


Progression of Music							
	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none">perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicianslearn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellenceunderstand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations							
National Curriculum Programme of Study	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">use their voices <i>expressively</i> and creatively by singing songs and speaking chants and rhymesplay tuned and untuned instruments musicallylisten with concentration and understanding to a range of high-quality live and recorded musicexperiment with, create, select and combine sounds using the interrelated dimensions of music		<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionimprovise and compose music for a range of purposes using the interrelated dimensions of musiclisten with attention to detail and recall sounds with increasing aural memoryuse and understand staff and other musical notationsappreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musiciansdevelop an understanding of the history of music				
Area of study for music							
Listen and Appraise	<ul style="list-style-type: none">To learn that music can touch your feelings.To enjoy moving to music by dancing, marching, being animals or Pop stars.	<ul style="list-style-type: none">To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	<ul style="list-style-type: none">To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.To learn how songs can tell a story or describe an idea	<ul style="list-style-type: none">To confidently identify and move to the pulse.To think about what the words of a song mean.To take it in turn to discuss how the song makes them feelListen carefully and respectfully to other people's thoughts about the music.	<ul style="list-style-type: none">To confidently identify and move to the pulse.To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).Talk about the music and how it makes them feelListen carefully and respectfully to other people's thoughts about the music.<ul style="list-style-type: none">When you talk try to use musical words.	<ul style="list-style-type: none">To identify and move to the pulse with ease.To think about the message of songs.To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.Listen carefully and respectfully to other people's thoughts about the music.When you talk try to use musical words.To talk about the musical dimensions working together in the Unit songs.<ul style="list-style-type: none">Talk about the music and how it makes you feel	<ul style="list-style-type: none">To identify and move to the pulse with ease.To think about the message of songs.To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.Listen carefully and respectfully to other people's thoughts about the music.Use musical words when talking about the songs.To talk about the musical dimensions working together in the Unit songs.Talk about the music and how it makes you feel, using musical language to describe the music.

Composition: improvisation	<ul style="list-style-type: none">● Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.● Copy basic rhythm patterns of single words, building to short phrases from the song/s.● Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.● Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin	<ul style="list-style-type: none">● Help to create a simple melody using one, two or three notes.● Learn how the notes of the composition can be written down and changed if necessary.	<ul style="list-style-type: none">● Help create three simple melodies with the Units using one, three or five different notes.● Learn how the notes of the composition can be written down and changed if necessary.	<ul style="list-style-type: none">● Help create at least one simple melody using one, three or five different notes.● Plan and create a section of music that can be performed within the context of the unit song.● Talk about how it was created.● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	<ul style="list-style-type: none">● Help create at least one simple melody using one, three or all five different notes.● Plan and create a section of music that can be performed within the context of the unit song.● Talk about how it was created.● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	<ul style="list-style-type: none">● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.● Explain the keynote or home note and the structure of the melody.● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	<ul style="list-style-type: none">● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.● Explain the keynote or home note and the structure of the melody.● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Performing: singing	<ul style="list-style-type: none">● To sing along with a pre-recorded song and add actions:<ul style="list-style-type: none">● To sing along with the backing track.● Perform any of the nursery rhymes by singing and adding actions or dance.● Perform any nursery rhymes or songs adding a simple instrumental part.	<ul style="list-style-type: none">● Learn about voices, singing notes of different pitches (high and low).● Learn that they can make different types of sounds with their voices - you can rap or say words in rhythm.<ul style="list-style-type: none">● Learn to start and stop singing when following a leader.	<ul style="list-style-type: none">● Learn about voices singing notes of different pitches (high and low).● Learn that they can make different types of sounds with their voices - you can rap (spoken word with rhythm).● Learn to find a comfortable singing position.<ul style="list-style-type: none">● Learn to start and stop singing when following a leader.	<p>To sing in unison and in simple two-parts.</p> <ul style="list-style-type: none">● To demonstrate a good singing posture.● To follow a leader when singing.● To enjoy exploring singing solo.● To sing with awareness of being 'in tune'.<ul style="list-style-type: none">● To have an awareness of the pulse internally when singing.	<p>To sing in unison and in simple two-parts.</p> <ul style="list-style-type: none">● To demonstrate a good singing posture.● To follow a leader when singing.● To enjoy exploring singing solo.● To sing with awareness of being 'in tune'.● To rejoin the song if lost.● To listen to the group when singing.	<ul style="list-style-type: none">● To sing in unison and to sing backing vocals.● To enjoy exploring singing solo.● To listen to the group when singing.● To demonstrate a good singing posture.● To follow a leader when singing.● To experience rapping and solo singing.● To listen to each other and be aware of how you fit into the group.<ul style="list-style-type: none">● To sing with awareness of being 'in tune'.	<p>To sing in unison and to sing backing vocals.</p> <ul style="list-style-type: none">● To demonstrate a good singing posture.● To follow a leader when singing.● To experience rapping and solo singing.● To listen to each other and be aware of how you fit into the group.<ul style="list-style-type: none">● To sing with awareness of being 'in tune'.
Performing: instruments		<p>Treat instruments carefully and with respect.</p> <ul style="list-style-type: none">● Play a tuned instrumental part with the song they perform.● Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).● Listen to and follow musical instructions from a leader.	<p>Treat instruments carefully and with respect.</p> <ul style="list-style-type: none">● Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).● Play the part in time with the steady pulse.● Listen to and follow musical instructions from a leader.	<ul style="list-style-type: none">● To treat instruments carefully and with respect.● Play any one, or all of four, differentiated parts on a tuned instrument - a one-note, simple or medium part or the melody of the song) from memory or using notation.● To rehearse and perform their part within the context of the Unit song.<ul style="list-style-type: none">● To listen to and follow musical instructions from a leader.	<ul style="list-style-type: none">● To treat instruments carefully and with respect.● Play any one, or all four, differentiated parts on a tuned instrument - a one-note, simple or medium part or the melody of the song from memory or using notation.● To rehearse and perform their part within the context of the Unit song.● To listen to and follow musical instructions from a leader.● To experience leading the playing by making sure everyone plays in the playing section of the song.	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <ul style="list-style-type: none">● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation.● To rehearse and perform their part within the context of the Unit song.● To listen to and follow musical instructions from a leader.● To lead a rehearsal session.	<ul style="list-style-type: none">● Play a musical instrument with the correct technique within the context of the Unit song.● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation.● To rehearse and perform their part within the context of the Unit song.● To listen to and follow musical instructions from a leader.● To lead a rehearsal session.

Performing; evaluating	<ul style="list-style-type: none">● Record the performance to talk about	<p>Choose a song they have learnt from the Scheme and perform it</p> <ul style="list-style-type: none">● They can add their ideas to the performance● Record the performance and say how they were feeling about it	<p>Choose a song they have learnt from the Scheme and perform it</p> <ul style="list-style-type: none">● They can add their ideas to the performance● Record the performance and say how they were feeling about it	<p>To choose what to perform and create a programme</p> <ul style="list-style-type: none">● To communicate the meaning of the words and clearly articulate them● To talk about the best place to be when performing and how to stand or sit● To record the performance and say how they were feeling, what they were pleased with what they would change and why	<p>To choose what to perform and create a programme</p> <ul style="list-style-type: none">● Present a musical performance designed to capture the audience● To communicate the meaning of the words and clearly articulate them● To talk about the best place to be when performing and how to stand or sit● To record the performance and say how they were feeling, what they were pleased with what they would change and why	<ul style="list-style-type: none">● To choose what to perform and create a programme● To communicate the meaning of the words and clearly articulate them● To talk about the venue and how to use it to best effect● To record the performance and compare it to a previous performance● To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"	<ul style="list-style-type: none">● To choose what to perform and create a programme● To communicate the meaning of the words and clearly articulate them● To talk about the venue and how to use it to best effect● To record the performance and compare it to a previous performance● To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"
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