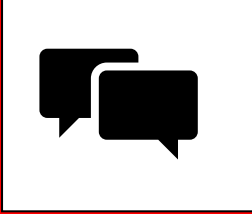







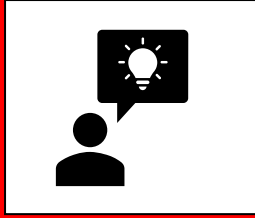
MUSIC PROGRESSION

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Use voices expressively 	<ul style="list-style-type: none"> Use voices in different ways such as speaking, singing and chanting 	<ul style="list-style-type: none"> Use voices expressively and creatively, To sing with the sense of shape of the melody 	<ul style="list-style-type: none"> To sing in unison, becoming aware of pitch 	<ul style="list-style-type: none"> To sing in unison maintaining the correct pitch and using increasing expression 	<ul style="list-style-type: none"> To sing in unison with clear diction, controlled pitch and sense of phrase 	<ul style="list-style-type: none"> To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase 	
Play tuned and untuned Instruments 	<ul style="list-style-type: none"> To create and choose sounds To perform simple rhythmical patterns, beginning to show an awareness of pulse 	<ul style="list-style-type: none"> To create and choose sounds for a specific effect To perform rhythmical patterns and accompaniments, keeping a steady pulse 	<ul style="list-style-type: none"> To perform simple rhythmical and musical parts, beginning to vary the pitch with a small range of notes 	<ul style="list-style-type: none"> To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics 	<ul style="list-style-type: none"> To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression 	<ul style="list-style-type: none"> To play and perform with accuracy, fluency, control and expression 	
Rehearse and perform with others 	<ul style="list-style-type: none"> To think about others while performing 	<ul style="list-style-type: none"> To think about others while performing 	<ul style="list-style-type: none"> To think about others while performing 	<ul style="list-style-type: none"> To think about others while performing 	<ul style="list-style-type: none"> To maintain my own part and be aware how the different parts fit together 	<ul style="list-style-type: none"> To think about the audience when performing and how to create a specific effect 	
Create musical patterns 	<ul style="list-style-type: none"> To know about and experiment with sounds. 	<ul style="list-style-type: none"> Repeat short rhythmical and melodic patterns 	<ul style="list-style-type: none"> To create simple rhythmical patterns that use a small range of notes 	<ul style="list-style-type: none"> To create rhythmical and simple melodic patterns using an increased number of notes 	<ul style="list-style-type: none"> To create increasingly complicated rhythmical and melodic phrases within given structures 	<ul style="list-style-type: none"> To create and improvise melodic and rhythmical phrases as part of a group performance and compose by developing ideas within a range of given musical structures 	



MUSIC PROGRESSION

Explore, choose and organise sounds and musical ideas



- To recognise and explore how sounds can be organised
- To identify and organise sounds using simple criteria e.g. loud, soft, high, low

- To begin to explore and choose and order sounds using the inter-related dimensions of music *

- To begin to join simple layers of sound, e.g. a background rhythm and a solo melody

- To join layers of sound, thinking about the musical dynamics of each layer and understanding the effect

Explore and express ideas and feelings about music



- To talk about music makes you feel or want to move, e.g. it makes me want to jump/sleep/shout

- To respond to different moods in music and explain thinking about changes in sound

- To explore and comment on the ways sounds can be used expressively

- To recognise and explore the ways 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

- To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music *

To reflect on and improve work



- To think about and make simple suggestions about what could make their own work better, e.g. play faster/louder.

- To identify what improvements could be made to own work and make changes, including altering use of voice, playing of and choice of instruments

- To comment on the effectiveness of own work, identifying and making improvements

- To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome

- To comment on success of own and others work, suggesting improvements based on intended outcomes

- To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved

To listen with concentration and recall sounds



- To begin to identify simple repeated patterns and follow basic musical instructions

- To identify and recognise repeated patterns and follow a wider range of musical instruments

- To listen with attention and begin to recall sounds

- To listen to and recall patterns of sounds with increasing accuracy

- To listen to and recall a range of sounds and patterns of sounds confidently

- To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence

To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be

- To begin to understand that musical elements can be used to create different moods and effects

- To understand that musical elements can be used to create different moods and effects

- To begin to understand how different musical elements are combined and used to create an effect

- To understand how different musical elements are combined and used expressively

- To begin to identify the relationship between sounds and how music can reflect different meanings

- To identify and explore the relationship between sounds and how music can reflect different meanings

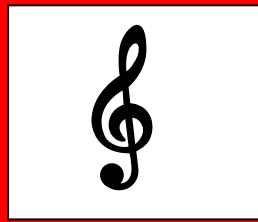


MUSIC PROGRESSION

organised within musical structures



Musical notation



Purpose of music



Subject Leader Notes:

<ul style="list-style-type: none"> To begin to represent sounds with simple symbols including shapes and marks 	<ul style="list-style-type: none"> To confidently represent sounds with a range of symbols, including shapes and marks 	<ul style="list-style-type: none"> To begin to recognise simple notations to represent music including pitch and volume 	<ul style="list-style-type: none"> To understand and begin to use established and invented musical notations to represent music 	<ul style="list-style-type: none"> To recognise and use a range of musical notations including staff notation 	<ul style="list-style-type: none"> To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material 	
To listen to short, simple pieces of music and talk about when and why they may hear it, e.g. a lullaby, wedding march	To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary, e.g. it's quiet and smooth so it would be good for a lullaby	To listen to and begin to respond to music drawn from different traditions and great composers and musicians	<ul style="list-style-type: none"> To listen to understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians 	<ul style="list-style-type: none"> To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time 	<ul style="list-style-type: none"> To develop an understanding of the history of music from different cultures, traditions, composers and musicians evaluating how venue, occasion, purpose effects the way that music is created and performed 	