

St Michael and All Angels Catholic Primary School

MUSIC – Year Group Progression Document

Music Key Stage 1		Singing	Playing an instrument	Listening and appreciate	Create own music
		Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes	Pupils should be taught to play tuned and untuned instruments musically	Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music	Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music
Y1	<p>Make different sounds with voice and with instruments</p> <p>Follow instructions about when to play and sing</p> <p>Sing songs whilst maintaining a steady beat e.g. clapping</p> <p>To be able to imitate changes in pitch high or low</p>	<p>Use instruments to perform and choose sounds to represent different things</p> <p>To make and control long and short sounds in different ways</p> <p>Start to respond to simple music cues such as starting and stopping</p> <p>Start to learn how to play an instrument properly and to treat it with respect</p>	<p>Say whether they like or dislike a piece of music (Describe how music makes you feel, and the tempo of the music in simple terms e.g. Fast, slow, happy or sad)</p> <p>Identify some musical instruments.</p> <p>To listen to a variation of music styles, different times, traditions and composers.</p>	<p>Clap and repeat short rhythmic and melodic patterns</p> <p>Make a sequence of sounds and respond to different moods in music</p>	
Y2	<p>Sing or clap increasing and decreasing tempo</p> <p>Perform simple patterns and accompaniments keeping a steady pulse</p> <p>Sing with an awareness of other performers</p> <p>Using your own voice in different ways including loud and soft voice and sing simple phrases.</p> <p>Understand the importance of warming up our voices before we sing.</p> <p>Understand and perform music in accordance to shape and pitch graphic notation.</p>	<p>Play simple rhythmic patterns on an instrument.</p> <p>Accompany singing by clapping or playing the pulse or a simple rhythm.</p>	<p>Make connections between notations and musical sounds.</p> <p>Listen to a piece of music with the intent to here a specific sound or element of music. Eg. Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), and tempo (fast and slow) and pitch (high and low).</p> <p>To continue to listen to a variation of music styles, different times, traditions and composers, with further introduction of some musical language.</p>	<p>To begin to order sounds to create a beginning, middle and an end</p> <p>Create music in response to different starting points</p> <p>To begin to create music using graphic notation.</p>	

Music Key Stage 2

	Performing	Compose	Listen	Use and Understand	Appreciate	History of music
	Play and perform in solo and ensemble contexts, 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 inter-related 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. To continue to Describe different purposes of music in history/ other cultures.
Y3	<p>Play instruments accurately and clear notes on instruments.</p> <p>To experience playing together in an ensemble. Join in and stop as appropriate. Respond with more confidence to musical cues such as starting and stopping. Learn how to follow a leader/conductor.</p> <p>To sing with expression (loud quiet, and appropriately to the lyrics)</p> <p>Sing with a good sense of the pulse in simple time signatures.</p> <p>To understand the importance of diction when singing.</p>	<p>Combine different sounds to create a specific mood or feeling.</p> <p>To use different elements in their musical composition.</p> <p>To create a simple accompaniment for a tune.</p> <p>To create a simple melody using repeated patterns on different instruments.</p> <p>To start to record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation.</p>	<p>Listen carefully and recognise high and low phrases</p> <p>Listen to the sound of a composition as it plays and make decisions about the piece in relation to the elements of music</p>	<p>To begin to recognise/ identify and musically demonstrate awareness of a link between shape and pitch graphic notation and notation eg. Movement of the notes up and down the stave.</p> <p>Start to understand the basics and foundations of notations if appropriate.</p>	<p>Begin to use musical words to describe a piece of music and compositions</p> <p>Begin to use musical words to describe what they like and do not like about a piece of music in conjunction with feelings.</p> <p>Eg. Duration, timbre, pitch, dynamics, tempo, texture, structure.</p>	<p>To continue to listen to a variation of music styles, different times, traditions and composers, with further introduction of some musical language.</p> <p>Recognise popular work of at least one famous composer.</p> <p>Describe different purposes of music in history/ other cultures.</p>
Y4	<p>To sing a song in tune within a limited range.</p> <p>When singing start to try and match your performance of the song to how the music sounds, using your awareness of your diction, the pulse and following a leader/conductor.</p> <p>Continue to experience playing together in a band or</p>	<p>To continue recording the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation.</p> <p>To start to describe the compositions they create more accurately in relation to the elements of music.</p>	<p>To further listen to music and start to identify the character of the piece of music.</p> <p>Explain why silence is often needed in music and explain what effect it has</p>	<p>Children will continue to play instruments and sing with some links to musical notation.</p> <p>Begin to use notation to record and interpret sequences of pitches.</p> <p>Begin to understand/read the basic foundations of</p>	<p>Identify and describe the different purposes of music.</p> <p>For example, by using more specific musical terminology: vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.</p>	<p>Begin to identify the style of work of famous composers.</p> <p>To continue to Describe different purposes of music in history/ other cultures.</p>

	ensemble. Join in and stop as appropriate. Respond with more confidence to musical cues such as starting and stopping. Learn how to follow a leader/conductor.			notation and how many beats the represent.		
Y5	Sing within an appropriate vocal range with clear diction and continued understanding. Maintain own part whilst others are performing their part (Sing together with confidence with increasingly difficult melody and words, sometimes in two parts)	Compose music which meets specific criteria Choose the most appropriate tempo for a piece of music Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context.	Repeat a phrase from the music after listening intently To start to understand the meaning of lyrics.	To start to record the composing process using a musical diary, eg. When composing record the first ideas, then add notation or pitch and shape graphic notation.	Describe, compare and evaluate music using musical vocabulary experienced in previous years as well as more specific vocabulary (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, *flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo). Explain why they think music is successful or unsuccessful. Suggest reasons to improve the piece of music. *Flat and sharp will be difficult to quantify for children without peripatetic music training.	Contrast the work of a famous composer with another and explain preferences using the elements of music . To continue to describe different purposes of music in history/ other cultures.
Y6	To maintain own part whilst singing in harmony with others confidently and accurately To sing and play parts from memory. Demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc. Maintain an independent part in a small group.	Use a variety of different musical devices in composition	Accurately recall a part of the music listened to.	Analyse features within different pieces of music using prior musical vocabulary to explain understanding. Further understanding notation and trying to include it more frequently into the composition process.	Evaluate how the venue, occasion and purpose effects the way a piece of music is created	Compare and contrast the impact that different composers from different times have had on people of that time. To continue to Describe different purposes of music in history/ other cultures.