

Hallgate Primary School - Progression in Music
EYFS to Year 6

EYFS

Being imaginative and expressive

Early Learning Goal: b) Sing a range of well-known nursery rhymes and songs. c) Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time to music.

Pupils are given opportunities to;

- Develop ideas and interests
- Have specific foci for creative designs/purpose
- Combine and change their creation purposefully reflecting and reviewing their work
- Talk about the ideas and processes they have used in their own and others work
- Recognise the strengths of their own work and others
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Expected - The children are provided with an environment which is set up in such a way that promotes these opportunities and focus on representing their own ideas

Expected - Pupils experiment with design - sometimes adult led but not making 'everyone the same'

Exceeding - Pupils develop their ideas, make decisions, combine and change their ideas with a purpose to aligning their decision making processes and judging their own work and the work of others through reflection on ways to improve the work they have created

Charanga: Listen & Respond (Listen & Appraise)

The foundation of musical learning begins. Whilst listening to a variety of styles of music, the children are encouraged to find the pulse, use their imaginations, dance and enjoy themselves. Afterwards, the teacher will ask simple questions. In each step there is the option to listen and respond to a different song or piece of music in a different style. This music is used to inspire imaginative movement, initially free and child-led movement, this grows to enable the teacher to teach the children to follow and copy instruction. The children begin to respond verbally and with movement.

Topics:

Autumn - Me!, My Stories

Spring - Everyone!, Our World

Summer - Big Bear Funk, Reflect, Rewind, Replay

Key Stage 1

KS1: Pupils are taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the interrelated dimensions of music

Year 1

Performing	Composing (including notation)	Appraising	Topics
<p>To use their voices to speak/sing/chant To join in with singing To use instruments to perform To look at their audience when they are performing To clap short rhythmic patterns To copy sounds</p> <p>Challenge: Pupils make loud and quiet sounds They know that the chorus keeps repeating</p>	<p>To make different sounds with their voice To make different sounds with instruments To identify changes in sounds To change the sound To repeat (short rhythmic and melodic) patterns To make a sequence of sounds To show sounds by using pictures</p> <p>Challenge: Pupils can tell the difference between long and short sounds They can tell the difference between high and low</p>	<p>To respond to different moods in music To say how a piece of music makes them feel To say whether they like or dislike a piece of music To choose sounds to represent different things To recognise repeated patterns To follow instructions about when to play or sing</p> <p>Challenge: Pupils are able to tell the difference between a fast and slow tempo They can tell the difference between loud and quiet</p>	<p>Autumn Hey You Rhythm In The Way We Walk and Banana Rap</p> <p>Spring In The Groove Round And Round</p> <p>Summer Musical Theatre Preparation for performance. Your Imagination</p>

Year 2

Performing	Composing (including notation)	Appraising	Topics
<p>To sing and follow the melody (tune) To sing accurately at a given pitch To perform simple patterns and accompaniments keeping a steady pulse To perform with others To play simple rhythmic patterns on an instrument To sing/ clap a pulse increasing or decreasing in tempo</p> <p>Challenge: Pupils can sing/play rhythmic patterns in contrasting tempo, keeping to the pulse</p>	<p>To order sounds to create a beginning, middle and end To create music in response to different starting points To choose sounds which create an effect To use symbols to represent sounds To make connections between notations and musical sounds</p> <p>Challenge: Pupils can use simple structures in a piece of music They know that phrases are where we breathe in a song</p>	<p>To improve their own work To listen out for particular things when listening to music</p> <p>Challenge: Pupils recognise sounds that move by steps and by leaps</p>	<p>Autumn Hands Feet Heart Ho Ho Ho</p> <p>Spring I Wanna Play In A Band Zootime</p> <p>Summer Musical Theatre Preparation for performance. Friendship Song</p>

Key Stage 2

KS2: Pupils are taught to:

- Sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating idea within musical structures and reproducing sounds from aural memory
- Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the interrelated dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music

Year 3

Performing	Composing (including notation)	Appraising	Topics
<p>To sing in tune with expression To control their voice when singing To play clear notes on instruments</p> <p>Challenge: Pupils work with a partner to create a piece of music using more than one instrument</p>	<p>To use different elements in their composition To create repeated patterns with different instruments To compose melodies and songs To create accompaniments for tunes To combine different sounds to create a specific mood or feeling</p> <p>Challenge: Pupils understand metre in 2 and 3 beats; then 4 and 5 beats They understand how the use of tempo can provide contrast within a piece of music</p>	<p>To improve their work explaining how it has improved To use musical words (the elements of music) to describe a piece of music and compositions To use musical words to describe what they like and dislike To recognise the work of at least one famous composer</p> <p>Challenge: Pupils can tell whether a change is gradual or sudden They identify repetition, contrasts and variations</p>	<p>Autumn Let Your Spirit Fly Glockenspiel Stage 1</p> <p>Spring Preparation for Year 3/4 production (learning songs/performing)</p> <p>Summer Musical Theatre Preparation for performance. Bringing Us Together</p>

Year 4

Performing	Composing (including notation)	Appraising	Topics
<p>To perform a simple part rhythmically To sing songs from memory with accurate pitch To improvise using repeated patterns</p> <p>Challenge: Pupils can use selected pitches simultaneously to produce simple harmony</p>	<p>To use notations to record and interpret sequences of pitches To use standard notation To use notations to record compositions in a small group or on their own To use their notation in a performance</p> <p>Challenge: Pupils can explore and use sets of pitches, e.g. 4 or 5 note scales They can show how they can use dynamics to provide contrast</p>	<p>To explain the place of silence and say what effect it has To start to identify the character of a piece of music To describe and identify the different purposes of music To begin to identify with the style of work of Beethoven, Mozart and Elgar</p> <p>Challenge: Pupils can identify how a change in timbre can change the effect of a piece of music</p>	<p>Autumn Mamma Mia Glockenspiel Stage 2</p> <p>Spring Preparation for Year 3/4 production (learning songs/performing)</p> <p>Summer Musical Theatre Preparation for performance. Blackbird</p>

Year 5

Performing	Composing (including notation)	Appraising	Topics
<p>To breath in the correct place when singing To sing and use their understanding of meaning to add expression To maintain their part whilst others are performing their part To perform 'by ear' and from simple notations To improvise within a group using melodic and rhythmic phrases To recognise and use basic structural forms e.g. rounds, variations, rondo form</p> <p>Challenge: Pupils use pitches simultaneously to produce harmony by building up simple chords They devise and play a repeated sequence of pitches on a tuned instrument to accompany a song</p>	<p>To change sounds or organise them differently to change the effect To compose music which meets specific criteria To use their notations to record groups of pitches (chords) To use a music diary to record aspects of the composition process To choose the most appropriate tempos for a piece of music</p> <p>Challenge: Pupils understand the relation between pulse and syncopated patterns They can identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre</p>	<p>To describe, compare and evaluate music using musical vocabulary To explain why they think their music is successful or unsuccessful To suggest improvements to their own or others' work To choose the most appropriate tempo for a piece of music To contrast the work of famous composers and show preferences</p> <p>Challenge: Pupils can explain how tempo changes the character of music They identify where a gradual change in dynamics has helped to shape a phrase of music</p>	<p>Autumn Livin' On A Prayer Classroom Jazz 1</p> <p>Spring Make You Feel My Love Fresh Prince Of Bel-Air</p> <p>Summer Musical Theatre Preparation for performance. Dancing In The Street</p>

Year 6

Performing	Composing (including notation)	Appraising	Topics
<p>To sing a harmony part confidently and accurately To perform parts from memory To perform using notations To take the lead in a performance To take on a solo part To provide rhythmic support</p> <p>Challenge: Pupils can perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together</p>	<p>To be able to use a variety of different musical devices in their composition (including melody, rhythms and chords) To recognise that different forms of notation serve different purposes To use different forms of notation To be able to combine groups of beats</p> <p>Challenge: Pupils can show how a small change of tempo can make a piece of music more effective They use the full range of chromatic pitches to build up chords, melodic lines and bass lines</p>	<p>To be able to refine and improve their work To be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created To be able to analyse features within different pieces of music To be able to compare and contrast the impact that different composers from different times will have had on the people of the time.</p> <p>Challenge: Pupils can appraise the introductions, interludes and endings for songs and compositions they have created</p>	<p>Autumn Happy Classroom Jazz 2</p> <p>Spring A New Year Carol You've Got A Friend</p> <p>Summer Musical Theatre Preparation for performance. Music In Me</p>