



Progression in Music

		Year 1/2	Year 3/4	Year 5/6
Performing - Singing		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression 	
	Vocal Expression / Effects	<p>For instance:</p> <p>Use their voices confidently to create sound effects</p> <p>Explore different types of voices</p> <p>Sing songs in different ways and discuss the effect</p>	<p>For instance:</p> <p>Use voices to create and control sounds (including tempo/speed-dynamics/volume and pitch)</p>	<p>For instance:</p> <p>Create different vocal effects when singing and rapping</p> <p>Maintain an independent part in a group when singing</p> <p>Add expression and meaning when singing</p>
	Chants and Rhymes	<p>For instance:</p> <p>Chant words expressively using known songs and rhymes</p> <p>Chant and clap in time with a steady pulse</p>	<p>For instance:</p> <p>Keep in time with a steady pulse when chanting, singing or moving. Be aware of correct posture whilst singing/playing</p> <p>Play singing games and clapping games</p> <p>Sing/perform rhythmically straightforward parts (i.e. minims, crotchets, quavers in simple common meter)</p>	<p>For instance:</p> <p>Sing songs in unison and two parts</p> <p>Maintain their own part when singing songs written in two parts</p> <p>Sing songs written in different metres - tap the pulse on the strong beats</p>
	Pitching	<p>For instance:</p> <p>Listen to notes G - E played on chime bars. Use the tune found in playground songs e.g. 'I'm the King of the Castle', to find their singing voice and match pitches</p> <p>Slide the voice upwards in pitch to a high voice and downwards in pitch to a low voice</p> <p>Follow the shape of the melody when singing songs. (Use hand/arm to gesture)</p>	<p>For instance:</p> <p>Sing in tune in a group and alone</p> <p>Sing with accurate tuning, control of breathing and with clear diction</p> <p>Sing using a limited range of notes (i.e. middle C to D octave above)</p>	<p>For instance:</p> <p>Sing with control of pitch, using a wider range of notes</p>



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Performing - Singing	Singing continued	<p>For instance:</p> <p>Sing songs while maintaining a steady beat: tapping/walking</p> <p>Sing songs at different speeds</p> <p>Sing the same song in different ways: loud, quiet; fast, slow, and in various moods</p> <p>Use the 'thinking voice' - ie sing the words in their head</p> <p>Play singing games in which children sing phrases alone</p> <p>Sing songs expressively increasingly in tune within a limited pitch</p> <p>Recognise phrase lengths and know when to breathe with an attention to posture Use movements to show phrases Perform each phrase in a different way</p>	<p>For instance:</p> <p>Sing words/phrases of a song in their heads (thinking voice)</p> <p>Sing with expression</p> <p>Sing/play appropriate material confidently and fluently</p> <p>Make improvements to singing - rehearse together to achieve objectives</p> <p>Use graphic notation to illustrate the shape and formation of melodies</p>	<p>For instance:</p> <p>Sing/play with increased control, expression, fluency and confidence</p> <p>Sing with clear diction, a sense of phrase and musical expression</p> <p>Control breathing, posture and sound projection. Breathe in agreed places to identify phrases.</p> <p>Recognise structures in known songs (identify repeated phrases)</p> <p>Sing a round in two parts - identify the melodic phrases and how they fit together</p> <p>Use graphic/traditional/other notation to develop a deeper understanding of shape/form of melodies</p>

		Year 1/2	Year 3/4	Year 5/6
Performing - Playing		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play tuned and untuned instruments musically 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression 	
		<p>For instance:</p> <p>Perform with a developing sense of pulse and rhythm on tuned and untuned instruments (e.g. chime bars/glockenspiel or claves/tambourine)</p> <p>Demonstrate understanding between the differences between pulse and rhythm</p>	<p>For instance:</p> <p>Play instruments confidently, with improved fluency</p> <p>Show a developed understanding of the differences between pulse and rhythm</p> <p>Keep an appropriate pulse and play rhythms in time</p>	<p>For instance:</p> <p>Play instruments confidently, with good control, accuracy and expression</p> <p>Maintain an independent part in a group when playing instruments</p>



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Performance	<p><i>Follow and lead simple performance directions (Musical Cues) when singing/playing</i></p> <p><i>Join in and stop as appropriate when singing/playing</i></p> <p><i>Musically demonstrate increased understanding and use of basic musical features – elements of music</i></p>	<p><i>Suggest, follow and lead simple performance directions when singing/playing</i></p> <p><i>Demonstrate musical quality – clear starts, endings and technical accuracy</i></p> <p><i>Begin to communicate ideas, thoughts and feelings through simple musical demonstration</i></p> <p><i>Use voice, sounds technology and instruments in creative ways</i></p>	<p><i>Demonstrate increasing confidence, expression and skill through taking different roles in performance and rehearsal</i></p> <p><i>Be perceptive to music and communicate thoughts and feelings</i></p> <p><i>Experiment with voice, sounds, technology and instruments in creative ways and explore new techniques</i></p>

	Year 1/2	Year 3/4	Year 5/6
Composing	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>For instance:</p> <p><i>Recognise that music is based upon patterns</i></p> <p><i>Change and combine sounds when creating music</i></p> <p><i>Make use of pattern when composing music</i></p> <p><i>Begin to use the different dimensions of music to create contrast (e.g. tempo/speed and dynamics/volume)</i></p> <p><i>Use ICT software/apps/websites to create music (e.g. Music4Kids, Chrome Music Lab – Song Maker)</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music <p>For instance:</p> <p><i>Create simple, rhythmic patterns short melodies and accompaniments</i></p> <p><i>When composing, make use of the interrelated dimensions of music (tempo, dynamics, pitch, duration)</i></p> <p><i>Use pattern and contrast in compositions</i></p> <p><i>Use ICT software/apps/websites to create music (e.g. Chrome Music Lab – Song Maker and GarageBand)</i></p>	<p>For instance:</p> <p><i>Compose longer pieces of music with a structure</i></p> <p><i>When composing, make use of the interrelated dimensions of music and other musical devices (sequence, imitation, ostinato, inversion and drone)</i></p> <p><i>Create music with different timbres and textures, layering instruments and sounds</i></p> <p><i>Improve musical phrases in real time</i></p> <p><i>Use pattern and contrast effectively in compositions</i></p> <p><i>Use ICT software/apps/websites to create music (e.g. Chrome Music Lab – Song Maker and GarageBand)</i></p>



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Notation	Pupils should be taught to: <ul style="list-style-type: none"> begin to understand simple notation 	Pupils should be taught to: <ul style="list-style-type: none"> use and understand staff and other musical notations 	
	<p>For instance:</p> <p><i>Use graphic notations to show pitch and dynamics</i></p> <p><i>Begin to read simple notation when playing the glockenspiel</i></p> <p><i>Begin to recognise and read crochets, minims and rests in short pieces of music</i></p>	<p>For instance:</p> <p><i>Follow basic musical symbols when working as a musician</i></p> <p><i>Read notation when playing the glockenspiel</i></p> <p><i>Recognise and read quavers and semi quavers in music</i></p>	<p>For instance:</p> <p><i>Follow musical notation when working as a musician</i></p> <p><i>Understand staff and other musical notation</i></p> <p><i>Read notation confidently when playing the glockenspiel</i></p> <p><i>Use and apply knowledge of crochets, minims, rests, quavers and semi quavers in music</i></p>

	Year 1/2	Year 3/4	Year 5/6
Listening and Appraising	Pupils should be taught to: <ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music 	Pupils should be taught to: <ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	
	<p>For instance:</p> <p><i>Listen to and talk about music in broad terms, using some musical language (tempo, dynamics, pitch)</i></p> <p><i>Begin to identify repeated rhythmic/melodic phrases in live or recorded music</i></p> <p><i>Identify simple likes and dislikes about a piece of music and respond appropriately to live or recorded music</i></p> <p><i>Begin to recognise rhythmic patterns found in speech (counting syllables)</i></p>	<p>For instance:</p> <p><i>Listen with increased concentration, to longer pieces of music from different traditions and from great composers and musicians.</i></p> <p><i>Recall sounds with increasing aural memory</i></p> <p><i>Respond appropriately to high quality live and recorded performances; discussing likes and dislikes, beginning to recognise musical instruments that can be heard within the piece, and beginning to make comments about the music in terms of interrelated dimensions of music</i></p>	<p>For instance:</p> <p><i>Listen with concentration, and attention to detail, to longer pieces of music from different traditions and from great composers and musicians.</i></p> <p><i>Recall sounds with good aural memory</i></p> <p><i>Listen to, respond appropriately to and evaluate high quality live and recorded performances; discussing likes and dislikes, recognising a range of musical instruments that can be heard within the piece and discussing the effect these have on the mood/style of the music, and making comments about the music in terms of interrelated dimensions of music.</i></p>



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		<p><i>Offer some comments about their own work or the work of others, giving feedback and identifying ways to improve</i></p> <p><i>Critique their own work and the work of others, offering specific comments and justifying these</i></p>	<p><i>Offer comments about their own work or the work of others, giving feedback and identifying ways to improve</i></p> <p><i>Critique and share opinions about their own work and the work of others, offering specific comments and justifying these</i></p>
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History of Music	N / A	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop an understanding of the history of music 	
		<p><i>For instance:</i></p> <p><i>Develop an understanding of the most famous classical musicians in history (e.g. Beethoven, Vivaldi etc)</i></p> <p><i>Develop an understanding of the historical timeline of musical styles/genres.</i></p>	

