Differentiation Statements for each Music Progression Strand Reception Classes	Expectations	ALL Working towards expectations	MOST Meeting expectations	SOME Working beyond expectations	Expectations
	Lower KS2	→	→	→	Upper KS2
A - Performing Skills — 1 - Singing — Technique	Basic posture with relaxed shoulders for singing Breathing to show phrases	All will be able to stand with relaxed shoulders and breathe at the correct times	Most will be able to improve pronunciation and dynamic control	Some will be able to sing with an open mouth, relaxed jaw, good pronunciation and dynamic control	Open mouth, relaxed jaw and clear pronunciation Dynamic range
1 - Singing — Range	An octave, mostly by step	All will be able to sing in tune within a range of at least a sixth	Most will be able to sing in tune to the range of an octave or more with some snall leaps	Some will be able to sing in tune with a range of an octave with awkward leaps	An octave with leaps
2 - Instrument — Technique	(Not classroom percussion) Basic posture Clear tone	All will be able to adopt a good posture for playing instruments and play clearly contrasting dynamics	Most will be able a good basic posture and clear tone within their comfortable range	Some will be able to perform dynamic and articulation contrasts, with phrasing	Dynamic contrasts Articulaion contrasts Phrasing
2 - Instrument — Range	First 4 or 5 notes (or 3 chords) Rhythms with two note lengths	All will be able to play simple rhythms by ear	Most will be able to play four or five notes and rhythms with two different note lengths	Some will be able to play comfortably with an octave range (or 6 chords) and rhtyhms with three different note lengths	About an octave (or 6 chords) Rhythms with at least three note lengths
3 - Ensemble — Performing In a group	Simple additional parts (rounds, ostinati) within a group	All will be able to perform confidently if others make mistakes	Most will be able to play additional parts with rounds, or ostinati within a group	Some will be able to playt additional, more complex and independent parts within rounds or ostinati within a group	Simple additional parts (rounds, ostinati) within a group
Improvising rhythmic patterns	Improvise a 1-bar rhythm	All will be able to create their own rhythms to a given pulse	Most will be able to improvise a 1-bar rhythm	Some will be able to improvise a rhythmic ostinato or riff to play as an accompaniment	Improvise an ostinato/riff (for an accompaniment)

				All will be able to	Most will be able to	Some will be able to	
B - Composing Skills	**1 - Melody**	Improvising melodic patterns	Improve a 1-bar melodic phrase (3 pitches)	All will be able to invent their own melodic ideas	Most will be able to improve a 1-bar melodic phrase using three pitches	Some will be able to improvise a longer musical phrase with up to 5 pitches within a structure	Improvise a melodic phrase (up to 5 pitches) within a structure
	2 - Harmony	Adding parts or layers	Explore combinations of pitches	All will be able to combine 2 different musical ideas	Most will be able to explore combinations of pitches	Some will be able to explore layering of consonant pitches	Explore layering of consonant pitches
		Harmonising melody	Explore combinations of timbres	All will be able to combine 2 different musical ideas	Most will be able to explore combinations of timbres	Some will be able to explore layering of complementary or contrasting timbres	Explore layering of complementary timbres
	3 - Expression	Employing musical expression	Explore dynamic choices Explore instrument choices	All will be able to choose sounds and techniques to represent external concepts	Most will be able to explore dynamic and timbre choices to represent	Some will be able indicate intended dynamic and timbre choices	Indicate intended dynamic and timbre choices
	1 - Tempo	Pulse	Identifying duple time Italian terms: andante, allegro, lento	All will be able to "conduct" music in time with a pulse	Most will be able to identify duple time and use andante, allegro, lento	Some will be able to identify tempo changes and triple time, and use presto and adagio	Identifying tempo changes and simple triple time Italian terms: presto, adagio
	2 - Duration	Aural learning	Crotchets and rests, quaver pairs, minims and minim rests, 4 x semiquavers (4-beat rhythms)	All will be able to identify long and short sounds in more complex rhythms after one hearing	Most will be able to identify crotchets, quaver pairs, crotchet rests, minims, minim rests and semiquavers	Some will be able to identify triplets and syncopated rhythms	Quaver triplets, syncopation
		Rhythmic notation	Crotchets and rests, quaver pairs, minims and minim rests (4-beat rhythms)	All will be able to read a series of graphic symbols into a pattern of long and short sounds	Most will be able to read and interpet 4-beat rhythms using crotchets, quaver pairs, semiquavers and minims and crotchet rests	Some will be able to read and interpret time signature, bars and bar lines, strong and weak beats, butterfly and grasshopper rhythms	Time signature, bars and bar lines, strong and weak beats "Butterfly" and "grasshopper" rhythms

C - Aural and Theory				All will be able to	Most will be able to	Some will be able	
	3 - Pitch	Aural learning	Identifying notes as higher or lower	All will be able to identify high and low sounds in more complex sequnces after one hearing	Most will be able to identify one note of a small interval (a major second) as higer or lower	Some will be able identify diatonic intervals of unison, major 3rd, perfect fifth and octave	Identifying diatonic intervals of unison, major 3rd, perfect 5th, octave
		Pitch notation	3 note melody (hand signs or one-line stave)	All will be able to read a series of graphic symbols into a pattern of high and low sounds	Most will be able to read a three note melody (using hand or stave notation)	Some will be able to read the first 5 notes of a major scale in an relevant clef	First 5 notes of a major scale in relevant clef
	4 - Dynamics	Italian terms	Forte and piano	All will be able to identify gradual dynamic changes such as "getting louder" or "getting softer"	Most will be able to identify dynamics using Italian terms forte and piano	Some will be able to identify mezzoforte, mezzopiano, crescendo, diminuendo using Italian terms	Mezzoforte, mezzopiano, crescendo, diminuendo
		Dynamic notation	*f* and *p*	All will be able to read a series of graphic symbols into a pattern of loud and soft sounds	Most will be able to read conventional dynamic notation **f** and **p**	Some will be able to read mf, mp, cresc, dim, < and >	*mf, mp, cresc, dim, < and >*
	5 - Timbre	Identifying Instruments	Orchestral families	All will be able to aurally identify a wider range of isntruments including voice, piano, drums, guitar, tambourine and maracas	Most will be able to aurally identify instruments as belonging to orchestral families	Some will be able to identify orchestra instruments, Orchestral instruments, electronic instruments and likely instruments within a given genre	Orchestral instruments, electronic instruments Likely instruments within a given genre
		Descriptive vocabulary	Brass, woodwind, percussion, strings, onomatopoeic words	All will be able to identify what kind of material might be making the sound, such as wood or metal	Most will be able to suggest onomatapoeic words to describe sounds	Some will be able to employ metaphors external to music, such as "bright", "sharp", "piercing", "dark"	Employing metaphors external to music, such as "bright", "sharp", "piercing", "dark"
	6 - Texture	Aural learning of harmony	Singing rounds	All will be able to identify if others are singing out of tune	Most will be able to sing their own part in a round with confidence	Some will be able to sing accompanying ostinati	Singing accompanying ostinati
		Identifying harmony	Identifying melody within a polyphonic texture	All will be able to identify whether instruments/voices are playing the same note or different notes	Most will be able to identify a melody within a polyphonic texture	Some will be able to identify a bass line and where changes of chord occur	Identifying bass line and chords

				All will be able to	Most will be able to	Some will be able to	
			Identifying layers	Identifying significant changes in texture: thinner or thicker	All will be able to aurally identify discrete instrument sounds within an ensemble	Most will be able to identify significant changes in texture (thicker or thinner)	Some will be able to identify which instruments contribute to texture changes	Identifying significant changes in texture: thinner or thicker
	7 - Structure	Form	Identifying verse and chorus	All will be able to appropriately predict repetition	Most will be able to identify verse and chorus within a song	Some will be able to identify a simple structure, such as intro, verse and chorus	Simple structure (e.g., intro, verse, chorus)
D - Evaluation	1 - Intention	Identifying how the inter-related dimensions of music contribute to musical intentions	Identifying the mood of music	All will be able to verbally identify the purpose of the music, considering tempo and dynamics	Most will be able to identify the mood of the music	Some will be able to explain how one or two dimensions, for example, rhythm and dynamics, help to create the mood of the music	Explaining how one or two dimensions, for example, rhythm and dynamics, help to create the mood of the music
	2 - Context	Comparing musical features across genres and traditions	Identifying common features in music across genres and traditions	All will be able to identify how the music makes them feel, such as "happy' or "sad"	Most will be able to identify common features in different genres of music	Some will be able to identify distinctive features in a range of genres and cultural traditions Consider how venue and occasion affect performance and composition	Identify distinctive features in a range of genres and cultural traditions Consider how venue and occasion affect performance and composition
	3 - Improvement	Critical listening leading to identification of strengths and suggesting refinements	Improve own work	All will be able to make appropriate subjective judgements about individual features of a piece of music	Most will be able to improve their own work, or appropriately suggest how it may be improved	Some will be able to suggest improvements for others' work	Suggest improvements for own and others' work
	1 - Contribution	Adding value to the cultural life of the community through performance and/or composition	Support other musicians (playing/singing an accompaniment to a soloist)	All will be able to perform in a small group or solo to an audience	Most will be able to support other musicians by playing an accompanying part	Some will be able to support other artists (e.g. create music for a dance/drama performance or exhibition)	Support other artists (e.g. create music for a dance/drama performance or exhibition)

				All will be able to	Most will be able to	Some will be able to	
E - Personal Development	**2 - Self-esteem**	Appropriate pride in performance and achievement	Perform in a group to the teacher Perform a solo to the teacher	All will be able to perform confidently to a larger audience	Most will be able to perform a solo to the teacher	Some will be able to perform a solo to the class or perform in a small ensemble to a school assembly	Perform a solo to the class Perform in a small ensemble to a school assembly
	3 - Independence	Working alone	Following the teacher's guidance Practising at home to improve an aspect of playing/performance	All will be able to	Most will be able to practise effectively at home (with adult support) to improve an aspect of their playing	Some will be able to identify something to improve in own work to improve at home	Identifying something to improve in own work to improve at home
	4 - Teamwork	Working with others, including leadership	With guidance, work in a group to improve performance or composition	All will be able to remember to stop when it is someone else's turn	Most will be able to take on or suggest ideas for improvement in group work	Some will be able, without teacher's guidance, to work in a group to improve performance or composition	Without teacher's guidance, work in a group to improve performance or composition
	5 - Emotional Literacy	Awareness and communication of emotionals and feelings through music	Demonstrate awarenes that music is intended to make the listener feel an emotion	All will identify music lessons as one of their weekly highlights	Most will be able to demonstrate awarenes that the music is intended to make them feel an emotion	Some will be able to demonstrate awareness that music can communicate different and conflicting moods	Demonstrate awareness that music can communicate different and conflicting moods
F - Cultural Development	**1 - World Traditions**	Appreciation of music from local, national and international heritages	Music from UK and other heritages - especially those represented in the school	All will be able to make links between songs in a similar genre from different tradtions, e.g. counting songs	Most will be able to make links between music from different tradtions	Some will demonstrate appreciate traditional music from around the world	Traditional music from around the world
	2 - Western Classical	Appreciation of music from the Western Classical tradition	Popular Western Classical pieces and composers	All will be able to identify famous and significant pieces from the Western Classical tradition, such as the opening of Beethoven's 5th	Most will be able to name important composers identify them with popular pieces from the Western Classical tradition	Some will demonstrate awarenes of a timeline within the western-classical tradtion and where famous composers sit on it	Popular Western Classical pieces and composers

3 - Popular Music	A variety of popular genres including cross-cultural fusions	Identifying genres such as Rock and pop	All will be able to name currently famous artists and songs	Most will be able to identify a small range of genres such as rock and pop	Some will be able to identify a broader range of genres and sub-genres	Identifying a braoder range of genres and sub-genres