

Lunsford Primary School Music Progression

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Play and Perform Singing and voice	<p>Exploring and using media and materials: children sing songs, make music.</p>	<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically. Using the voice expressively. 		<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 			
	<ul style="list-style-type: none"> Sing echo songs and perform movements to a steady beat. Explore singing at different speeds and pitch to create moods and feelings. Discover how to use the voice to create loud and soft sounds. Play instruments to a steady beat. Understand how to hold and play an instrument with care. Explore the different sounds instruments make. 	<p>Using voices in diverse ways such as singing and chanting. Developing a sense of pitch, pulse and rhythm. Combining voices to perform songs and work with others. To create and choose sounds with structure and pulse. Play percussion instruments coordinating with others. To experiment with sounds and learn names of common instruments. Accompany a chant or song by clapping or playing the pulse or rhythm. Use voices to create descriptive sounds.</p>	<p>Use voices to sing with a sense of shape, time and melody. Developing a sense of dynamics- singing quieter or louder when directed. To develop an awareness of others when performing. Handle and play instruments with control. Create sound effects and tell a story with instruments. Identify groups of instruments. Accompany a song by clapping or repeating short sequences or patterns of sounds. Develop a performance sing movement, voice and percussion. Begin to play the ocarina with control.</p>	<p>Use voices to sing with confidence and a wider vocal range. To begin to sing in two part harmony. Continue to develop dynamics and recognize simple phrases when singing. Perform in a round in three parts a series of descriptive pieces. Perform a pentatonic song on tuned percussion. Play independent parts - body percussion and tuned and un tuned instruments. Creative composition.</p>	<p>Use voices to sing with confidence using a wider vocal range. Perform a poem or created story with sounds, voices, instruments. Perform call and response songs in a minor key in two groups. Sing a song with three independent parts. Play and sing repeated patterns using the music examples of repeating styles. To learn the violin weekly in sessions of half class groups with an external teacher. Perform in end of year concert to parents.</p>	<p>Use voices to sing with reference to dynamics, timbre and other relevant elements. Begin to be aware of vocal improvisation. Develop technique of performing rap using texture and rhythm. Develop beatbox technique for vocal beat accompaniment. Develop ensemble playing focusing on keeping time and playing accurately together. Use music to illustrate images. Participate in Young Voices project in terms 1,2 and 3.</p>	<p>Has a broad repertoire of songs. Sing with a demonstration of pitch and an understanding of beat. Has awareness of improvisation with voice. Convey lyrical meaning through expressive singing. Learn to sing major or minor note patterns accurately. Perform complex song rhythms with confidence. Demonstrate planning, directing and rehearsal skills through allocated roles for a musical, theatrical performance. Play a chordal accompaniment to a piece. Follow and interpret a complex graphic score for four instruments. Begin to play tuned instrumental parts from scores and note names. To take part in production in term 6, singing and dancing.</p>
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Learning to listen - history and appreciation	Exploring and using media and materials: children sing songs and make music and experiment to change them.	National Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music. Playing tuned and untuned instruments. Experiment with sounds using the inter-related dimensions of music. 		National Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> 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 history and types of music. 			
	Listen with enjoyment and respond to music. Match movements to music. Use music to begin to understand others lives and cultures.	Understand how music can tell a story. Understand musical structure. Exploring how music can create and affect a mood. Listening to examples.	Begin to respond to different moods in music. Recognise repetition and changes when listening to recorded music. Begin to understand music for different purposes and locations. Introduce classical composers.	Create simple rhythmic patterns using a narrow range of notes. Understand the dynamics of playing with others in groups. Listening to different styles and eras of music. Listening to types of world music.	To experiment with simple melodic patterns using a broad range of notes. To join layers of sound with appreciation of musical dynamics. Understand and produce different sounds to match moods and appreciate their impact. What is pop music? What is rap music?	Play a piece with accuracy, fluency, control and expression. Create increasingly complex rhythmic and melodic phrases within given structures. Develop improvising skills for performance. Listening to improvised rather than notated music. Explain and appreciating the differences.	Create and improvise melodic and rhythmic pieces as part of a group performance. Compose using a range of musical structures. Play and perform a solo piece using the interrelated dimensions of music. Listening to examples of modern experimental music. Develop and perform an experimental composition.
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Creating and composing.	Represent their own ideas, thoughts and feelings through music.	National Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> Experiment with, creating and selecting and combining sounds using the inter-related dimensions of music. 		National Curriculum Pupils should be taught to: <ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, fluency, control and expression. 			

	Tap simple repeated patterns, sing own words and phrases. Tell stories using music.	Invent and perform new rhythms to a beat. Create, play and combine simple word rhythms. Create a picture in sound. Identify sounds using simple criteria. Such as loud, soft, high and low.	Match descriptive sounds to images. Listen to and repeat back rhythmic patterns on instruments and body percussion. To choose sounds using the inter-related dimensions of music.	Understand and use pitch and rhythm notations. Experiment with simple accompaniments using rhythm patterns. Arrange an accompaniment with attention to sound balance and musical impact.	Compose and play sequences of word rhythms. Compose a rap. Compose and notate a graphic score. Compose a piece to illustrate a story.	Use musical dimensions to create a film soundtrack. Develop a structure for a vocal piece and create a graphic score. Select a poem and compose a musical accompaniment.	Compose music to visual stimuli such as a painting or video. For example a seascape or lunar landscape. Compose a piece for a group performance that you will rehearse and conduct.
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Inter-related dimensions of music referred to are as follows.

Pulse: the steady beat 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.

Area of Study						
	Autumn		Spring		Summer	
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						