









WHAPLODE C OF E PRIMARY SCHOOL

MUSIC PROGRESSION DOCUMENT



| EYFS - Being Expressive and Imaginative | | | | | | |
|---|---|--|--|---|--|--|
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Early Learning Goal |
| <p>Explores and learns how sounds and movements can be changed</p> <p>Continues to explore moving in a range of ways</p> <p>To sing and perform nursery rhymes</p> <p>To join in with whole school singing assemblies</p> <p>To experiment with different instruments and their sounds</p> <p>To talk about whether the like or dislike a piece of music</p> <p>To create musical patterns using body percussion</p> <p>To use costumes and resources to act out narratives</p> <p>Plays alongside other children who are engaged in the same theme</p> | <p>Enjoys joining in with moving, dancing and ring games</p> <p>Sings familiar songs</p> <p>To perform a song in the Christmas Play</p> <p>To learn and perform a poem at the Christmas Concert</p> <p>To join in with whole school singing assemblies</p> <p>To pitch match</p> <p>To sing the melodic shape of familiar songs</p> <p>To begin to build up a repertoire of songs</p> <p>To sing entire songs</p> <p>To use costumes and resources to act out narratives</p> <p>Engages in imaginative play based on own ideas or first-hand or peer experiences.</p> | <p>Taps out simple repeated rhythms</p> <p>To join in with whole school singing assemblies</p> <p>To create musical patterns using untuned instruments</p> <p>To begin to create costumes and resources for role play</p> <p>Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</p> <p>Engages in imaginative play based on own ideas or first-hand or peer experiences.</p> | <p>Taps out simple repeated rhythms</p> <p>To perform songs at the Easter Concert</p> <p>To join in with whole school singing assemblies</p> <p>To associate genres of music with characters and stories</p> <p>To create costumes and resources for role play</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects</p> <p>Introduces a storyline or narrative into their play</p> | <p>Taps out simple repeated rhythms</p> <p>Develops an understanding of how to create and use sounds intentionally</p> <p>Begins to build a collection of songs and dances</p> <p>To move in time to music</p> <p>To learn dance routines</p> <p>To join in with whole school singing assemblies</p> <p>To act out well know stories</p> <p>To follow a musical pattern to play tuned instruments</p> <p>To create narratives based around stores</p> <p>Responds imaginatively to art works and objects</p> <p>Introduces a storyline or narrative into their play</p> | <p>Taps out simple repeated rhythms</p> <p>Develops an understanding of how to create and use sounds intentionally</p> <p>Builds a collection of songs and dances</p> <p>Makes music in a range of ways</p> <p>To listen to poems and create their own</p> <p>To join in with whole school singing assemblies</p> <p>To create own compositions using tuned instruments</p> <p>To invent their won narratives, making costumes and resources</p> <p>Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative</p> | <p><i>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</i></p> |

| | AREA OF SKILL | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|---------------------|--|--|---|--|--|---|---|
| LISTEN AND APPRAISE | LISTENING  | Listen to a piece of music, identifying if it is fast or slow, happy or sad. | Describe how an instrument has been used to represent a sound or object (e.g. a flute for a bird or a drum for thunder).Begin to recall sounds. | Recognise changes in the music, using words like 'pitch' (high/low), 'timbre' (sound quality), 'dynamics' (loud or soft) and 'tempo' (fast or slow). | Describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with increasing aural memory. | Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects. | Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music. |
| | APPRAISING  | State what they like or dislike about a piece of music. | Explain what they like or dislike about a piece of music and why. Respond to different moods in Music. | Compare and contrast two pieces of music on the same theme or in the same musical genre. | Appreciate and listen to music drawn from different traditions, cultures and composers. | Appreciate and understand high quality music, both live and recorded. Recognise and describe music and musical instruments from different periods in history. | Listen to and comment on the work of musicians and composers, indicating own preferences. Explain the influence of historical events on music. |
| PLAY AND PERFORM | SINGING  | Use voices in different ways such as speaking, singing and chanting. | To sing with the sense of shape of the melody. Use own voice in different ways, including using a loud or soft voice, and sing simple repeated phrases. | To sing in unison, becoming aware of pitch. | To sing in unison maintaining the correct pitch and using increasing expression. | To sing in unison with clear diction, controlled pitch and sense of phrase. Maintain a simple part within an ensemble. | To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase. |
| | PLAYING INSTRUMENTS  | Create and choose Sounds. Perform simple rhythmical patterns, beginning to show an awareness of pulse. | Create and choose sounds for a specific effect. Perform rhythmical patterns and accompaniments, keeping a steady pulse. | Perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. | Play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. | Play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. | Play and perform with accuracy, fluency, control and expression. |
| | PULSE AND RHYTHM  | Copy a simple rhythm by clapping or using percussion. Begin to show an awareness of pulse. | Identify the difference between rhythm and pulse. | Create and repeat extended rhythmic patterns, vocally or by using clapping. | Create and repeat extended rhythmic patterns, using a range of percussion and tuned instruments. | Create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals). | Create complex rhythmic patterns, using a variety of instrumentation with an awareness of timbre (quality of sound) and duration (length of notes and intervals). |
| | PERFORM  | Perform with awareness of others (e.g. take turns in a performance and sing/play with peers). | Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments. | Perform significant parts from memory and from notation, either on a musical instrument or vocally. | Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing. | Take the lead in performances and provide suggestions to others. | |
| COMPOSE | COMPOSITION  | Make sounds in different ways, including hitting, blowing and shaking. | To begin to join simple layers of sound, e.g. a background rhythm and a solo melody. | Carefully choose instruments to combine layers of sound, showing awareness of the combined effect. | Shape composition, considering dynamics, timbre and tempo. | Improvise and notate musical phrases to develop compositions. | Compose a piece of music based on a theme (e.g. a film or a special event). |
| | NOTATION  | Begin to represent sounds with drawings. | Follow a simple piece of written rhythmic notation. | Use written symbols both standard and invented to represent sounds. | Follow a basic melody line, using standard notation. | Perform from simple notation on tuned/untuned instruments. | Recognise/use staff and notation when composing to plan, revise and refine musical material. |

Inter-related dimensions of music (dynamics):

PULSE: the steady beat of a piece of a piece of music

PITCH: the melody and the way the notes change from low to high and vice versa.

RHYTHM: or duration is the pattern of long and short sounds in a piece of music

DYNAMICS: Loud and soft

TEMPO: Fast and slow

TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)

TEXTURE: Layers of sound (number of instruments or voices playing together)

STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.