



Whole School Progression in Music

Objective	EYFS	Year 1 / 2	Year 3 / 4	Year 5 / 6
Performing - Singing Vocal Expression / Effects Chants and Rhymes Pitching Singing		<ul style="list-style-type: none"> • Use their voices confidently to create sound effects • Explore different types of voices Sing songs in different ways and discuss the effect • Chant words expressively using known songs and rhymes • Chant and clap in time with a steady pulse • 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 • Slide the voice upwards in pitch to a high voice and downwards in pitch to a low voice • Follow the shape of the melody when 	<ul style="list-style-type: none"> • Use voices to create and control sounds (including tempo/speed-dynamics/volume and pitch • Keep in time with a steady pulse when chanting, singing or moving. • Be aware of correct posture whilst singing/playing • Play singing games and clapping games • Sing/perform rhythmically straightforward parts (i.e. minims, crotchets, quavers in simple common meter) • Sing in tune in a group and alone • Sing using a limited range of notes (i.e. middle C to D octave above) • Sing words/phrases of a song in their heads (thinking voice) • Sing with expression Sing/play appropriate material confidently and fluently • Make improvements to singing - rehearse together to achieve objectives 	<ul style="list-style-type: none"> • Create different vocal effects when singing and rapping • Sing songs in unison and two parts • Maintain their own part when singing songs written in two parts • Sing songs written in different metres - tap the pulse on the strong beats • Sing with control of pitch • Sing/play with increased control, expression, fluency and confidence • Control breathing, posture and sound projection. • Breathe in agreed places to identify phrases. • Recognise structures in known songs (identify repeated phrases) • Sing a round in two parts - identify the melodic phrases and how they fit together

		<p>singing songs. (Use hand/arm to gesture)</p> <ul style="list-style-type: none"> • Sing songs while maintaining a steady beat: tapping/walking • Sing songs at different speeds • Sing the same song in different ways: loud, quiet; fast, slow, and in various moods • Use the 'thinking voice' - ie sing the words in their head • Play singing games in which children sing phrases alone Sing songs expressively increasingly in tune within a limited pitch • 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 	<ul style="list-style-type: none"> • Use graphic notation to illustrate the shape and formation of melodies 	<ul style="list-style-type: none"> • Use graphic/traditional/other notation to develop a deeper understanding of shape/form of melodies
<p>Performing – Playing Identify Instruments / Sound Effects Control Notation Evaluating</p>		<ul style="list-style-type: none"> • Describe, name and group a variety of instruments • Play instruments or use body percussion in 	<ul style="list-style-type: none"> • Create and control sounds on instruments (including tempo/speed-dynamics/volume and pitch) 	<ul style="list-style-type: none"> • Play instruments with control and rhythmic accuracy • Perform a particular cyclic pattern i.e.

		<p>different ways to create sound effects and follow directions to 'perform' a story together</p> <ul style="list-style-type: none"> • Handle and play a variety of tuned and un-tuned instruments with control • Sing a song they know well - one group taps the pulse on their thighs the other group taps the rhythm with two fingers on the palm of their hands • Add an instrument to play on the beat and one to play with the rhythm • The children mark the pulse of a song with stamps/ claps Chant/sing, clap the rhythm of the song; transfer the rhythm onto an un-tuned instrument; use it to accompany the chanting • Count with a steady pulse 	<ul style="list-style-type: none"> • Select instruments and create sounds to describe visual images • Keep in time with a steady pulse when playing instruments • Perform a repeated pattern to a steady pulse • Maintain own part with awareness of how the different parts fit together to achieve an overall effect • Play new pieces by ear and from simple notations • Suggest and make improvements to work and that of others, commenting on the intended effect and how to achieve it • Contribute to a class performance Rehearse together to achieve objectives • Suggest Ideas and preparations for performances 	<p>rhythmic phrase structured, layered and repeated. SAMBA, STREET BAND or AFRICAN DRUMMING</p> <ul style="list-style-type: none"> • Perform a round confidently using voices and instruments. Be aware of other parts when playing an independent part • Play simple chords in sequence • Demonstrate awareness of own contribution - leading others, taking a solo part and/or providing rhythmic support/accompaniment Subdivide the pulse keeping to a steady beat • Perform significant parts from memory and from notations • Rehearse with others and help achieve a high quality performance showing an awareness of the audience • Refine and improve their own and others' work in relation to the intended effect
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Improving and Experimenting		<ul style="list-style-type: none"> • Explore different sounds using body percussion 	<ul style="list-style-type: none"> • Recognise and explore the ways sounds can be combined and used expressively 	<ul style="list-style-type: none"> • Develop musical imagination through experimenting,

<p>Explore and make sounds Control and change sounds Create rhythms and melodies Electronics</p>		<ul style="list-style-type: none"> • Make various sound effects to describe selected/ thematic words • Suggest which instruments would make a particular sound • Select sounds and sound sources carefully in response to a story suggest what sounds could be added to depict ideas • Make own short sequence of sounds using symbols as a support • Make sounds and recognise how they can communicate ideas • Create and choose sounds in response to stimulus e.g. night-time, the seaside etc. • Identify how sounds can be changed e.g. grip triangle to 'stop it from vibrating well and release it to enable a full, vibrating sound 	<ul style="list-style-type: none"> • Identify how songs are structured and accompanied • Express song meanings/lyrics using voices or instruments • Identify and control different ways instruments make sounds • Explore repeated patterns in music/art/dance • Create repeated patterns and combine several layers of sound with awareness of the combined effect • Improvise - devise melodic phrases - using pentatonic scales (limited range of notes: DEGAB or CDEGA) • Use ICT/electronic devices, (microphones and recording equipment) to change and manipulate sounds 	<p>improvising and adapting sounds</p> <ul style="list-style-type: none"> • Explore different textures of un-tuned sounds • Explore the relationship between sounds • Explore different combinations of vocal sounds • Devise more complex rhythmic patterns using semi-quavers and rests • Improvise rhythmic patterns over a steady pulse with confidence • Fit different rhythmic patterns together and maintain own part with awareness of the pulse • Recognise combinations of pitched sounds - concords and discords • Identify and play CM diatonic Chords C-F-G-Am-Dm • Improvise - developing rhythmic and melodic material within given structures - when performing • Use ICT / electronic devices, (microphones
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Composing			<ul style="list-style-type: none"> • Create sequences of sound - musical structures which express ideas or moods using lyrics/sounds/movementsactions • Compose sequences using notated rhythms Join sequences together to create structures of 	<ul style="list-style-type: none"> • Compose music to describe images • Create music that describes two contrasting moods Internalise sounds, then select, combine and

			<p>rhythmic, descriptive or dance patterns</p> <ul style="list-style-type: none"> • Select and sequence pitches (limited range) to create melodic phrases • Add words to melodic phrases to create a class/group song • Compose music in pairs - and small groups • Explore, choose, combine, organise and record musical ideas within musical structures • Develop an ability to represent sounds and symbols in movement/words/with instruments • Use staff notation as a support • Look at the music and follow each part 	<p>exploit a range of different sounds to compose a sound-scape stimulated by...(topic)</p> <ul style="list-style-type: none"> • Develop more complex rhythmic ideas • Devise rhythmic, melodic and harmonic accompaniments • Apply knowledge and understanding of how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures/forms and used to communicate different moods and effects • Compose music for different occasions using appropriate musical features and devices (melody, rhythms, chords and structures) • Use standard and additional methods of notation as appropriate across a range of different contexts.
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Listening, developing knowledge and understanding		<ul style="list-style-type: none"> • Listen to short excerpts of music from a variety of styles, genres and traditions • Identify a variety of instruments that can be heard and describe sounds • Identify the pulse in different pieces of music • Tap knees in time with 'steady beat' music • Listen to different sounds in the environment • Recall short sequences / patterns of sounds • Sing a familiar song, identify then tap the rhythm of the words Sing back melodic 	<ul style="list-style-type: none"> • Listen with attention to detail and internalize and recall sounds with increasing aural memory • Learn new songs quickly; sing from memory • Identify rhythmic patterns, instruments and repetitions of sound/pattern • Internalise short melodies and play these on pitched instruments (play by ear) • Analyse and compare different sound qualities (TIMBRES) instrumental, vocal, environmental/ natural, synthesised • Explain how sounds can create different intended effects • Recognise how the different musical elements are combined and used expressively • Identify descriptive features in art and music 	<ul style="list-style-type: none"> • Identify musical features (scale, arpeggio, canon, drone, dynamics, ostinato, timbre...) • Analyse and comment on the effectiveness of how sounds, images and lyrics are used to create different moods • Recognise different tempi – speeds of music • Identify different meters – grouping of the beat – counting and feeling the pulse on the strong beat • Describe the effect of different combinations of pitched notes using the terms tense-discord, relaxed -concord • Appraise own work by comparing/contrasting with work of others

		<p>phrases from known songs</p> <ul style="list-style-type: none"> • Listen to pieces of music that describe e.g. The Sea/ Fireworks etc • Describe different images created by music • Identify features e.g. Loud/quiet, fast/slow, high/low, pulse, rhythm, sound effects... • Listen to a selection of music that has long (often slow) and short (often fast) sounds • Recognise long and short sounds and make longer and shorter sounds with their voices • Recall and perform rhythmic patterns to a steady pulse • Use instruments to copy back 4-beat rhythm patterns • Introduce the Xylophone or metallophone 	<ul style="list-style-type: none"> • Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary • Evaluate how venue, occasion and purpose affects the way music is created performed and heard • Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary • Develop an understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians 	<ul style="list-style-type: none"> • Improve performance through listening, internalising and analysing • Listen with concentration and some engagement to longer pieces of instrumental and vocal music • Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary • Identify how music reflects different intentions • Identify how music reflects time and place • Show knowledge and understanding of how time and place can influence the way music is created, performed and heard. • Identify and explore musical device • Describe, compare and evaluate different kinds of music using an appropriate musical
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