

## Overview of Music Progression at Tacolneston and Morley Primary School

KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6
	<b>Ideas will overlap between the two year groups in places.</b>			<b>Ideas will overlap between the two year groups in places.</b>		<b>Ideas will overlap between the two year groups in places.</b>	
<b>Controlling sounds through singing and playing (Play and Perform)</b>							
<b>Use voices expressively</b>	Use their voices in different ways such as speaking, singing and chanting	Use their voices confidently with expression and creativity. Be able to sing with a sense of shape of the melody. Sing with an awareness of other performers.	<b>Sing songs in unison and two parts</b>	Be able to sing in unison, becoming aware of the pitch and pulse and showing control of rhythm. Sing songs and create different vocal effects.	Be able to sing in unison maintaining the correct pitch and using increasing expression. Show control of timbre, tempo and dynamics. Understand how mouth shape can affect vocal sounds.	To sing in unison with clear diction, controlled pitch and sense of phrase. Develop control of breathing, posture and sound projection.	Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice. Show a good awareness of breathing, posture, sound projection and of their part.
<b>Play tuned and un-tuned instruments</b>	Be able to create and choose sounds. Perform simple rhythmical patterns, beginning to show an awareness of pulse. Handle and play instruments carefully. Name some musical instruments.	Be able to create and choose sounds for a specific effect. Perform rhythmical patterns and accompaniments, keeping a steady pulse. Handle and play instruments with control. Identify different groups of instruments.	<b>Play tuned and un-tuned instruments with control and accuracy</b>	Be able to perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. Select instruments to describe visual images.	Be able to play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. Begin to identify melodic phrases and play them by ear.	Be able to play and perform parts in a range of solo and ensemble opportunities, showing increasing accuracy and expression. Begin to control the way that percussion instruments make sounds.	Be able to play and perform with accuracy, fluency, control and expression. Create different effects, using combinations of pitched sounds.  Begin to use ICT to change and manipulate sounds.
<b>Rehearse and perform with others</b>	To have an awareness of others while performing	To think about others while performing	<b>Practise, rehearse and present performances with an awareness of the audience</b>	To think about others while performing including other performers and the audience.	To think about others while performing, including other performers and the audience.	To maintain their own part and be aware of how the different parts fit together. To think about the audience while they are performing.	To think about the audience when performing and how to create a specific effect.
<b>Creating and developing musical ideas (Create and Compare)</b>							
<b>Create musical patterns</b>	Be able to experiment with different sound sources and different sounds.	Be able to repeat short rhythmic and melodic patterns using voices, body percussion and instruments.	<b>Improvise, developing rhythmic and melodic material when performing</b>	Be able to create simple rhythmic patterns that use a small range of notes.	Be able to create rhythmic and simple melodic patterns using an increased number of notes. Explore and be able to perform different types of accompaniment.	Be able to create increasingly complicated rhythmic and melodic phrases within a given structure showing control of the instruments.	Be able to compose and improvise melodic and rhythmic phrases as part of a group performance and compose a soundscape by exploring, selecting and combining

<b>Explore, choose and organise sounds and musical ideas</b>	Begin to explore how different sounds can be grouped together. Be able to identify and organise sounds into categories such as low or high pitch, loud or quiet	Begin to explore and chose sounds thinking about their pitch, timbre, texture in response to a given stimulus.	<b>Explore, choose, combine and organise musical ideas with musical structures</b>	Be able to begin joining simple layers of sound such as a melody and a background rhythm. Analyse and comment on how sounds are used to create different moods.	Be able to join layers of sound, thinking about musical dynamics of each layer and understanding the overall effect on the piece of music. Begin to recognise and explore different combinations of sounds.		different sounds to compose soundscapes. Create compositions individually and as part of a group in response to different stimuli.
<b>Responding and reviewing. (Appraisal skills)</b>							
<b>Explore and express ideas and feelings about music using movement, dance and expressive musical language</b>	Be able to tell others how music makes them feel such as it makes me feel happy. Be able to respond physically when performing, composing and appraising music (jump, dance, jiggle)	Be able to respond to different pieces of music, thinking about the mood of the music, changes in the sound and how it makes them feel.	<b>Analyse and compare sounds</b>  <b>Explore and explain ideas and feelings about music using movement, dance and expressive and musical language</b>	Be able to explore and comment on the ways sounds can be used expressively.	Be able to recognise the ways sounds can be combined and used expressively and comment on this.	Be able to describe, compare and evaluate different types of music with increasing use of musical vocabulary.	Be able to describe, compare and evaluate different types of music using a range of appropriately chosen musical vocabulary.
<b>Make improvements to their own work</b>	Can begin to make simple suggestions about how they can improve their ow work e.g make it faster, quieter	Be able to identify improvements that could be made to their own work and then make these changes including thinking about changing how they use their voices or selecting a different instrument	<b>Reflect on and improve their own and others' work in relation to its intended effect</b>	Be able to comment on the effectiveness of their own work and that of their peers, identifying, as clearly as possible and making improvements.	Be able to comment on the effectiveness of their own work and that of their peers, identifying, as clearly as possible and making improvements based on its intended outcome.	Be able to comment on the effectiveness and success of their own work and that of their peers, identifying, as clearly as possible and making improvements based on its intended outcome.	Be able to comment on the effectiveness and success of their own work and that of their peers, suggesting specific improvements based on its intended outcome and how these can be achieved.
<b>Listening and applying knowledge and understanding</b>							
<b>Listen to music with concentration and be able to describe, simply, what they have heard</b>	Can listen to a range of music and describe it in terms of tempo (fast / slow) and dynamics (loud / soft) Can begin to describe when and why they might hear a piece of music (march, lullaby)	Can listen to music and use a range of adjectives to describe the timbre, tempo and dynamics. Can begin to describe when and why they might hear a piece of music using simple musical	<b>Listen to music with an increasing attention to detail and be able to describe in detail what they have heard</b>	Can comment on music they like and dislike using appropriate musical vocabulary such as dynamics, tempo, pitch including that from different traditions and great composers and musicians.	Comment on likes and dislikes of music using appropriate musical vocabulary such as dynamics, tempo, pitch, pulse, including that from different traditions and great composers and musicians.	Can listen for extended periods of time and comment using musical vocabulary. Can understand that musical often reflects the cultural context. Can identify some works by great composers and think about how music has changed over time.	Can listen to a piece of music and accurately identify the genre. Can identify that music is often composed for occasions, culture and social reasons. Can identify some works by great composers and identify the period in which they were written.

		vocabulary (quiet and smooth so good for a lullaby)					Can begin to think about how purpose, venue and occasion effects the way music is created and performed.
<b>Understand how combining the different elements of music can alter the mood and effect of the piece</b>	All children should begin to understand how musical elements are combined together to create different moods and effects and that music can be used to represent different moods and meanings.						
<b>Notation of musical ideas</b>							
<b>Be able to understand how sounds can be represented using signs and symbols</b>	Be able to follow simple pictures and symbols to perform a piece of music. Begin to use shapes and sounds to represent music.	Can understand that rhythms and melodies can be represented using symbols or graphic notation.  Is able to clap back simple rhythmic patterns reading symbol or graphic notation.  Can record simple rhythmic patterns using patterns or graphic notation.	<b>Be able to understand invented notations for representing music</b>	Understands that a musical stave is five lines and each different line / space represents a different pitched note.  Can give the note name and length for crotchets and quavers.  Can clap back simple rhythms from standard notation using crotchets, quavers and their respective rests.  Is beginning to understand how dynamics are represented.	Can accurately name and use the notes on a treble stave, for example, 'Every Good Boy Deserves Football' for the lines and 'FACE' for the spaces. I can recognise and name the treble clef and time signature, for example, I can explain that the time signature dictates how many beats in a bar there are. Can accurately give note names for crotchets, quavers, minims, dotted minims and semibreves and know the value of each. With support, can begin to notate simple rhythms in three or four beats in a bar.	Can read and perform from the treble clef stave and has an awareness of the bass clef stave.  Can begin to invent more complex rhythms, notate them accurately and start to use bar lines.  Knows what is meant by the term time signature and can work out if the total number of beats in a bar is correct.	Can invent simple melodies and use treble clef stave to notate these. For those learning an instrument, bass clef stave should also begin to be used.  Has an understanding of the term chord as a triad of notes and can begin to represent these on a stave.

### **Musical vocabulary and definitions**

PULSE – steady beat of a piece of music

DYNAMICS – volume

TIMBRE – type of sound (whisper, talk, twinkly, hard)

TEXTURE – layers of sound put together

RHYTHM – pattern of long or short notes in a piece of music

PITCH – how high or low notes are

TEMPO – speed of the music

STRUCUTRE – layout of a piece of music such as verse, chorus, verse, ending

## **EYFS**

### **Understanding the World Technology**

#### **Technology**

To recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes

Children can hear differences between pieces of music played to them.

When listening to pieces of music, children can recognise obvious changes in sound and respond to directions such as get faster or get louder.

When listening to pieces of music or watching pieces of music, they can describe if the music is fast or slow, loud or quiet, happy or sad.

Children can use technology to listen to, explore and combine sounds together.

### **Expressive Arts and Design**

#### **Exploring and Using Media and Materials**

To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Children can explore how their voices can create different sounds.

Children can sing and chant as part of a group or on their own.

Children can play a range of tuned and untuned instruments, exploring how they make different sounds depending on how they are held and how they are played.

Children can explore combining the sounds of different instruments together.

#### **Being Imaginative**

To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Children can describe how a piece of music makes them feel through pictures, movement or discussions.

Children can say what they like and dislike about a piece of music that they have listened to, watched or taken part in.

Children can explore sounds and textures using instruments and their voices to compose their own pieces of music in response to a given theme.