Music Progression Document

	Music progression at Oakworth Primary School			
	Early Years Foundation Stage and Key Stage One			
	Singing	**Listening** *Identify Musical Conventions and inter-related Dimensions.* *Recognising sounds and Instruments*	**Composing** *Improvisation* *Notation* *Creative Process*	**Musicianship**
Early Years	Join in with familiar songs, rhymes and chants with increasing confidence. Sing as part of a group and begin to sing independently. Use their voice to explore different sounds, including speaking, singing, humming and vocal sound effects. Join in with songs whilst maintaining a steady pulse. Remember and sing increasingly longer sections of familiar songs. Recall words, actions and melodies from previously learnt songs. Sing songs with repeated sections independently.	**Identify musical conventions and inter-related dimensions:** Describe sound e.g. whistling, twinkly. Begin to react to changes in the music such as tempo or dynamics by explaining or moving. Know that instruments can be played in different ways and this makes different sounds. Know that when the music changes speed (tempo) so does my movement. Know that music can be loud or quiet and fast or slow and this makes me feel differently. **Recognise sound & instruments:** Begin to recognise classroom instruments. Listen to sound effects. Know that sound effects can be used to show what a piece of music is about.	**Improvisation:** Explore and create sounds using voice, body percussion, instruments and found sounds. Explore how sounds can be changed from loud to quiet, fast to slow and high to low. know that different instruments make different sounds which can show different characters or situations. **Notation:** Introduced to symbols and images to order and convey sound. Know that I can order images to create sounds. **Creative process:** Create new verses, words and actions to a song and create sequences of	Children develop an awareness of pulse, rhythm, pitch, tempo and dynamics through singing, movement and instrumental play. They maintain a steady pulse, copy and perform simple rhythmic patterns, explore high and low sounds, and respond to changes in tempo and dynamics. Children begin to play and sing together, follow simple musical cues and represent musical ideas using pictures, symbols and patterns.

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			sounds in response to a given stimulus understanding the words of a song will help me to decide on actions or sounds.	
Year 1	Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in: Begin with simple songs with a very small range, mi-so and then slightly wider. Include pentatonic songs: Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy:	The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners, which may include local or national ensembles.	Improvise simple vocal chants, using question and answer phrases: Create musical sound effects and short sequences of sounds in response to stimuli. Combine to make a story, choosing and playing classroom instruments Understand the difference between creating a rhythm pattern and a pitch pattern Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns Use music technology, if available, to capture, change and combine sounds. • Recognise how graphic notation can represent created sounds. Explore and invent own symbols	Children develop their understanding of pulse and beat by walking, moving or clapping to a steady beat with others, responding to changes in tempo. They use body percussion, such as clapping, tapping and walking, alongside classroom percussion instruments including shakers, sticks and blocks, to perform repeated rhythm patterns (ostinati) and short pitched patterns on tuned instruments such as glockenspiels and chime bars. Children respond to the pulse of recorded and live music through movement and dance. They develop their rhythmic skills by accurately performing short copycat rhythm patterns led by the teacher, performing short repeating patterns while maintaining a steady beat, and using word-pattern chants to create, remember and perform their own rhythmic patterns.

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				Children develop their understanding of pitch by listening to sounds in their local school environment and identifying differences between high and low sounds. They sing familiar songs using both high and low voices and begin to talk about the differences they hear. Children explore a range of percussion sounds to enhance storytelling and develop their ability to use instruments expressively. They also begin to follow simple pictures, symbols and other visual representations to guide their singing and playing.
Year 2	Sing songs regularly with a pitch range of do-so with increasing vocal control: Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately: Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause):	The teaching and learning of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing: Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or performances provided by other Music Education Hubs partners, which may include local or national ensembles.	Create music in response to a non-musical stimulus: Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation: Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces: Use music technology, if available, to capture, change and combine sounds.	Pulse / Beat Understand that the speed of the beat can change, making the music faster or slower (tempo). Tap or clap along to the beat of a piece of music. Recognise when the tempo changes (gets faster or slower). Walk in time to the beat of a piece of music or song. Know the difference between left and right to help with coordination and moving together with others. Begin to group beats into 2s and 3s:

				Tap knees on the first/strong beat. Clap the remaining beats. Identify whether familiar songs and music have beats grouped in 2s or 3s. Rhythm Copy rhythms played by a leader. Create your own rhythms for others to copy using untuned percussion. Create rhythms using words or phrases as a starting point. Read and respond to chanted rhythms. Show rhythms using stick notation, including: Create and perform your own chanted rhythms using the same stick notation. Pitch Take part in singing games using the cuckoo interval (so-mi). Match your voice accurately to the melody, with support from a leader playing the tune. Sing short phrases independently as part of a singing game or song. Listen for pitch changes in short musical phrases.

				Show whether the pitch goes higher or lower using actions, such as: Stand up / sit down Hands high / hands low Recognise dot notation and match it to 3-note tunes played on tuned percussion.

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	Key Stage Two			
	Singing	**Listening** *Identify Musical Conventions and inter-related Dimensions.* *Recognising sounds and Instruments*	**Composing** *Improvise* *Compose*	**Performing** *Instrumental Performance* *Reading Notation*
Year 3/4	Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression. Perform forte and piano, loud and soft. Perform actions confidently and in time to a range of action songs. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Perform as a choir in school assemblies	The teaching and learning of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners, which may include local or national ensembles.	**Improvise** Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources **Compose.** Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes.	**Instrumental Performance** Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C-E/do-mi) as a whole class or in small groups (e.g. trios and quartets). Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.

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			Compose song accompaniments on untuned percussion using known rhythms and note values.	**Reading Notation** Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Introduce and understand the differences between crotchets and paired quavers. Apply word chants to rhythms, understanding how to link each syllable to one musical note
Year 5	Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Perform a range of songs in school assemblies and in school performance opportunities.	The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners, which may include local or national ensembles.	**Improvise** Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in the composition tasks below **Compose.**	**Instrumental Performance** Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C′/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.

			Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. Working in pairs, compose a short ternary piece. Use chords to compose music to evoke a specific atmosphere, mood or environment. Capture and record creative ideas using any of: graphic symbols Rhythm notation and time signatures Staff notation Technology.	Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. **Reading Notation** Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave (e.g. C-C'/do-do). Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.
Year 6	Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include	The teaching and learning of music is enriched by developing pupils' knowledge and understanding of the stories, origins, traditions, history and	**Improvise** Extend improvisation skills through working in small groups to: Create music with multiple sections that include repetition and contrast.	**Instrumental Performance** Play a melody following staff notation written on one stave and using notes within an octave range (do-do); make decisions about dynamic range,

	observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.	social context of the music they are listening to, singing and playing Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners, which may include local or national ensembles.	Use chord changes as part of an improvised sequence. Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. **Compose.** Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Either of these melodies can be enhanced with rhythmic or chordal accompaniment Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved..	including very loud, very quiet, moderately loud and moderately quiet. Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line. **Reading Notation** Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. Further develop the skills to read and perform pitch notation within an octave (e.g. C-C/ do-do) Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.

				Read and play from notation a four-bar phrase, confidently identifying note names and durations.