

# **Stapeley Broad Lane CE Primary School**



## **Music Progression**

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Use of voice expressively and creatively</b>	<p>Sing echo songs and perform movements to a steady beat</p> <p>Explore singing at different speeds and pitch to create moods and feelings</p> <p>Discover how to use the voice to create loud and soft sounds</p>	<p>Explore the use of the voice in different ways such as speaking, singing, chanting</p> <p>Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects</p> <p>Sing with expression, confidence and creativity to an audience</p>	<p>Sing with a sense of the shape of the melody</p> <p>Represent sounds with symbols</p> <p>Improvise making sounds with the voice</p> <p>Perform songs using creativity and expression to create dramatic effect</p>
<b>Play tuned and un-tuned instruments</b>	<p>Play instruments to a steady beat</p> <p>Understand how to hold and play an instrument with care</p> <p>Explore the different sounds instruments can make</p> <p>Choose an instrument to make a specific sound</p>	<p>Play instruments showing an awareness of others</p> <p>Repeat and investigate simple beats and rhythms</p> <p>Play sounds linking with symbols</p> <p>Understand how to play an instrument with care and attention</p>	<p>Learn to play an ocarina</p> <p>Perform simple patterns and accompaniments keeping to a steady pulse</p> <p>Respond to starting points that have been given</p> <p>Understand how to control playing an instrument so that they sound as they should</p> <p>Create short musical patterns with long and short sequences and rhythms</p>
<b>Listen with concentration and understanding</b>	<p>Express feelings in music by responding to different moods in a musical score</p> <p>Listen to music and respond by using hand and whole body movements</p> <p>Listen to different natural and environmental sounds and respond with voice and movement</p>	<p>Choose sounds to represent different ideas, thoughts, feelings, moods etc</p> <p>Reflect on music and say how it makes people feel, act and move</p> <p>Respond to different genres of music</p>	<p>Notice how music can be used to create different moods and effects and to communicate ideas</p> <p>Listen and understand how to improve own compositions</p> <p>Sort instruments into different types</p>
<b>Experiment with, create, select and combine sounds</b>	<p>Choose different instruments, including the voice, to create sound effects in play</p> <p>Investigate a variety of ways to create sounds with different materials</p> <p>Experiment performing songs and music together with body movements to a steady beat</p> <p>Begin to develop an understanding of pulse</p>	<p>Create a sequence of long and short sounds with help, including clapping longer rhythms</p> <p>Investigate making sounds that are very different eg loud/quiet, high/low</p> <p>Understand the musical terms - pitch, dynamics and tempo</p>	<p>Choose carefully and order sounds in a beginning, middle and end structure</p> <p>Use sounds to achieve an effect</p> <p>Create short musical patterns</p> <p>Investigate long and short sounds</p> <p>Explore changes in pitch to communicate an idea</p> <p>Understand the musical term – structure</p>

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Play and perform</b>	<p>Learn to play a folk instrument</p> <p>Sing and play musical instruments in tune</p> <p>Perform simple melodic and rhythmic parts</p> <p>Improvise repeating patterns</p> <p>Begin to understand the importance of pronouncing words in a song well</p> <p>Start to show control in voice and playing</p>	<p>Learn to play a Bb instrument and the recorder</p> <p>Sing in tune with an awareness of others</p> <p>Perform simple melodic and rhythmic parts with an awareness of others</p> <p>Improvise repeating patterns growing in sophistication</p> <p>Sing songs from memory with accurate pitch</p> <p>Maintain a simple part well within a group</p> <p>Understand the importance of pronouncing words in a song well</p> <p>Show control in voice</p> <p>Play notes on instruments with care so they are clear</p> <p>Perform with control and awareness of what others in the group are singing or playing</p>	<p>Learn to play three types of drum (world percussion)</p> <p>Perform by ear and from notations</p> <p>Maintain parts with awareness of how that different parts fit together and the need to achieve an overall effect</p> <p>Breathe well and pronounce words, change pitch and show control in singing</p> <p>Perform songs with an awareness of the meaning of words</p> <p>Hold a part in around</p> <p>Perform songs in a way that reflects their meaning and the occasion</p> <p>Perform alone or in a group, displaying a variety of techniques</p> <p>Take turns to lead a group</p>	<p>Perform significant parts of musical compositions from memory and from notations</p> <p>Refine and improve musical work</p> <p>Sing or play from memory with confidence, expressively and in tune</p> <p>Sing a harmony part confidently and accurately</p>
<b>Improvise and compose music</b>	<p>Compose music that combines musical elements</p> <p>Carefully choose sounds to achieve an effect</p>	<p>Compose music that combines several layers of sound</p> <p>Compose and perform melodies and songs</p> <p>Recognise and create repeated patterns with a range of instruments</p> <p>Create accompaniment for tunes</p> <p>Carefully choose, order, combine and control sounds with awareness of their combined effect</p>	<p>Use the venue and sense of occasion to create performances that are well appreciated by the audience</p> <p>Improvise rhythmic phrases as part of a group performance</p> <p>Improvise within a group</p>	<p>Improvise melodic and rhythmic material within given structures</p> <p>Show thoughtfulness in selecting sounds and structures to convey an idea</p> <p>Create musical patterns</p> <p>Use a variety of different musical devices including melody, rhythms and chords</p>

<b>Listen with attention to detail and recall sounds</b>	<p>Notice and explore the way sounds can be combined and used expressively</p> <p>Listen to different types of composers and musicians</p>	<p>Notice, analyse and explore the way sounds can be combined and used expressively</p> <p>Comment on musicians' use of technique to create effect.</p>	<p>Notice and explore the relationship between sounds</p> <p>Notice and explore how music reflects different intentions</p>	<p>Notice, comment on and compare the use of musical devices</p> <p>Notice, comment on and compare the relationship between sounds</p> <p>Notice, comment on, compare and explore how music reflects different intentions</p>
<b>Use and understand musical notation</b>	<p>Learn to play a folk instrument and begin to play together (as an ensemble) by ear</p> <p>Develop an understanding of timbre and texture</p>	<p>Learn to read music during lessons</p> <p>Use staff and musical notation when creating sounds Read the musical stave and identify the notes EGBDF and FACE</p> <p>Know how many beats in a minim, crochet and semibreve and recognise their symbols (duration)</p> <p>Know the symbol for a rest in music and use silence for effect when creating sounds</p>	<p>Know and use standard musical notation of crochet, minim and semibreve to indicate how many beats to play</p> <p>Draw a treble clef at the correct position on a stave</p>	<p>Use a variety of notation when performing and composing</p> <p>Compose music for different occasions using appropriate musical devices</p> <p>Quickly read notes and know how many beats they represent</p> <p>Use a range of words to help describe music (pulse, pitch, duration, dynamics, tempo, timbre, texture, silence and structure)</p>
<b>Appreciate and understand a wide range of live and recorded music</b>	<p>Begin to recognise and identify instruments being played</p> <p>Comment on likes and dislikes when listening to music and/or when identifying instruments being played</p> <p>Recognise how musical elements can be combined to compose music</p>	<p>Begin to recognise and identify instruments and numbers of instruments and voices being played</p> <p>Compare music and express growing tastes in music</p> <p>Begin to explain how musical elements can be combined to compose music</p>	<p>Compare and evaluate different kinds of music using appropriate musical vocabulary</p> <p>Explain how musical elements, features and styles can be combined to compose music</p>	<p>Analyse and compare musical features choosing appropriate musical vocabulary</p> <p>Explain and evaluate how musical elements, features and styles can be combined to compose music</p>
<b>Develop an understanding of the history of music</b>	<p>Describe the different purposes of music throughout history and in other cultures</p> <p>Understand that the sense of occasion affects the performance</p>	<p>Understand that the sense of occasion affects the performance</p> <p>Combine sounds expressively</p>	<p>Understand the different cultural meanings and purposes of music, including contemporary culture</p> <p>Use different venues and occasions to vary performance</p>	<p>Notice and explore how music reflects time, place and culture</p> <p>Understand and express opinions on the different cultural meanings and purposes of music</p> <p>Use different venues and occasions to vary performance</p>