Progression for Music

Purpose of study:

Music is a universal language that embodies one of the highest forms of creativity. A high- quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims:

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Attainment targets:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Year Group	Objectives	I can statements	
		Younger Year Group	**Younger Year Group**
Pre-School & Reception	**Exploring and using media and materials:** Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. **Being Imaginative:** Children 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.	**30-50 Months** **Hearing and Listening:** • Can identify and match an instrument sound. • Matches music to pictures/visual resources. • Describes the sound of an instrument. • Creates visual representations of sounds. **Vocalising and Singing:** • Creates his or her own songs, often with a real sense of structure. • Can often sing an entire song • Merges elements of familiar songs with improvised singing. • Creates sounds in vocal sound games • Changes some or all of the words of a song. • Has strong preferences for songs he or she likes to sing and/or listen to. **Moving and Dancing:** • Claps or taps to the pulse of the music he or she is listening to.	**40-60+ Months** **Hearing and Listening:** • Thinks abstractly about music and expresses this physically or verbally. • Distinguishes and describes changes in music and compares pieces of music. • Associates genres of music with characters and stories. • Accurately anticipates changes in music. **Vocalising and Singing:** • The child can match pitches with their voice. • They are able to sing the melodic shape. • They can sing entire songs. • They are able to internalise music by singing songs in their head. **Moving and Dancing:** • Moves to the sound of instruments. • Combines moving, singing and playing instruments. • Moves in time to the pulse of the music being listened

• Claps or taps to the pulse of the song her or she is singing. • Physically interprets the sound of instruments. • Physically imitates the actions of musicians. **<u>Exploring and Playing:</u>** • Adds sound effects to stories using instruments. • Leads or is led by other children in their music making. • Listens and responds to others in pair/group music making. • Operates equipment such as CD players, keyboard devices. • Plays instruments with control to play dynamics and tempo. • Shows control to hold and play instruments to produce a musical sound.	to and physically responds to changes in the music. • Replicates familiar choreographed dances. • Choreographs his or her own dances to familiar music. **<u>Exploring and Playing:</u>** • Creates music based on a theme. • Finds and records sounds using recording devices. • Plays instruments to math the structure of the music. • Keeps steady beat whilst playing instruments. • Taps rhythms to accompany words. • Creates rhythms using instruments and body percussion. • May play along with the rhythm in music. • May play along to the beat of the song they are singing or music being listened to.

Year 1 & Year 2	Pupils should be taught to: • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untunes 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 inter-related dimensions of music.	**Using their voice** • I can use my voice to speak, sing and chant. • I can make different sounds with my voice. • I can follow instructions about when to sing. **Instruments** • I can use instruments to perform. • I can make different sounds with instruments. • I can use instruments to perform. • I can follow instructions about when to play. **Performance** • I can repeat short rhythmic and melodic patterns. • I can make a sequence of sounds. • I can respond to different moods in music. • I can say whether I like or dislike a piece of music. • I can choose sounds to represent different things.	**Using their voice** • I can sing and follow a melody. • I can sing or clap increasing and decreasing tempo. **Instruments** • I can play simple rhythmic patterns on an instrument. **Performance** • I can perform simple patterns and accompaniments keeping a steady pulse. • I can order sounds to create a beginning, middle and an end. • I can create music in response to different starting points. • I can choose sounds which create an effect. **Writing music** • I can use symbols to represent sounds. • I can make connections between notations and musical sounds.

				Responding to music • I can listen out for particular things when listening to music. **Evaluation** • I can improve my own work.
Year 3 & Year 4	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. • Play and perform in 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 • 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		**Using their voice** • I can sing a tune with expression. • I can **Instruments** • I can play clear notes on an instrument. • I can create repeated patterns with different instruments. **Writing music** • I can use different elements in my composition. • I can compose melodies and songs. • I can create accompaniments for tunes. • I can combine different sounds to create a specific mood or feeling. **Responding to music** • I can use musical words to describe a piece of music and compositions.	**Using their voice** • I can sing songs from memory with accurate pitch. **Performance** • I can perform a simple part rhythmically. **Writing music** • I can improvise using repeated patterns. • I can use notation to record compositions in a small group or on my own. **Responding to music** • I can explain why silence is often needed in music and explain what effect it has. • I can identify the character in a piece of music. • I can identify and describe the different purposes of music.

			• I can use musical words to describe what I like and do not like about a piece of music. • I can recognise the work of a least one famous composer. **Evaluation** • I can improve my work; explaining how it has been improved.	• I can begin to identify the style of work o Beethoven, Mozart and Elgar.
Year 4 & Year 5	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. • Use and understand staff and other musical notations • Play and perform in solo 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 • 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		**Using their voice** • I can sing songs from memory with accurate pitch. **Performance** • I can perform a simple part rhythmically. **Writing music** • I can improvise using repeated patterns. • I can use notation to record compositions in a small group or on my own. **Responding to music** • I can explain why silence is often needed in music and explain what effect it has. • I can identify the character in a piece of music. • I can identify and describe the different purposes of music.	**Using their voice** • I can breathe in the correct place when singing. **Performance** • I can maintain my part whilst others are performing their part. • I can improvise within a group using melodic and rhythmic phrases. **Writing music** • I can change sounds or organise them differently to change the effect. • I can compose music which meets specific criteria. • I can use notation to record groups of pitches (chords). • I can choose the most appropriate tempo for a piece of music.

		• I can begin to identify the style of work o Beethoven, Mozart and Elgar.	**Responding to music** • I can use my music diary to record aspects of the composition process. • I can contrast the work of a famous composer and explain my preferences. **Evaluate** • I can describe, compare and evaluate music using musical vocabulary. • I can explain why I think music is successful or unsuccessful. • I can suggest improvements to my own work and that of others.