



Pensilva Primary School – Music  
Progression Points



	EYFS	Key Stage 1 Years 1 and 2	Lower Key Stage 2 Years 3 and 4	Upper Key Stage 2 Years 5 and 6
<b>Perform</b> This concept involves understanding that music is created to be performed.	<ul style="list-style-type: none"><li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li><li>• Perform songs, rhymes, poems and stories with others, and try to move in time with music.</li><li>• Sing a range of well-known nursery rhymes and songs.</li></ul>	<ul style="list-style-type: none"><li>• Take part in singing, accurately following the melody.</li><li>• Follow instructions on how and when to sing or play an instrument.</li><li>• Make and control long and short sounds, using voice and instruments.</li><li>• Imitate changes in pitch.</li></ul>	<ul style="list-style-type: none"><li>• Sing from memory with accurate pitch.</li><li>• Sing in tune.</li><li>• Maintain a simple part within a group.</li><li>• Pronounce words within a song clearly.</li><li>• Show control of voice.</li><li>• Play notes on an instrument with care so that they are clear.</li><li>• Perform with control and awareness of others.</li></ul>	<ul style="list-style-type: none"><li>• Sing or play from memory with confidence.</li><li>• Perform solos or as part of an ensemble.</li><li>• Sing or play expressively and in tune.</li><li>• Hold a part within a round.</li><li>• Sing a harmony part confidently and accurately.</li><li>• Sustain a drone or a melodic ostinato to accompany singing.</li><li>• Perform with controlled breathing (voice) and skillful playing (instrument).</li></ul>
<b>Compose</b> This concept involves appreciating that music is created through a process which has a number of techniques.	<ul style="list-style-type: none"><li>• Create collaboratively sharing ideas, resources and skills</li></ul>	<ul style="list-style-type: none"><li>• Create a sequence of long and short sounds.</li><li>• Clap rhythms.</li><li>• Create a mixture of different sounds (long and short, loud and quiet, high and low).</li><li>• Choose sounds to create an effect.</li><li>• Sequence sounds to create an overall effect.</li><li>• Create short, musical patterns.</li></ul>	<ul style="list-style-type: none"><li>• Compose and perform melodic songs.</li><li>• Use sound to create abstract effects.</li><li>• Create repeated patterns with a range of instruments.</li><li>• Create accompaniments for tunes.</li><li>• Use drones as accompaniments.</li><li>• Choose, order, combine and control sounds to create an effect.</li></ul>	<ul style="list-style-type: none"><li>• Create songs with verses and a chorus.</li><li>• Create rhythmic patterns with an awareness of timbre and duration.</li><li>• Combine a variety of musical devices, including melody, rhythm and chords.</li><li>• Thoughtfully select elements for a piece in order to gain a defined effect.</li></ul>

		<ul style="list-style-type: none"> <li>• Create short, rhythmic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Use digital technologies to compose pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Use drones and melodic ostinati (based on the pentatonic scale).</li> <li>• Convey the relationship between the lyrics and the melody.</li> <li>• Use digital technologies to compose, edit and refine pieces of music.</li> </ul>
<b>Transcribe</b> This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.		<ul style="list-style-type: none"> <li>• Use symbols to represent a composition and use them to help with a performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Devise non-standard symbols to indicate when to play and rest.</li> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>• Read and create notes on the musical stave.</li> <li>• Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</li> <li>• Understand and use the # (sharp) and b (flat) symbols.</li> <li>• Use and understand simple time signatures.</li> </ul>
<b>Describe music</b> This concept involves appreciating the features and effectiveness of musical elements.	<ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Listen attentively, move and talk about music, expressing their feelings and responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the beat of a tune.</li> <li>• Recognise changes in timbre, dynamics and pitch.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> <li>• pitch</li> <li>• dynamics</li> <li>• tempo</li> <li>• timbre</li> <li>• texture</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>• Understand layers of sounds and discuss their effect on mood and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• lyrics and melody</li> <li>• sense of occasion</li> <li>• expressive</li> <li>• solo</li> <li>• rounds</li> <li>• harmonies</li> <li>• accompaniments</li> <li>• drones</li> <li>• cyclic patterns</li> <li>• combination of musical elements               <ul style="list-style-type: none"> <li>• cultural context.</li> </ul> </li> <li>• Describe how lyrics often reflect the cultural context of music and have social meaning.</li> </ul>
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