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|  | OBS logo  **St. Luke’s Catholic Primary School**  **Progression in Music** | | | | | | |
| **Aspect** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| |  | | --- | | Singing songs with control and using the voice expressively. | | To join in with known songs and rhymes, making some sounds. Eg. Twinkle, Twinkle Little Star. | Use their voices expressively and creatively by singing songs and speaking chants and rhymes   |  | | --- | |  To find their singing voice and use their voices confidently.   Sing a melody accurately at their own pitch.   Sing with a sense of awareness of pulse and control of rhythm.   Recognise phrase lengths and know when to breathe.   Sing songs expressively.   Follow pitch movements with their hands and use high, low and middle voices.   Begin to sing with control of pitch (e.g. following the shape of the melody).   Sing with an awareness of other performers.  Perform in different ways, exploring the way the performers are a musical resource.   Perform with awareness of different parts. | | Use their voices expressively and creatively by singing songs and speaking chants and rhymes  **(revision)** | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression   |  | | --- | |  Sing with confidence using a wider vocal range.   Sing in tune.   Sing with awareness of pulse and control of rhythm.   Recognise simple structures. (Phrases).   Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.   Sing songs and create different vocal effects.   Understand how mouth shapes can affect voice sounds.   Internalise sounds by singing parts of a song ‘in their heads.’ |    Perform in different ways, exploring the way the performers are a musical resource.   Perform with awareness of different parts. | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  **(revision)** | |  | | --- | | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression     Sing songs with increasing control of breathing, posture and sound projection.   Sing songs in tune and with an awareness of other parts.   Identify phrases through breathing in appropriate places.   Sing with expression and rehearse with others.   Sing a round in two parts and identify the melodic phrases and how they fit together.   Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.   Present performances effectively with awareness of audience, venue and occasion. | | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  **(revision)** |
| |  | | --- | | Listening, Memory and Movement**.** | | To listen with increased attention to sounds. | Listen with concentration and understanding to a range of high-quality live and recorded music   Recall and remember short songs and sequences and patterns of sounds.   Respond physically when performing, composing and appraising music.   Identify different sound sources.   Identify well-defined musical features. | Listen with concentration and understanding to a range of high-quality live and recorded music  **(revision)** | Listen with attention to detail and recall sounds with increasing aural memory   Identify melodic phrases and play them by ear.   Create sequences of movements in response to sounds.   Explore and chose different movements to describe animals.   Demonstrate the ability to recognise the use of structure and expressive elements through dance.   Identify phrases that could be used as an introduction, interlude and ending. | Listen with attention to detail and recall sounds with increasing aural memory  **(revision)** | Listen with attention to detail and recall sounds with increasing aural memory   Internalise short melodies and play these on pitched percussion (play by ear).   Create dances that reflect musical features.   Identify different moods and textures.   Identify how a mood is created by music and lyrics.   Listen to longer pieces of music and identify features. | Listen with attention to detail and recall sounds with increasing aural memory **(revision)** |
| Composition, performance and dimensions of music | To sing in a group or on my own, increasingly matching the pitch and following the melody.  To explore and engage in music making and dance, performing solo or in groups. | Experiment with, create, select and combine sounds using the inter-related dimensions of music.   Identify the pulse in different pieces of music.   Identify the pulse and join in getting faster and slower together.   Identify long and short sounds in music.   Perform a rhythm to a given pulse.   Begin to internalise and create rhythmic patterns.   Accompany a chant or song by clapping or playing the pulse or rhythm.   To explore different sound sources.   Make sounds and recognise how they can give a message.   Identify and name classroom instruments.   Create and chose sounds in response to a given stimulus.   Identify how sounds can be changed.   Change sounds to reflect different stimuli.   Contribute to the creation of a class composition.   Basic skills developments for composition in KS1 are to be found within ‘Exploring sounds’. | Experiment with, create, select and combine sounds using the inter-related dimensions of music **(revision)** | Improvise and compose music for a range of purposes using the inter-related dimensions of music.  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression   Recognise rhythmic patterns.   Perform a repeated pattern to a steady pulse.   Identify and recall rhythmic and melodic patterns.   Identify repeated patterns used in a variety of music. (Ostinato).   Identify ways sounds are used to accompany a song.   Analyse and comment on how sounds are used to create different moods.   Explore and perform different types of accompaniment.   Explore and select different melodic patterns.   Recognise and explore different combinations of pitch sounds.  Create textures by combining sounds in different ways.   Create music that describes contrasting moods/emotions.   Improvise simple tunes based on the pentatonic scale.   Compose music in pairs and make improvements to their own work.   Create an accompaniment to a known song.   Create descriptive music in pairs or small groups. | Improvise and compose music for a range of purposes using the inter-related dimensions of music.  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression **(revision)** | Improvise and compose music for a range of purposes using the inter-related dimensions of music.  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression   Identify different speeds of pulse (tempo) by clapping and moving.   Improvise rhythm patterns.   Perform an independent part keeping to a steady beat.   Identify the metre of different songs through recognising the pattern of strong and weak beats.   Subdivide the pulse while keeping to a steady beat.  Skills development for this element are to be found within ‘Control of instruments’ and ‘Composition’.  Identify different starting points or composing music.   Explore, select combine and exploit a range of different sounds to compose a soundscape.   Write lyrics to a known song.   Compose a short song to own lyrics based on everyday phrases.   Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition. | Improvise and compose music for a range of purposes using the inter-related dimensions of music.  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. (**Revision)** |
| |  | | --- | | Control of instruments | | To play instruments with increasing control to express my feelings and ideas. | To explore a range of sound-makers and instruments and play them in different ways.  To play tuned and untuned instruments musically.   |  | | --- | |  Play instruments in different ways and create sound effects.   Handle and play instruments with control.   Identify different groups of instruments. | | Play tuned and untuned instruments musically  (**revision**) | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.   Identify melodic phrases and play them by ear.   Select instruments to describe visual images.   Choose instruments on the basis of internalised sounds. | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.   Identify and control different ways percussion instruments make sounds.   Play accompaniments with control and accuracy.   Create different effects using combinations of pitched sounds.   Use ICT to change and manipulate sounds | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  **(revision)** |
| Reading and writing notation |  |  |  | Use and understand staff and other musical notations.   Perform long and short sounds in response to symbols.   Create long and short sounds on instruments.   Play and sing phrase from dot notation.   Record their own ideas.   Make their own symbols as part of a class score. | Use and understand staff and other musical notations. | Use and understand staff and other musical notations.   Perform using notation as a support.   Sing songs with staff notation as support. | Use and understand staff and other musical notations. |
| Evaluating and appraising | Express an opinion about a piece of music. |  |  | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians   Recognise how music can reflect different intentions.   Choose sounds and instruments carefully and make improvements to their own and others’ work. | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  **(revision)** | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians   Improve their work through analysis, evaluation and comparison. | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians **(revision)** |
| Music history/ Cultural music | To listen to a variety of music from different genres and cultures  (as part of the ‘listen’ element provided in the charanga units). | Experience a wide variety of high quality cultural experiences.  (Importance of teaching 2010) | Experience a wide variety of high quality cultural experiences. (Importance of teaching 2010) | Experience a wide variety of high quality cultural experiences. (Importance of teaching 2010) | Develop an understanding of the history of music.  Experience a wide variety of high quality cultural experiences. (Importance of teaching 2010) | Develop an understanding of the history of music.  Experience a wide variety of high quality cultural experiences. (Importance of teaching 2010).  **(revision)** | Develop an understanding of the history of music.  Experience a wide variety of high quality cultural experiences. (Importance of teaching 2010)  **(revision)** |

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| Please note:   * Most detailed coverage is shown in bold * Mixed-age classes mean that there is a 2 year cycle. Not children will cover the same topics. Therefore, it is imperative that the objectives are covered in detail for the older year group of the class. |  |