

Old Park Whole School Progression in Music

Singing songs with control and using the voice expressively.						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Chn will: <ul style="list-style-type: none"> • identify known songs through melodies. • sing songs to support cross curricular - counting, alphabet and topic. • begin to sing with an awareness of other performers. 	Chn will: <ul style="list-style-type: none"> • develop their singing voice and use their voices confidently. 		Chn will: <ul style="list-style-type: none"> • enhance their singing voice by performing in tune using a wider vocal range. 		Chn will: <ul style="list-style-type: none"> • identify the melodic phrases within a song and how they fit together. • begin to experiment with improvisation with the voice. 	
	<ul style="list-style-type: none"> • begin to sing with a sense of awareness of pulse and control of rhythm. 		<ul style="list-style-type: none"> • apply their understanding of pulse and control of rhythm through song/chant writing. 		<ul style="list-style-type: none"> • demonstrate their understanding of rhythm, pulse and control through singing in a round and multiple parts. and identify the melodic phrases and how they fit together. 	
	<ul style="list-style-type: none"> • begin to recognise phrase lengths and know when to breathe. 		<ul style="list-style-type: none"> • begin to understand how mouth shapes and diaphragm can affect voice sounds. 		<ul style="list-style-type: none"> • sing with good control of breathing, posture and sound projection. 	
	<ul style="list-style-type: none"> • begin to sing expressively. 		<ul style="list-style-type: none"> • develop expression with awareness and control of timbre, tempo, dynamics. 		<ul style="list-style-type: none"> • demonstrate and apply expression through good control of timbre, tempo, dynamics. 	
	<ul style="list-style-type: none"> • begin to work collaboratively as part of small ensembles 		<ul style="list-style-type: none"> • work responsibly to perfect performances through rehearsal process - internalise sounds by singing parts of a song 'in their heads.' 		<ul style="list-style-type: none"> • sing with empathy and respond musically to other parts. 	

Listening, Memory and Movement.						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Chn will:</p> <ul style="list-style-type: none"> • play games and are encouraged with support to listen to and recall the music. 	<p>Chn will:</p> <ul style="list-style-type: none"> • begin to independently recall and short songs, sequences and patterns of sounds. 		<p>Chn will:</p> <ul style="list-style-type: none"> • identify simple melodic phrases and play/recall them by ear. 		<p>Chn will:</p> <ul style="list-style-type: none"> • internalise short melodies and play these on pitched percussion (play by ear). • respond appropriately to a short melody through call and response. 	
<ul style="list-style-type: none"> • attempt to listen to and repeat simple sounds/patterns - for example map out the pitch of a melody with their hands. 	<ul style="list-style-type: none"> • respond physically and interpret sounds when performing, composing and appraising music. 		<ul style="list-style-type: none"> • with support, create appropriate sequences of movements in response to the music's tempo, dynamics and pitch. • Explore and choose different sounds to describe events, situations, tell stories. 		<ul style="list-style-type: none"> • interpret sound and reflect on the music's tempo, dynamics and pitch. • identify and explore how the composer creates different moods and textures. 	
<ul style="list-style-type: none"> • with support, listen to different extracts of music and vocalise what they think of the music - describe the music and how it made them feel. 	<ul style="list-style-type: none"> • begin to identify different sound sources and musical features as they listen, and with support justify why they are appropriate and how they shape the music. 		<ul style="list-style-type: none"> • explore specific musical phrases such as: introduction, interlude and ending and how music is structured. 		<ul style="list-style-type: none"> • identify how musical elements and lyrics are linked. 	

Controlling pulse and rhythm						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Chn will: <ul style="list-style-type: none"> • with support, begin to tap, clap along to the pulse within songs they recognise. 	Chn will: <ul style="list-style-type: none"> • identifu the pulse within different pieces of music. 	Chn will: <ul style="list-style-type: none"> • independently recognise changes in the pulse and tempo. 	Chn will: <ul style="list-style-type: none"> • Perform a repeated pattern (Ostinato) to a steady pulse. 	Chn will: <ul style="list-style-type: none"> • Perform an independent part maintaining a steady pulse throughout. 	Chn will: <ul style="list-style-type: none"> • understand and recognise a wider range of tempo and pulse descriptions – slow, moderate, walking pace, lively, fast. 	Chn will: <ul style="list-style-type: none"> • independently improvise rhythmic patterns and incorporate elements such as ostinatos.
<ul style="list-style-type: none"> • with support, explore pulse through body movement – getting faster and slower. 	<ul style="list-style-type: none"> • identifu long and short sounds in music. 	<ul style="list-style-type: none"> • begin to explore the impact of pulse and rhythm on the mood of music. 	<ul style="list-style-type: none"> • apply their understanding of the impact of pulse and rhythm through call and response activities. 	<ul style="list-style-type: none"> • apply their understanding of notation to compose simple rhythmic chants. 	<ul style="list-style-type: none"> • apply their understanding of metre through improvisation and recognise the pattern of strong and weak beats. 	<ul style="list-style-type: none"> • manipulate and subdivide the pulse while keeping to a steady beat.
<ul style="list-style-type: none"> • listen to and recall simple rhythm patterns. 	<ul style="list-style-type: none"> • with support, recognise simple changes in rhythm patterns. 	<ul style="list-style-type: none"> • develop and extend simple rhythmic patterns. 	<ul style="list-style-type: none"> • explore basic notation and begin to recognise rhythmic patterns. 	<ul style="list-style-type: none"> • identifu and recall rhythmic and melodic patters using tuned and untuned percussion instruments. 	<ul style="list-style-type: none"> • experiment with impact of pulse and rhythm through composition. 	<ul style="list-style-type: none"> • manipulate and experiment with impact of pulse and rhythm through composition.

Exploring sounds, melody and accompaniment.

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Chn will:</p> <ul style="list-style-type: none"> <u>begin to explore melodies</u> through songs learnt. 	<p>Chn will:</p> <ul style="list-style-type: none"> <u>explore different sound sources</u> to produce sounds and recognise how they can convey a message. 		<p>Chn will:</p> <ul style="list-style-type: none"> <u>identify</u> ways sounds are used to accompany a song. 		<p>Skills development for this element are to be found within 'Control of instruments' and 'Composition'.</p>	
<ul style="list-style-type: none"> <u>with support</u> comment on the mood of a melody. 	<ul style="list-style-type: none"> <u>create and choose</u> sounds in response to a given stimulus. <u>Identify</u> how sounds can be changed. 		<ul style="list-style-type: none"> <u>analyse and comment</u> on how sounds are used to create different moods. <u>explore and perform</u> with different types of accompaniment. 			
<ul style="list-style-type: none"> <u>begin to explore</u> simple percussion instruments and <u>comment on</u> different sounds made. 	<ul style="list-style-type: none"> <u>experiment</u> with and change sounds to reflect different stimuli. 		<ul style="list-style-type: none"> <u>explore and select</u> different melodic patterns. <u>recognise and explore</u> different combinations of pitch sounds. 			

Control of instruments						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Chn will: <ul style="list-style-type: none"> • be introduced to basic percussion instruments 	Chn will: <ul style="list-style-type: none"> • explore playing instruments in different ways and create sound effects. 		Chn will: <ul style="list-style-type: none"> • select instruments to describe visual images based on the sounds they produce. 		Chn will: <ul style="list-style-type: none"> • demonstrate control of a range of instruments – combining sounds and textures. • perform accompaniments with control and accuracy. 	
<ul style="list-style-type: none"> • shown how to hold, play and care for different instruments. 	<ul style="list-style-type: none"> • begin to handle and play instruments with control. 		<ul style="list-style-type: none"> • explore pitch on tuned percussion instruments • experiment with melodic phrases. 		<ul style="list-style-type: none"> • create different effects using combinations of pitched sounds – looking at instruments that complement each other. 	
<ul style="list-style-type: none"> • play games that explore the different sounds the instruments make. 	<ul style="list-style-type: none"> • identify different groups of instruments – exploring similarities and differences. 		<ul style="list-style-type: none"> • select instruments on the basis of internalised sounds. 		<ul style="list-style-type: none"> • Use ICT/Keyboard settings to change and manipulate sounds. 	

Composition						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Chn will: <ul style="list-style-type: none"> with support, explore creating simple rhythmic patterns. 	Chn will: <ul style="list-style-type: none"> explore tempo and how different speeds can represent different moods, object, animals. 	Chn will: <ul style="list-style-type: none"> create textures by combining sounds in different ways. explore sounds around them including natural sounds. 	Chn will: <ul style="list-style-type: none"> independently compose music in pairs according to a specific idea/brief. compose an accompaniment to a known song. 	Chn will: <ul style="list-style-type: none"> explore, select, combine and exploit a range of different sounds to compose a soundscape. 		
<ul style="list-style-type: none"> add simple sounds effects to a familiar story. 	<ul style="list-style-type: none"> contribute to the creation of a class composition. 	<ul style="list-style-type: none"> create music that portrays contrasting moods/emotions. 	<ul style="list-style-type: none"> apply their understanding of tempo, pitch, instrumentation to compose descriptive music in pairs or small groups. 	<ul style="list-style-type: none"> improvise simple tunes based on the pentatonic scale. 		
		<ul style="list-style-type: none"> begin to explore music notation – crotchets, quavers and create rhythms based on these. 	<ul style="list-style-type: none"> apply their understanding of music notation to compose chants and add lyrics. 	<ul style="list-style-type: none"> compose a short song to own lyrics based on everyday phrases. 		
		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> begin to explore other forms of notation – how shapes and symbols can represent the particular sounds. 	<ul style="list-style-type: none"> compose music individually or in pairs using a range of stimuli, developing their musical ideas into a completed composition using notation format of their choice. 		

Reading and writing notation						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Chn will: <ul style="list-style-type: none"> • copy and repeat simple rhythmic phrases aurally. 	Chn will: <ul style="list-style-type: none"> • with support, perform long and short sounds aurally in response to symbols. 	Chn will: <ul style="list-style-type: none"> • create long and short sounds on instruments in response to symbols. 	Chn will: <ul style="list-style-type: none"> • experiment with graphic notation 	Chn will: <ul style="list-style-type: none"> • experiment with formal music notation – using grid format to acknowledge beats and note value. 	Chn will: <ul style="list-style-type: none"> • compose music using traditional notation to fulfil a specific composition brief. • demonstrate understanding of melody and note value through reading and writing notation. 	
<ul style="list-style-type: none"> • recognise rhythms by the sound - for example tap, tap, scrape, tap, tap, scrape. 		<ul style="list-style-type: none"> • begin to play and sing phrases from letter notation. 	<ul style="list-style-type: none"> • invent their own symbols as part of a class score and composition tasks. 	<ul style="list-style-type: none"> • explore formal notation on a traditional stave. • identify note pitch and value. 	<ul style="list-style-type: none"> • demonstrate understanding of traditional music notation and ability to recognise note lengths through performance. 	

Performance skills						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Chn will: <ul style="list-style-type: none"> • with support, decide on basic appropriate signals for louder, quieter - faster/slower. 	Chn will: <ul style="list-style-type: none"> • perform together and follow the instructions that combine the musical elements. 		Chn will: <ul style="list-style-type: none"> • perform in different ways, exploring the way the performers are a musical resource. • perform with awareness of different parts. 		Chn will: <ul style="list-style-type: none"> • present performances effectively with awareness of audience, venue and occasion. 	
<ul style="list-style-type: none"> • sing and perform a song and follow agreed signals to get louder and quieter. 						

Evaluating and appraising						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Chn will: <ul style="list-style-type: none"> • with support, discuss what they have done and whether it was successful. 	Chn will: <ul style="list-style-type: none"> • suggest improvements to their own and others' work. 		Chn will: <ul style="list-style-type: none"> • with support, improve their work through analysis and evaluation. 		Chn will: <ul style="list-style-type: none"> • independently improve their work through analysis, evaluation and comparison. 	
	<ul style="list-style-type: none"> • choose sounds and instruments carefully. 		<ul style="list-style-type: none"> • recognise how music can reflect different intentions. 		<ul style="list-style-type: none"> • reflect on and evaluate independently how their own performance/composition reflects the desired intentions. 	