

Our Lady and St Edward's Catholic Primary School

Year Group Progression Document

Music KS1			
<u>Singing</u>	<u>Playing an instrument</u>	<u>Listen and appreciate</u>	<u>Create own music</u>
<i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i>	<i>Pupils should be taught to play tuned and untuned instruments musically.</i>	<i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.</i>	<i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>
<p>Foundation: Children will: Listen and learn to sing or sing along with nursery rhymes, poems and action songs, focusing on the rhythm and sound each time, as part of their Communication and Language curriculum.</p>	<p>Children will: Improvising leading to playing classroom instruments.</p>	<p>Children will: Explore pulse, rhythm and pitch. Listen and respond to different songs and styles.</p>	<p>Children will: Share and perform the learning that has taken place.</p>
<p>Year 1: Children will: Make different sounds with voice and with instruments. Follow instructions about when to play and sing. Sing songs whilst maintaining a steady beat e.g. clapping. To be able to imitate changes in pitch high or low.</p>	<p>Children will: Use instruments to perform and choose sounds to represent different things. To make and control long and short sounds in different ways Start to respond to simple music cues such as starting and stopping. Start to learn how to play an instrument properly and to treat it with respect.</p>	<p>Children will: Say whether they like or dislike a piece of music (Describe how music makes you feel, and the tempo of the music in simple terms e.g. Fast, slow, happy or sad). Identify some musical instruments. To listen to a variation of music styles, different times, traditions and composers including: Beethoven, Vivaldi, Mozart, Bach, Handel, Grieg, Pachelbel and Tchaikovsky.</p>	<p>Children will: Clap and repeat short rhythmic and melodic patterns. Make a sequence of sounds and respond to different moods in music. Make links to other curriculum areas such as PE, using music from the Lion King, African drumming, classical and mission impossible to perform a dance routine.</p>

<p>Year 2: Children will: Sing or clap increasing and decreasing tempo Perform simple patterns and accompaniments keeping a steady pulse.</p> <p>Sing with an awareness of other performers Using your own voice in different ways including loud and soft voice and sing simple phrases.</p> <p>Understand the importance of warming up our voices before we sing.</p> <p>Understand and perform music in accordance to shape and pitch graphic notation.</p>	<p>Children will: Play simple rhythmic patterns on an instrument.</p> <p>Accompany singing by clapping or playing the pulse or a simple rhythm.</p>	<p>Children will: Make connections between notations and musical sounds.</p> <p>Listen to a piece of music with the intent to hear a specific sound or element of music. E.g. Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), and tempo (fast and slow) and pitch (high and low).</p> <p>To continue to listen to a variation of music styles, different times, traditions, language and composers including: Beethoven, Vivaldi, Mozart, Bach, Handel, Grieg, Pachelbel and Tchaikovsky.</p>	<p>Children will: To begin to order sounds to create a beginning, middle and an end.</p> <p>Create music in response to different starting points.</p> <p>To begin to create music using graphic notation.</p> <p>Make links to other curriculum areas such as PE, using atmospheric music such as a steady African drumbeat to perform a dance routine.</p>
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Music KS2					
<u>Performing</u>	<u>Compose</u>	<u>Listen</u>	<u>Use and Understand</u>	<u>Appreciate</u>	<u>History of Music</u>
<p><i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i></p>	<p><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></p>	<p><i>Listen with attention to detail and recall sounds with increasing aural memory.</i></p>	<p><i>Use and understand staff and other musical notations.</i></p>	<p><i>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</i></p>	<p><i>Develop an understanding of the history of music.</i></p> <p><i>To continue to describe different purposes of music in history/ other cultures.</i></p>
<p>Year 3: Children will: Play instruments accurately and clear notes on instruments. To experience playing together in an ensemble.</p>	<p>Children will: Combine different sounds to create a specific mood or feeling.</p>	<p>Children will: Listen carefully and recognise high and low phrases.</p> <p>Listen to the sound of a composition as</p>	<p>Children will: To begin to recognise/ identify and musically demonstrate awareness of a</p>	<p>Children will: Begin to use musical words to describe a piece of music and compositions.</p>	<p>Children will: To continue to listen to a variation of music styles, different times, traditions and</p>

<p>Join in and stop as appropriate.</p> <p>Respond with more confidence to musical cues such as starting and stopping.</p> <p>Learn how to follow a leader/conductor. To sing with expression (loud quiet, and appropriately to the lyrics).</p> <p>Sing with a good sense of the pulse in simple time signatures.</p> <p>To understand the importance of diction when singing.</p>	<p>To use different elements in their musical composition. To create a simple accompaniment for a tune.</p> <p>To create a simple melody using repeated patterns on different instruments.</p> <p>To start to record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation.</p>	<p>it plays and make decisions about the piece in relation to the elements of music.</p> <p>Listen and respond to music from famous classical composers including: Beethoven, Vivaldi, Mozart, Bach, Handel, Grieg, Pachelbel and Tchaikovsky.</p>	<p>link between shape and pitch graphic notation and notation e.g. Movement of the notes up and down the stave.</p> <p>Start to understand the basics and foundations of notations if appropriate.</p>	<p>Begin to use musical words to describe what they like and do not like about a piece of music in conjunction with feelings. E.g. Duration, timbre, pitch, dynamics, tempo, texture, structure.</p>	<p>composers, with further introduction of some musical language.</p> <p>Recognise popular work of at least one famous composer including: Beethoven, Vivaldi, Mozart, Bach, Handel, Grieg, Pachelbel and Tchaikovsky.</p> <p>Describe different purposes of music in history/ other cultures.</p>
<p>Year 4: Children will:</p> <p>To sing a song in tune within a limited range. When singing start to try and match your performance of the song to how the music sounds, using your awareness of your diction, the pulse and following a leader/conductor.</p> <p>Continue to experience playing together in a band or ensemble.</p> <p>Join in and stop as appropriate.</p> <p>Respond with more confidence to musical cues such as starting and stopping.</p> <p>Learn how to follow a leader/conductor.</p>	<p>Children will:</p> <p>To continue recording the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation.</p> <p>To start to describe the compositions they create more accurately in relation to the elements of music.</p>	<p>Children will:</p> <p>To further listen to music and start to identify the character of the piece of music.</p> <p>Explain why silence is often needed in music and explain what effect it has.</p>	<p>Children will:</p> <p>Children will continue to play instruments and sing with some links to musical notation.</p> <p>Begin to use notation to record and interpret sequences of pitches.</p> <p>Begin to understand/read the basic foundations of notation and how many beats they represent.</p>	<p>Children will:</p> <p>Identify and describe the different purposes of music. For example, by using more specific musical terminology to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.</p>	<p>Children will:</p> <p>Begin to identify the style of work of famous composers including: Beethoven, Vivaldi, Mozart, Bach, Handel, Grieg, Pachelbel and Tchaikovsky.</p> <p>To continue to describe different purposes of music in history/ other cultures.</p>
<p>Year 5: Children will:</p> <p>Sing within an appropriate vocal range with clear diction and</p>	<p>Children will:</p> <p>Compose music which meets specific criteria.</p>	<p>Children will:</p> <p>Repeat a phrase from the music after listening intently.</p>	<p>Children will:</p> <p>To start to record the composing process using a musical diary,</p>	<p>Children will:</p> <p>Describe, compare and evaluate music using musical</p>	<p>Children will:</p> <p>Contrast the work of a famous composer with another and</p>

<p>continued understanding.</p> <p>Maintain own part whilst others are performing their part (Sing together with confidence with increasingly difficult melody and words, sometimes in two parts)</p>	<p>Choose the most appropriate tempo for a piece of music.</p> <p>Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context.</p>	<p>To start to understand the meaning of lyrics.</p>	<p>e.g. When composing record the first ideas, then add notation or pitch and shape graphic notation.</p>	<p>vocabulary experienced in previous years as well as more specific vocabulary (e.g. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, *flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo).</p> <p>Explain why they think music is successful or unsuccessful.</p> <p>Suggest reasons to improve the piece of music.</p> <p>*Flat and sharp will be difficult to quantify for children without peripatetic music training*.</p>	<p>explain preferences using the elements of music including: Beethoven, Vivaldi, Mozart, Bach, Handel, Grieg, Pachelbel and Tchaikovsky.</p> <p>To continue to describe different purposes of music in history/ other cultures.</p>
<p>Year 6: Children will:</p> <p>To maintain own part whilst singing in harmony with others confidently and accurately.</p> <p>To sing and play parts from memory.</p> <p>Demonstrate musical quality e.g. clear starts, ends of pieces/phrases, technical accuracy etc.</p> <p>Maintain an independent part in a small group.</p>	<p>Children will:</p> <p>Use a variety of different musical devices in composition</p>	<p>Children will:</p> <p>Accurately recall a part of the music listened to.</p>	<p>Children will:</p> <p>Analyse features within different pieces of music using prior musical vocabulary to explain understanding.</p> <p>Further understanding notation and trying to include it more frequently into the composition process.</p>	<p>Children will:</p> <p>Evaluate how the venue, occasion and purpose effects the way a piece of music is created.</p>	<p>Children will:</p> <p>Compare and contrast the impact that different composers from different times have had on people of that time including: Beethoven, Vivaldi, Mozart, Bach, Handel, Grieg, Pachelbel and Tchaikovsky.</p> <p>To continue to describe different purposes of music in history/ other cultures.</p>