas.	L.I. To Explore a Famous Composer. L.I. To Share My Thoughts about Music. L.I. To Use different volumes, speed & pitch to	L.I. To Explore a Famous Composer. L.I. To Share My Thoughts about Music. L.I. To Accompany a Story Using Instruments	L.I. To Experiment with, Create and Combine Sounds Effectively.	L.I. To Explore a Famous Composer. L.I. To Share my Thoughts about Music from Different Times. L.I. To create a composition to	L.I. To Explore a Famous Composer. L.I. To Share my Thoughts about Music (different times and purposes) L.I. To create a composition to	L.I. To Justify Choices when Improvising and Composing.	L.I. To Explore a Famous Composer. L.I. To Create a composition related to a theme, justifying choices and using the inter-related dimensions of music.	L.I. To Explore a Famous Composer. L.I. To create a composition to reflect varying emotions and events, justifying choices and using the inter-related	L.I. To improvise and compose for a range of purposes, using the inter-related



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	L.I. To Make a Sound to Represent Something.	L.I. To Use basic Music to represent events/ characters. L.I. To begin to Identify percussion instruments L.I. To Play Instruments as Part of a Group.		create different effects. L.I To Perform as part of a larger group. L.I. To Accompany a Story Using Instruments L.I. To Identify some percussion instruments. L.I. To Evaluate my Music & Say what is good.	L.I. To Use dynamics, rhythm, tempo and pitch to create different effects. L.I To Perform as a Group. L.I. To Identify a range of percussion instruments. L.I. To Notate using Informal Notation (graphic score) L.I. create a simple tune. L.I. To Evaluate My Music and Say What is Good.		tell a story/share my learning. L.I. To Begin to Justify Musical Choices L.I To Perform as part of a Smaller Group. L.I. To Identify a range of instruments. L.I. To Follow and Create a Simple 4 bar Rhythm (identifying crotchets, minims and quavers) L.I. create a simple 4 bar tune (labelling rhythm notes.) L.I. To Notate Rhythm using Formal Notation. L.I. To Evaluate & Improve My Music	tell a story/share my learning, justifying choices. L.I To Perform Effectively as part of a Smaller Group. L.I. To Identify a range of instruments and begin to group them. L.I. To Follow and Create a Simple 6 bar Rhythm (identifying crotchets, minims and quavers). L.I. To Identify Notes on a Stave EBDGF & FACE (treble clef only). L.I. create a simple 6 bar melody. L.I. To Notate using Formal Notation. L.I. To Evaluate & Improve My Music		L.I. To Share my Thoughts about Music (different times/purposes/ cultures) L.I. To Identify a range of instruments and some instrument families. L.I. To Follow and Create a Simple 9 bar rhythm using formal notation. (identifying as Y4 + semi-breve, dotted minim & associated rests). L.I. To Identify EBDGF & FACE Notes on a Stave (treble clef only). L.I. create a simple 9 bar melody using formal notation (treble clef). L.I. To Notate using Formal Notation. L.I. To Evaluate & Improve My Music	dimensions of music. L.I. To Share my Thoughts & Reasoning about Music (different times/purposes/ cultures) L.I. To Identify a range of instruments and some instrument families. L.I. To Identify EBDGF & FACE Notes on a Stave (treble clef only). L.I. To Use Technology to Compose. L.I. create a simple tune using a range of notes (treble clef only). L.I. To Follow and create a 12 bar Rhythm using formal notation. (identifying as Y4 + semi-breve, dotted minim & associated rests). L.I. To notate using formal notation using formal notation. (with dynamics and tempo annotation) L.I. To Evaluate & Improve My Music	dimensions of music.
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Vocabulary	Music Instruments Sounds Tap, blow, shake, hit.	Music Instruments Sounds Loud Quiet Fast Slow musician		Music Percussion Instruments Instrument names (e.g. triangle, wood block, cymbal etc...) Sounds Volume Loud Quiet Speed Fast Slow Pitch High Low Compose Accompany Composer musician	Music Percussion Instruments Instrument names (e.g. triangle, wood block, cymbal etc...) Sounds Volume Dynamics Loud Quiet Speed Tempo Fast Slow Pitch High Low Compose Accompany Evaluate Tune Notate Composer musician		Music Percussion Instruments Instrument names (e.g. triangle, wood block, cymbal etc...) Sounds Volume Dynamics Loud Quiet Speed Tempo Fast Slow Pitch High Low Compose Accompany Evaluate compose composer Tune Melody Notate Notation Rhythm duration Stave bar Note rest crotchets, minims quavers treble clef musician	Music Percussion Instruments Instrument names (e.g. triangle, wood block, cymbal etc...) Sounds Volume Dynamics Loud Quiet Speed Tempo Fast Slow Pitch High Low Compose Accompany Evaluate compose composer Tune Melody Notate Notation Rhythm duration Stave bar Note rest crotchets, minims quavers treble clef musician		Music Percussion Instruments families Instrument names (e.g. triangle, wood block, cymbal etc...) Sounds Volume Dynamics Loud Quiet Speed Tempo Fast Slow Pitch High Low Compos composer Accompany Evaluate Tune Melody Notate Notation Rhythm duration Stave bar Note rest crotchets, minims quavers semi-breve, dotted minim treble clef musician	Music Percussion Instruments families Instrument names (e.g. triangle, wood block, cymbal etc...) Sounds Volume Dynamics Loud Quiet Speed Tempo Fast Slow Pitch High Low Compose composer Accompany Evaluate Tune Melody Notate Notation Rhythm duration Stave bar Note rest crotchets, minims quavers semi-breve, dotted minim treble clef musician	
Depth of Learning		Connections – use their knowledge of a story and the instruments to accompany that experience.		Connections – use their knowledge of a story and the instruments to accompany that story/experience. Explanations – Children can share their thoughts about the music/composer.	Connections – use their knowledge of a story and the instruments to accompany that story/experience. Explanations – Children can share their thoughts about the music/composer.		Justifications – use musical language & knowledge to justify why they used their instruments as they did. Explanations – Children can share their thoughts about the music/composer.	Justifications – use musical language & knowledge to justify why they used their instruments as they did. Explanations – Children can share their thoughts about the music/composer.		Justifications – use musical language & knowledge to justify why they used their instruments as they did. Explanations – Children can share their thoughts about the music/composer.	Justifications – use musical language & knowledge to justify why they used their instruments as they did. Explanations – Children can share their thoughts about the music/composer.	
Performance (peripatetic) & Theory	L.I. To Show an Interest in the way Musical Instruments sound. L.I. To Tap Out Simple Repeated Rhythms.	L.I. To explore and learn how sounds can be changed. L.I. To Make Up Simple Rhythms.	L.I. To Make Sounds in a variety of ways.	L.I. To copy & play a simple rhythm in Unison. L.I. To copy & play a simple tune in Unison. L.I. To follow note names to	L.I. To copy & play a simple rhythm in Unison. L.I. To copy & play a simple tune in unison. L.I. To follow note names to play a tune.	L.I. To Play Tuned and Untuned Instruments Musically.	L.I. To Identify & follow Notes on a Stave (treble clef only). EBDGF & FACE L.I. To identify crotchets, minims and quavers (and associated rests).	L.I. To Identify & follow Notes on a Stave (treble clef only). EBDGF & FACE L.I. To identify crotchets, minims and quavers (and associated rests).	L.I. To Use and understand staff and other musical notations.	L.I. To Identify & follow Notes on a Stave (treble clef only). EBDGF & FACE L.I. To Identify a Variety of Note Durations (as Y4 + semi-breve, dotted minim & associated rests).	L.I. To Identify & follow Notes on a Stave (treble clef only). EBDGF & FACE L.I. To Identify sharps # and flats b L.I. To Identify a Variety of Note	L.I. To Play a tuned musical instrument with control, accuracy and expression.



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				play a simple tune.			L.I. To follow a simple melody on a stave. (Unison) L.I. To follow a simple rhythm on a stave. (Unison)	L.I. To Follow a Rhythm on a stave. (Unison) L.I. To follow a melody on a stave. (Unison) L.I. To Contrast Dynamics and Tempo.		L.I. To Follow a Rhythm on a stave. L.I. To follow a melody on a stave. L.I. To Begin to Play a Harmony in a Group. L.I. To Contrast Dynamics and Tempo.	Durations (as Y4 + semi-breve, dotted minim & associated rests). L.I. To Follow a Rhythm on a stave. L.I. To follow a melody on a stave. L.I. To Play a Harmony in a Group. L.I. To Play with Expression.	
Vocabulary	Music Instruments Sounds Loud Quiet Fast Slow High low	Music Instruments Sounds Loud Quiet Speed Fast Slow High Low Tune Rhythm		Music Percussion Tuned/Untuned Instruments Sounds Volume Dynamics Loud Quiet Speed Tempo Fast Slow Pitch High Low Tune Melody Rhythm	Music Percussion Tuned/Untuned Instruments Sounds Volume Dynamics Loud Quiet Speed Tempo Fast Slow Pitch High Low Tune Melody Rhythm		Music Percussion Tuned/Untuned Instruments Sounds Volume Dynamics Loud Quiet Speed Tempo Fast Slow Pitch High Low Tune Melody Notation Rhythm duration Stave bar Note rest crotchets, minims quavers treble clef time signature	Music Percussion Tuned/Untuned Instruments Sounds Volume Dynamics Loud Quiet Speed Tempo Fast Slow Pitch High Low Tune Melody Notation Rhythm duration Stave bar Note rest crotchets, minims quavers treble clef time signature		Music Percussion Tuned/Untuned Instruments Sounds Volume Dynamics Loud Quiet Speed Tempo Fast Slow Pitch High Low Tune Melody Notation Rhythm duration Stave bar Note rest crotchets, minims quavers semi-breve, dotted minim treble clef time signature harmony	Music Percussion Tuned/Untuned Instruments Sounds Volume Dynamics Loud Quiet Speed Tempo Fast Slow Pitch High Low Tune Melody Notation Rhythm duration Stave bar Note rest crotchets, minims quavers semi-breve, dotted minim treble clef time signature harmony expression	
Depth of Learning		Connections = Children can make connections with how the instruments can be		Connections - Children can make connections with how the instruments can	Connections - Children can make connections with how the instruments can be played in different ways.		Connections - Children can make connections with how the notes were written in the composition element.	Complexity – Children play music that involves contrasting sounds.		Complexity – Children play music that involves contrasting with harmonies.	Complexity – Children play music that involves contrasting with harmonies.	



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		<i>played and how this can be changed to create different sounds.</i>		<i>be played in different ways.</i>							
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