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| Progression for Music |
|  |  **Year 1**  | **Year 2**  | **Year 3**  | **Year 4**  | **Year 5**  | **Year 6**  |
| EYFS | **Nursery:**• Sing simple rhymes and clap to a song • Tap a beat • Move to music **FS2:**Follow rhymes and patterns using voice and instruments |
| National Curriculum Design | **KS1 Pupils should be taught to:** * use their voices expressively and creatively by singing songs and speaking chants and rhymes
* play tuned and untuned 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.
 | **KS 2 Pupils should be taught to:** * 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
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| Sticky Knowledge | **Year 1: Choose a song they have learnt from the Scheme and perform****Year 2: Choose a song they have learnt from the Scheme and perform. Record the performance and say how they were feeling about it.****Year 3 and 4:** **To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand****or sit. To record the performance and say how they were feeling, what they****were pleased with what they would change and why.****Year 5: To choose what to perform and create a programme. To communicate the meaning of the words and clearly. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance.****Year 6: To choose what to perform and create a programme. To communicate the meaning of the words and clearly. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”** |
| **Performing**  | Learn and perform chants, rhythms, raps and songs.  Work and perform together with others as an ensemble or as a group singing.  Learn to follow the conductor or band leader.  Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture.  | Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence.  Sing a song in two parts.  Use tuned and un-tuned classroom percussion to play accompaniments and tunes.  Use tuned and un-tuned classroom percussion to compose and improvise.  Perform as an ensemble using a variety of instruments and play different parts where appropriate.  Perform as an ensemble using a  | Sing songs with multiple parts with increasing confidence.  Play and perform in solo or ensemble contexts with confidence.    | Copy increasingly challenging rhythms using body percussion and un-tuned instruments where appropriate.  Sing as part of an ensemble with confidence and precision.  Play and perform in solo or ensemble contexts with increasing confidence.    | Improvise with increasing confidence using own voice, rhythms and varied pitch.  Sing as part of an ensemble with increasing confidence and precision.  Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.    | Sing as part of an ensemble with full confidence and precision.  Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.    |

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|  |  | variety of instruments and play different parts where appropriate.  Play instruments using the correct techniques with respect.  Practise, rehearse and present performances to audiences with a growing awareness of the people watching.   |  |  |  |  |
| **Composing**  | Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse.  Listen to, copy and repeat a simple rhythm or melody.  Understand that pitch describes how high or low sounds are.  Understand that tempo describes  | Improvise a simple rhythm using different instruments including the voice.  Understand that timbre describes the character or quality of a sound.  Understand that texture describes the layers within the music.  Understand that structure describes how  | Understand that improvisation is when a composer makes up a tune within boundaries.  Understand that composition is when a composer writes down and records a musical idea.  Develop an understanding of formal, written notation which includes crotchets and rests.   | Develop an understanding of formal, written notation which includes minims and quavers.  | Compose complex rhythms from an increasing aural memory.  Understand how pulse, rhythm and pitch work together.  Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.    | Create a simple composition and record using formal notation.  Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.  Improvise and compose music for a range of purposes using the inter-related  |

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|  | how fast or slow the music is.  Understand that dynamics describe how loud or quiet the music is.  | different sections of music are ordered.  Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions.  Start to understand basic musical notation.  Start to choose, organise and combine musical patterns.  Experiment with, create, select and combine sounds using the interrelated dimensions of music.  |   |  |  | dimensions of music.  |