

Stapeley Broad Lane CE Primary School



Music Progression

	EYFS	Year 1	Year 2
Use of voice expressively and creatively	<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>
Play tuned and un-tuned instruments	<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>Play a range of instruments showing an awareness of others.</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>
Listen with concentration and understanding	<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>
Experiment with, create, select and combine sounds	<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>

	Year 3	Year 4	Year 5	Year 6
Play and perform	<p>Learn to play a brass 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 brass instrument and drum (world percussion).</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 two 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>

Improvise and compose music	<p>Compose music that combines musical elements. Carefully choose sounds to achieve an effect.</p>	<p>Compose music that combines several layers of sound. Compose and perform melodies and songs. Recognise and create repeated patterns with a range of instruments. Create accompaniment for tunes. 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. Improvise rhythmic phrases as part of a group performance. Improvise within a group.</p>	<p>Improvise melodic and rhythmic material within given structures. Show thoughtfulness in selecting sounds and structures to convey an idea. Create musical patterns. Use a variety of different musical devices including melody, rhythms and chords.</p>
Listen with attention to detail and recall sounds	<p>Notice and explore the way sounds can be combined and used expressively. Listen to different types of composers and musicians.</p>	<p>Notice, analyse and explore the way sounds can be combined and used expressively. Comment on musicians' use of technique to create effect.</p>	<p>Notice and explore the relationship between sounds. Notice and explore how music reflects different intentions.</p>	<p>Notice, comment on and compare the use of musical devices. Notice, comment on and compare the relationship between sounds. Notice, comment on, compare and explore how music reflects different intentions.</p>
Use and understand musical notation	<p>Learn to play a brass instrument and begin to play together (as an ensemble) by ear. Develop an understanding of timbre and texture.</p>	<p>Learn to read music during lessons. Use staff and musical notation when creating sounds. Read the musical staff and identify the notes EGBDF and FACE. Know how many beats in a minim, crochet and semibreve and recognise their symbols (duration). 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. Draw a treble clef at the correct position on a staff.</p>	<p>Use a variety of notation when performing and composing. Compose music for different occasions using appropriate musical devices. Quickly read notes and know how many beats they represent. Use a range of words to help describe music (pulse, pitch, duration, dynamics, tempo, timbre, texture, silence and structure).</p>

<p>Appreciate and understand a wide range of live and recorded music</p>	<p>Begin to recognise and identify instruments being played. Comment on likes and dislikes when listening to music and/or when identifying instruments being played. 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. Compare music and express growing tastes in music. 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. Explain how musical elements, features and styles can be combined to compose music.</p>	<p>Analyse and compare musical features choosing appropriate musical vocabulary. Explain and evaluate how musical elements, features and styles can be combined to compose music.</p>
<p>Develop an understanding of the history of music</p>	<p>Describe the different purposes of music throughout history and in other cultures. Understand that the sense of occasion affects the performance.</p>	<p>Understand that the sense of occasion affects the performance. Combine sounds expressively.</p>	<p>Understand the different cultural meanings and purposes of music, including contemporary culture. Use different venues and occasions to vary performance.</p>	<p>Notice and explore how music reflects time, place and culture. Understand and express opinions on the different cultural meanings and purposes of music. Use different venues and occasions to vary performance.</p>