

<ul style="list-style-type: none"> • Technique & musicality: improvise and refine rhythms and melodic ideas, demonstrating a sense of musical phrase. • Notation: combine rhythmic and pitch notation selecting the most appropriate notation to record musical ideas. • Creative process: identify the strengths and areas for development in a piece. 	Year 6	<ul style="list-style-type: none"> • Technique & musicality: know that intentionally combining the inter-related dimensions of music will create effect. • Notation: know that using rhythmic variety and changes in pitch will help to make my piece sound interesting. • Creative process: understand that certain notes when performed together create different effects such as consonant and dissonant sounds.
<ul style="list-style-type: none"> • Technique & musicality: develop rhythmic and melodic ideas of greater length and musical shape. • Notation: demonstrate increased confidence and accuracy using various forms of notation to record musical ideas. • Creative process: improvise, explore and combine sounds with growing confidence, taking simple ideas to develop further in composition. 	Year 5	<ul style="list-style-type: none"> • Technique & musicality: know that repeating a musical idea helps to develop the sound of the overall piece. • Notation: know that certain pitches compliment each other when accompanying a melody. • Creative process: know that composition involves using a variety of instruments, different pitches, repeated and contrasting rhythms, and the inter-related dimensions.
<ul style="list-style-type: none"> • Technique & musicality: link rhythmic and melodic patterns into structured responses. • Notation: demonstrate increasing confidence in recording ideas using sign and symbols including graphic score and pitch and rhythm notation. • Creative process: contribute appropriate ideas expressing musical opinions for creating and improving work. 	Year 4	<ul style="list-style-type: none"> • Technique & musicality: know that applying the inter-related dimensions of music can create effects in response to a stimulus. • Notation: understand that a pentatonic scale uses five notes. • Creative process: know that structuring my work will help with the overall effectiveness of a piece.
<ul style="list-style-type: none"> • Technique & musicality: demonstrate application of the inter-related dimensions of music. Begin to experiment with given notes to create simple patterns and melodic ideas in response to a stimulus or theme. • Notation: begin to record ideas using sign and symbols including graphic score, pitch and rhythm notation. • Creative process: contribute ideas individually and in group work with consideration of the structure and theme of the music. 	Year 3	<ul style="list-style-type: none"> • Technique & musicality: know that combining rhythm and pitch gives us a melody. • Notation: understand that I can combine rhythm with pitch to create rising and falling phrases. • Creative process: know that having a clear beginning and end will help with the overall sound of the piece.
<ul style="list-style-type: none"> • Technique & musicality: select sounds to demonstrate mood or message and explore and use changes in pitch dynamics, duration and tempo. • Notation: use images to structure pieces using graphic score. Select symbols for rhythm and pitch. • Creative process: share ideas to create pieces with simple structure. 	Year 2	<ul style="list-style-type: none"> • Technique & musicality: know that different sounds can be used to represent different characters, emotions and moods. • Notation: know that changing the size of an image or how often it appears can show changes in dynamics and tempo. • Creative process: know that ideas can be represented through movement, singing and playing.
<ul style="list-style-type: none"> • Technique & musicality: explore timbre, pitch, duration, dynamics and tempo and explore sound in relation to mood or message. • Notation: begin to explore how images can be used to create graphic scores and explore symbols for rhythm and pitch. • Creative process: express opinions when selecting and describing sounds to create music. 	Year 1	<ul style="list-style-type: none"> • Technique & musicality: know that playing an instrument with less force or effort will make it sound quieter. • Notation: know that I can use images and symbols to create a score showing when to play and when to stop. • Creative process: know to explore different ideas before deciding what to do.
<ul style="list-style-type: none"> • Technique & musicality: explore and create sounds using voice, body percussion, instruments and found sounds and explore how sounds can be changed from loud to quiet, fast to slow and high to low. • Notation: introduced to symbols and images to convey sound. • Creative process: create new verses, words and actions to a song and create sequences of sounds in response to a given stimulus. 	EYFS 	<ul style="list-style-type: none"> • Technique & musicality: know that different instruments make different sounds. • Notation: know that I can order images to create sounds. • Creative process: understanding the words of a song will help me to decide on actions or sounds.

Listening Progression Ladder

Skills

Knowledge

- **Identify musical conventions and inter-related dimensions:** place music within both time and place.
- **Recognise sound & instruments:** confidently recognise different orchestral instruments and instruments specific to a genre or era.

Year
6

- **Identify musical conventions and inter-related dimensions:** know that using my knowledge of musical conventions, instrumental knowledge and the inter-related dimensions will help me to confidently justify opinions of a variety of music.
- **Recognise sound & instruments:** understand why composers use certain instruments or sounds at different times to create effect.

- **Identify musical conventions and inter-related dimensions:** develop an understanding of music across time and place. Use an increasing musical vocabulary to respond to music.
- **Recognise sound & instruments:** begin to recognise a broader range of ensembles and instruments relating to different styles of music.

Year
5

- **Identify musical conventions and inter-related dimensions:** know the features of different styles of music to justify placement.
- **Recognise sound & instruments:** know that instruments from different genres or eras have similarities in how they are played.

- **Identify musical conventions and inter-related dimensions:** begin to place music with guidance into historical context, eg. Baroque, Classical, Romantic, 20th century or genre e.g. minimalist, samba. Identify specific inter-related dimensions of music in a variety of styles.
- **Recognise sound & instruments:** aurally and by sight identify a variety of instruments.

Year
4

- **Identify musical conventions and inter-related dimensions:** know that different eras and genres have key features that help to define them.
- **Recognise sound & instruments:** know the role of different instruments within a genre e.g. the apito whistle is the role of the leader.

- **Identify musical conventions and inter-related dimensions:** begin to identify musical conventions being employed in a variety of pieces. Begin to identify how the inter-related dimensions of music are used to effect the mood and message of the piece.
- **Recognise sound & instruments:** begin to recognise the sound of different sections of the orchestra and a variety of instruments within each section.

Year
3

- **Identify musical conventions and inter-related dimensions:** know that composers use the inter-related dimension to help to tell the message of the piece.
- **Recognise sound & instruments:** know that the orchestra is made up of different sections and families of instruments.

- **Identify musical conventions and inter-related dimensions:** begin to recognise how composers use music to tell the story or message of their piece. Recognise changes in tempo, dynamics and pitch.
- **Recognise sound & instruments:** begin to recognise instruments aurally.

Year
2

- **Identify musical conventions and inter-related dimensions:** know the meaning of tempo, dynamics and pitch.
- **Recognise sound & instruments:** know that instruments are made of different materials and this creates different timbres.

- **Identify musical conventions and inter-related dimensions:** begin to identify the sound with the intended message. Recognise changes in the music e.g. slower/faster, quieter/louder.
- **Recognise sound & instruments:** begin to recognise some instrumental sounds and name classroom instruments.

Year
1

- **Identify musical conventions and inter-related dimensions:** justify preference when listening to various styles of music and understand that other people may have different opinions. Begin to use music terminology to describe the changes e.g. the tempo got faster.
- **Recognise sound & instruments:** know that instruments are played differently e.g. hit, shaken, and this produces different sounds.

- **Identify musical conventions and inter-related dimensions:** describe sound e.g. whistling, twinkly. Begin to react to changes in the music such as tempo or dynamics by talking or moving.
- **Recognise sound & instruments:** begin to recognise classroom instruments. Listen to sound effects.

EYFS



- **Technical control:** demonstrate musicality in the control and production of sound using expression. Sing confidently with control and accurately match pitch across a range of notes; leaps, lengths and rhythmic complexity in unison, in parts and as a soloist. Produce a consistent tone. Confidently demonstrate a secure sense of pulse when singing and playing a variety of instruments fluidly in unison and within an ensemble.
- **Notation:** select and perform with greater accuracy from both graphic and western notation scores.
- **Ensemble awareness:** physically and aurally lead others in performance controlling the tempo and pulse within an ensemble.
- **Communication & audience:** confidently perform considering style or message of the music.

- **Technical control:** sing and play to convey mood and emotion to enhance the intended effect. Confidently match pitches across a wider range of notes, leaps, lengths and rhythmic complexity. Confidently demonstrate a secure sense of pulse when playing and singing in different time signatures.
- **Notation:** recognise and perform from an increasing range of western notation.
- **Ensemble awareness:** lead others into a performance controlling the tempo of the pulse.
- **Communication & audience:** demonstrate increased confidence when performing, showing an awareness that a performance is an occasion.

- **Technical control:** sing with greater control of breath and awareness of dynamics. Pitch with increasing accuracy over a larger range. Perform a repetitive rhythmic pattern maintaining own part independently with a secure sense of pulse.
- **Notation:** confidently recognise and perform from simple western notation symbols and rhythm grids.
- **Ensemble awareness:** maintain own part within an ensemble performing rhythmically and singing with increased accuracy.
- **Communication & audience:** show increased confidence and commitment when performing to an audience.

- **Technical control:** sing with projection and clear diction over a greater range of pitches, leaping and stepping and accurately match the starting pitch. Play a simple rhythmic accompaniment or drone maintaining a steady pulse.
- **Notation:** begin to recognise and perform from simple western notation symbols.
- **Ensemble awareness:** begin to perform independently and in small groups.
- **Communication & audience:** develop confidence to perform as an individual and within a group.

- **Technical control:** sing with developing control of pitch and demonstrate an ability to follow pitch direction with hands. Find and perform the pulse with increasing success. Accompany singing with actions and body sounds in time with a steady pulse.
- **Notation:** begin to relate simple graphic images to changes in sound.
- **Ensemble awareness:** demonstrate increased confidence when following musical directions given both aurally and through physical inflection.
- **Communication & audience:** begin to control sounds with intention.

- **Technical control:** sing simple songs in different styles with an awareness of pitch and clarity in diction. Play to a steady pulse. Accompany singing with actions and body sounds to a steady pulse.
- **Notation:** begin to relate images to sounds.
- **Ensemble awareness:** follow simple performance indications for start, stop, gradually change dynamics.
- **Communication & audience:** begin to control sounds demonstrating subtle changes, gradually louder, quieter, faster slower.

- **Technical control:** distinguish between singing and speaking. Copy simple rhythm patterns using instruments, body sounds and the voice with an introduction to a steady pulse and pitch.
- **Notation:** begin to follow written symbols.
- **Ensemble awareness:** begin to start and stop together with others.
- **Communication & audience:** explore sounds using instruments and voice, showing an awareness of tempo and dynamics.

Year
6

- **Technical control:** know that the use of inter-related dimensions when playing and singing helps to tell the message of the piece.
- **Notation:** understand the differences between semibreves, minims, crotchets, quavers and their equivalent rests.
- **Ensemble awareness:** know how to self correct when a performance goes wrong.
- **Communication & audience:** understand that the way the performance is represented to the audience influences the quality of the performance and the messages the music is trying to convey.

Year
5

- **Technical control:** know that the strong beat 1 of each bar will help me to play and sing in time
- **Notation:** understand the differences between semibreves, minims, crotchets and crotchet rests and paired quavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures.
- **Ensemble awareness:** know that eye contact during the performance will help us to stay in time and bring the piece together as a performance.
- **Communication & audience:** know that a performance starts before we play/sing and finishes after so consideration of how we enter and exit affects the performance.

Year
4

- **Technical control:** know when to breathe developing an awareness of phrase.
- **Notation:** understand that a neutral clef is used for untuned instruments. Know that rhythm grids can be performed in different ways to change the sound.
- **Ensemble awareness:** understand the importance of knowing how to start and finish a piece.
- **Communication & audience:** know that different styles of music should be performed in different ways.

Year
3

- **Technical control:** know that a drone is usually played on beat 1 and rings out for the other beats.
- **Notation:** know the values of a crotchet, paired quavers and minim and understand that where they are placed on the staff shows the pitch.
- **Ensemble awareness:** demonstrate an understanding of my own role within the ensemble and know that playing to a steady pulse will help us to start, stop and stay together.
- **Communication & audience:** know to watch others so that I know when to play.

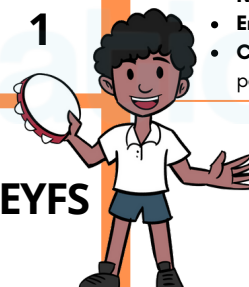
Year
2

- **Technical control:** know that listening to the starting pitch will help me to start and stay in tune.
- **Notation:** know that if a symbol sits higher in space it represents a higher pitch.
- **Ensemble awareness:** know when and how to play by following signals.
- **Communication & audience:** be aware of the expectations when listening to others perform and when performing to an audience.

Year
1

- **Technical control:** know that the pulse is the steady beat of the music. Know that standing up tall with my shoulders back will help improve my singing.
- **Notation:** know that images and symbols on a score show me when to play and when to stop.
- **Ensemble awareness:** know that different hand signals tell me how to play or sing.
- **Communication & audience:** know to make eye contact with my group and the audience when performing.

EYFS



- **Technical control:** know that when singing I can move my voice higher and lower.
- **Notation:** know that 'ta' is one sound and 'titi' is two sounds.
- **Ensemble awareness:** know to watch and listen to others to start and stop together.
- **Communication & audience:** know how to play different instruments e.g. shake, scrape, hit, blow.