



## Axminster Progression for Music



Strand	EYFS			KS1		Lower KS2		Upper KS2	
	2 year olds	3-4 year olds	ELG Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Vocabulary</b>			Chant • Fast • Follow • High • Instrument • Low • Loud • Quiet (use instead of 'soft') • Repeat • Rhythm • Sing • Slow • Song • Sounds	• beat • beater • cymbal • drum • high (sound) • listen • loud • low (sound) • perform • quiet • shaker • steady beat • tambourine • tempo • triangle • tune • voice	• accompany • body percussion • chime bar • chord • claves • compose • duration • ostinato • percussion • phrase • pitch • pulse • recorder • score • tuned percussion • untuned percussion • volume	• names of orchestral instruments • accompaniment • call and response • castanets • composer • conductor • drone • duet • duration • dynamics • glockenspiel • lyrics • melodic phrase • melody • orchestra • orchestration • ostinato • round • scale • stepwise movement • structure • theme • unison • woodblock • xylophone	harmony • improvise • leaping (large interval between two notes) • pentatonic	• Accent • bass • notation • texture • timbre	• diction • interval • syncopation
<b>Performing</b>	Explore their voices and enjoy making sounds.	Remember and sing entire songs.	Use their voice to speak/sing/chant. Sing in a group or on their own, increasingly matching the pitch and following the melody. Offer opportunities to sing songs and join in with rhymes and poems about the natural world (UW) Learn rhymes, poems and songs (C and L). Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Use their voice to speak/sing/chant	Follow the melody using their voice or an instrument	Sing songs from memory with increasing expression, accuracy and fluency	Perform a simple part of an ensemble rhythmically	Sing and use their understanding of meaning to add expression	Begin to sing a harmony part
	Join in with songs and rhymes, making some sounds. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo, (Literacy). Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. Enjoy songs and rhymes, tuning in and paying attention, (Literacy).	Sing the pitch of a tone sung by another person (pitch match). Sing the melodic shape. Sing a large repertoire of songs, (C and L). Create their own songs or improvise a song around one they know.	Join in with singing	Join in with singing	Sing songs as an ensemble following the tune (melody) well	Maintain a simple part within an ensemble	Sing songs from memory with increasing expression, accuracy and fluency	Perform 'by ear' and from simple notations	Begin to perform using notations
	Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Make rhythmical and repetitive sounds. Enjoy singing, music and toys that make sounds, (C and L). Take part in finger rhymes with numbers, e.g. 'Round and round the garden', (Maths, p.88). React to changes of amount in a group of up to three items, e.g. Sing finger rhymes which involve hiding and returning, like 'Two little dicky birds', (Maths, p.88).		Clap short rhythmic patterns	Clap short rhythmic patterns	Perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)	Modulate and control their voice when singing and pronounce the words clearly	Improvise using repeated patterns with increasing accuracy and fluency	Improvise within a group using melodic and rhythmic phrases	Take the lead in a performance
	Play instruments with increasing control to express their feelings and ideas; (Offer children a wide range of instruments, from a range of cultures). Record children's pieces, play the pieces back to the children and include them in your repertoire of music played in the setting.		Explore and engage in music making and dance, performing solo or in groups. Experiment with creating sounds with different instruments	Use instruments to perform a simple piece	Play simple rhythmic patterns on an instrument	Play notes on tuned and un-tuned instruments with increasing clarity and accuracy		Recognise and use basic structural forms e.g. rounds, variations, rondo form	Take on a solo part
	Explore a range of sound-makers and instruments and play them in different ways. (Provide children with instruments and with 'found objects').			Respond to musical indications about when to play or sing	Sing/clap a pulse increasing or decreasing in tempo	Improvise (including call and response) within a group using the voice		Maintain their part whilst others are performing their part	Provide rhythmic support
				Respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse	Have control when playing instruments	Collaborate to create a piece of music			Perform parts from memory
					Perform musical patterns keeping a steady pulse				
<b>Listening</b>	Show attention to sounds and music. Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent, (C and L).	Use drawing to represent ideas like movement or loud noises. Listen with increased attention to sounds, e.g. listening whilst painting or drawing, or whilst moving. Respond to what they have heard, expressing their thoughts and feelings. Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on, (EAD).	Listen carefully to rhymes and songs, paying attention to how they sound. Listen attentively, move to and talk about music, expressing their feelings and responses, (introduce them to different kinds of music from across the globe, including traditional and folk music from Britain). Invite musicians in to play to children and talk about it. Understand how to listen carefully and why listening is important, (C and L). Learn new vocabulary, e.g. 'percussion', 'tambourine'. Discuss which category the word is in, e.g. bells, shakers. Use new vocabulary throughout the day. Listen attentively and respond to what they hear with relevant questions, comments and actions...during whole class discussions and small group interactions, (C and L).	Respond to different moods of music, in different ways	Listen to simple inter-related dimensions of music	Describe music using appropriate vocabulary	Describe what they hear using a wider range of musical vocabulary	Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary	Evaluate differences in live and recorded performances
					Verbally recall what they have heard with simple vocabulary – loud, soft, high, low	Begin to compare different kinds of music	Recognise how the inter-related dimensions of music are used by composers to create different moods and effects	Analyse and compare features from a wide range of music	Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion
					Begin to say what they like and dislike	Recognise differences between music of different times and cultures	Understand the cultural and social meaning of lyrics	Dacern and distinguish layers of sound and understand their combined effect	
							Appreciate harmonies, drone and ostinato	Identify cyclic patterns – verse and chorus, coda	
							Explore ways the way in which sounds are combined towards certain effects	Recognise how different inter-related dimensions of music are combined and used expressively in many different types of music	
							Understand the relationship between lyrics and melody		

