

Music progression at Oakworth Primary School							
Early Years Foundation Stage and Key Stage One							
	Singing songs with control and using voice expressively	Controlling pulse and rhythm	Exploring sounds, melody and accompaniment	Control of untuned instruments	Composition	Reading and writing notation	Performance skills and evaluating
Nursery	<ul style="list-style-type: none"> - Remember and sing entire songs (focus on nursery rhymes). - Sing the pitch of a tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. 	<ul style="list-style-type: none"> -To begin to tap out simple repeated rhythms. 	<ul style="list-style-type: none"> -To begin to make different sounds by experimenting with ways of changing them. 	<ul style="list-style-type: none"> -To use instruments / body parts (hands/feet etc) to make a sound. -Begin to play instruments with control to express their feelings and ideas. 	<ul style="list-style-type: none"> -To take part in teacher led activities where they enjoy joining in with dancing and ring games. -Selecting classroom objects to use as instruments. 		<ul style="list-style-type: none"> -Perform together in front of a small audience. -Using their voices to join in with well-known songs from memory.
Reception	<ul style="list-style-type: none"> -Sing in a group or on their own, increasingly matching the pitch and following the melody. --Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> -Take part in a teacher-led activity, finding the pulse of shorter songs/ pieces of music. 	<ul style="list-style-type: none"> -Make different sounds by experimenting with ways of changing them. - Listen attentively, move to and talk about music, expressing their feelings and responses. 	<ul style="list-style-type: none"> -Play instruments to make a sound. -Continue to handle and play instruments with control. 	<ul style="list-style-type: none"> -Make up their own music and dance using different tools, materials and techniques. -Experimenting with body percussion and vocal sounds to respond to music 		<ul style="list-style-type: none"> -Moving to music with instruction to perform -Think about others when performing. Join in and stop as appropriate.



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Year 1	<ul style="list-style-type: none"> -To find their singing voice and take part in singing, accurately following the melody at their own pitch. 	<ul style="list-style-type: none"> -Accompany a chant song by clapping the rhythm. -Sing songs and chants rhymes with some expression. 	<ul style="list-style-type: none"> -Begin to identify and name classroom instruments. -To explore different sound sources. 	<ul style="list-style-type: none"> -Following instructions how and when to play untuned instruments with control. -To explore different ways to play instruments, such as shaking, hitting and scraping. 	<ul style="list-style-type: none"> -Contribute to the creation of a class composition. -Begin to create short rhythmic phrases. 	<ul style="list-style-type: none"> -Know about and experiment with sounds. - Use given symbols to represent sounds. 	<ul style="list-style-type: none"> -Perform and be part of a audience. -Begin to choose sounds, and instruments carefully and make improvements to their own and others' work
Year 2	<ul style="list-style-type: none"> -To continue to find their own singing voice and to use their voices expressively and creatively by singing songs. -Recognize phrase length and know when to breathe when singing. 	<ul style="list-style-type: none"> -Identify the beat and pulse of a tune. -Identify long and short sounds in music. -Begin to internalize and create rhythmic patterns. 	<ul style="list-style-type: none"> -Describe, name and group a variety of instruments. -Create and choose sounds in response to a given stimulus. 	<ul style="list-style-type: none"> -Create sound effects. -Play instruments in different ways and create sound effects. -Use instruments to reflect a topic or add sound effects to a story. 	<ul style="list-style-type: none"> -Create a sequence or mixture of different sounds (long and short etc) -Use symbols to represent a composition and use them to help with a performance. 	<ul style="list-style-type: none"> -Perform long and short, high and low, loud and soft sounds in response to symbols. -Invent symbols to represent sound and create simple graphic score. 	<ul style="list-style-type: none"> -Recognize the need for performance and audience. -Continue to choose sounds, and instruments carefully and make improvements to their own and others' work.
	Controlling sounds with through singing and playing (Play and Perform).	Creating and developing musical ideas (Create and Compose).	Responding and reviewing appraising skills.		Listening and applying knowledge and understanding		

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Year 3	<ul style="list-style-type: none"> - To sing in unison, becoming aware of pitch. -To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. -To think about others while performing. -Children will learn how to play the glockenspiel following the website Charanga. -Children will begin to recognise notes on the treble clef. -Begin to read basic rhythm notation using crotchets, minims and crochet rests (duration). 	<ul style="list-style-type: none"> -Create sequences of movements in response to sounds. -Compose music for a range of purposes/emotions/moods. -Continue to compose and perform using symbols and dot notation. 	<ul style="list-style-type: none"> -To explore and comment on the ways sounds can be used expressively. -To comment on the effectiveness of own work, identifying and making improvements. 	<ul style="list-style-type: none"> -Explore the way that performers are a musical resource. -Begin to recognize how music can reflect different intentions. -Select instruments to describe visual images. -To listen to and begin to respond to music drawn from different traditions and great composers and musicians.
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Year 4	<ul style="list-style-type: none"> -To sing in unison maintaining the correct pitch and using increasing expression. -To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. -Children will learn to play the ukulele. -Children will continue to recognize notes on the treble clef. -Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). 	<ul style="list-style-type: none"> -Demonstrate the ability to recognise the use of structure and expressive elements through dance. -To create rhythmical and simple melodic patterns using an increased number of notes. -Create accompaniments for tunes. -Make their own symbols for notation as a part of a class score. 	<ul style="list-style-type: none"> -To recognize and explore how sounds can be combined and used expressively and comment on this effect. -To describe, compare and evaluate different types of music beginning to use musical words (tempo, pitch, beat). - Use these words to identify where music works well/ needs improving. 	<ul style="list-style-type: none"> -Recognise how music can reflect different intentions. -Begin to understand the 'Classical Period' of music with a particular focus on the music of Mozart and the effect that he had on classical music. - To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.
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Year 5	<ul style="list-style-type: none"> - Sing songs with increasing control of breathing, posture and sound projection. - To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamic - Children will learn to learn to play the recorder instrument. - Children will play simple tunes and will continue to read music from a score. - Children will continue to read notes from the treble clef. 	<ul style="list-style-type: none"> - To create increasingly complicated rhythmic and melodic phrases within given structures. - To begin to identify different starting points or composing music. 	<ul style="list-style-type: none"> - Evaluate music using more musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. - To comment on the success of own and others work, suggesting improvements based on intended outcomes. 	<ul style="list-style-type: none"> - To listen to a range of high quality, live and recorded music from different composers and musicians and begin to discuss their differences and how they have changed over time.
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Year 6	<ul style="list-style-type: none"> - To continue to sing songs with increasing control of breathing, posture and sound projection. -Sing a round two parts and identify the melodic phrases and how they fit together. -To think about the audience when performing and how to create a specific effect. -Children will learn to play tunes and will continue to read music from a score. -Children will perform an independent part keeping to a steady beat. 	<ul style="list-style-type: none"> -To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures. -Compose music for a range of purposes. 	<ul style="list-style-type: none"> -To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved. - Use musical vocabulary confidently to describe music. 	<ul style="list-style-type: none"> -Listen to film/tv music and identify key musical features and the impact it has on its audience. -Choose from a wide range of musical vocabulary to accurately describe music including: sense of occasion; lyrics and melody; tempo; dynamics; accompaniments; pitch. - Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions.
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Inter-related dimensions of music

PULSE: the steady beat of a piece of a piece of music

PITCH: the melody and the way the notes change from low to high and vice versa.

RHYTHM: the pattern of long and short sounds in a piece of music

DYNAMICS: Loud and soft

TEMPO: Fast and slow

TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)

TEXTURE: Layers of sound (number of instruments or voices playing together)

STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.

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