



Music Progression

We aim to give all learners the opportunity to:

- ✚ sing confidently in different sized groups, paying attention to sound quality, intonation (tuning), diction, expression and ensemble skills.
- ✚ play, sing and move with a steady pulse and an accurate rhythmic sense.
- ✚ listen and comment critically to sounds, songs, and pieces of music across a range of styles and periods, including their own compositions and performances.
- ✚ explore, create, improve and evaluate their own compositions and improvisations using sounds, instruments, ensembles and technology.
- ✚ use graphic, rhythmic and pitched notation to play and create music.

Alongside these strands, the musical elements **of pitch, dynamics, tempo, duration, timbre and texture** underpin all teaching of music.

In addition, pupils will also:

- ✚ Have the opportunity to learn the recorder in Year 2.
- ✚ Have the opportunity to learn a range of instruments e.g. clarinet, violin and ukulele during Year 4.
- ✚ Be exposed to high quality live music from visiting musicians and students.
- ✚ Take part in school performances such as Harvest Festivals, Nativities, Lower Junior Pantomimes and Upper Junior Productions.
- ✚ Have the opportunity to perform in concerts in the wider community.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC Programme of Study	ELG: Being Imaginative and Expressive Children at the expected level of development will: - 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.	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music. 		Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.			

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Singing	Find their singing voice and use their voices confidently in a range of contexts	Begin to sing with control of pitch, e.g. following the shape of the melody.	Sing simple songs confidently and expressively in acapella (no accompaniment) and accompanied, with increasing accuracy and control of pitch	Sing a widening range of unison songs of varying styles and structures tunefully and with expression. Sing 2 part rounds and partner songs	Continue to sing a broad range of unison songs with the range of an octave pitching the voice accurately, tunefully and with expression Sing 2 part rounds and partner songs	Sing a broad range of songs with a sense of ensemble and performance. Sing three-part rounds, partner songs. Introduce a second part when singing.	Sing a broad range of songs from an extended repertoire, including those that involve syncopated rhythms, with a sense of ensemble and performance. Sing four-part rounds, partner songs and songs with a harmony line.

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Listening & responding	<p>Recall and remember short songs and rhymes</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Identify well-defined musical features (loud, soft, fast and slow)</p> <p>Identify different sounds and match movements to given sounds.</p> <p>Identify and name classroom instruments.</p> <p>Listen to a variety of different types of music</p>	<p>Identify different groups of instruments.</p> <p>Listen carefully and create sounds in response to descriptive words.</p> <p>Listen carefully to a variety of different types of music</p>	<p>Identify instruments and the way their sound can be changed.</p> <p>Identify and recall rhythmic and melodic patterns</p> <p>Listen with increasing concentration to a variety of music from different genres and from all over the world</p>	<p>Recognise musical elements such as (pitch, tempo, dynamics etc.) within a piece.</p> <p>Listen with concentration to a variety of music from different genres and from all over the world and begin to identify the different instruments used</p>	<p>Listen to longer pieces of music and begin to identify features.</p> <p>Listen to others while performing an independent part.</p> <p>Listen with concentration to a variety of music from different genres and from all over the world and identify some of the different instruments used and begin to be aware of different composers and musicians</p>	<p>Listen to longer pieces of music and identify features.</p> <p>Improve their own work through analysis, evaluation and comparison.</p> <p>Listen with concentration to a variety of music from different genres and from all over the world and be aware of different composers, instruments and musicians</p>
Musicianship Rhythm and pulse	<p>Join in with the pulse, getting faster and slower together.</p> <p>Repeat rhythmic patterns.</p> <p>Begin to move in time with the music</p>	<p>Identify the pulse in different pieces of music</p> <p>Perform a repeated pattern to a steady pulse.</p> <p>Copy rhythms and create their own for others to copy.</p>	<p>Recall and perform rhythmic patterns to a steady pulse of different speeds (tempi).</p> <p>Recognise and read simple rhythmic patterns.</p>	<p>Accompany music (instrumental or vocal) by clapping or playing the pulse or rhythm.</p> <p>Identify repeated patterns used in a variety of music.</p>	<p>Perform rhythms with awareness of different parts.</p> <p>Identify different speeds of pulse (tempi) by clapping, playing or moving.</p> <p>Read rhythms from simple parts using standard notation.</p>	<p>Invent simple rhythmic patterns within a regular bar length.</p> <p>Explore and perform a particular cyclic pattern.</p> <p>Play a rhythmic ostinato underneath other parts.</p>	<p>Keep a steady pulse and improvise rhythmic patterns</p> <p>Create and record rhythmic patterns including silences.</p> <p>Have an accurate awareness of metre, pulse and rhythm.</p>

Musicianship Notating	Recognise simple musical ideas represented as pictures, signs & symbols.	Play from graphic notation.	Use graphic notation to create organised music. Use basic notation for rhythm & pitch	Read simple standard rhythmic notation.	Read simple standard notation for rhythm and pitch (whole class instrumental tuition).	Read simple rhythmic & pitched notation including stave (chime bars).	Use simple rhythmic & pitched notation to create music.
Composing and improvising	Explore and engage in music making and dance	Listen carefully and create sounds in response to descriptive words. Create different effects using instruments.	Play instruments with control in different ways and create sound effects. Recognise how musical elements are used and combined. Explore and choose different sounds	Select sounds and sound sources carefully in response to a story. Create sequences of sound in response to visual stimuli. Create descriptive music in pairs or small groups. Create an accompaniment to a song.		Explain how sounds can create different intended effects. Use ICT to change and manipulate sounds. Explore, select, combine and exploit a range of different sounds to compose a soundscape. Improvise simple tunes based on the pentatonic scale. Explore and perform different types of accompaniment such as drone and ostinato.	Identify contrasting moods and sensations. Explore different textures using untuned sounds. Create different effects using combinations of pitched sounds. Create songs with lyrics. Use ICT to change and manipulate sounds.
Performing and instrumental performance	Play instruments with increasing control to express their feelings and ideas	To play an instrument using simple notes - and treat it with respect.	To play the recorder and to experience playing together as a group.	To play an instrument (e.g. the glockenspiel) and to experience playing together as a group.	To play a range of instruments and to experience playing together as a group.	To play a tuned instrument and to play tunes in smaller groups	To play a tuned instrument and to play tunes in smaller groups and solos

Creating opportunities to celebrate, share and experience music of all kinds. The following principles of performance apply across both Key Stages

- **Develop stagecraft**
Develop a sense of confidence and ownership regardless of the size or nature of the stage or performing/recording space; engage with an audience; respect fellow performers and acknowledge applause.
- **Encourage peer feedback**
Create an environment where pupils can constructively express their thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary.
- **Seek out opportunities for collaboration**
Present together in performances e.g. infants for the nativity, lower junior production and upper junior production.