

Dallam Community Primary School – Subject Progression – Music



		Music Progression					
EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing	<p>BEING IMAGINATIVE AND EXPRESSIVE</p> <p>Seedlings</p> <ul style="list-style-type: none"> Join in with songs and rhymes, making some sound. Explore musical instruments. Show attention to sounds and music. Move and dance to music. Anticipate phrases and actions in rhymes. Take part in action songs. <p>Acorns</p> <ul style="list-style-type: none"> Create their own songs or improvise a song around one they know. Use drawing to present ideas like movement or loud noises. Respond to what they have heard, expressing their thoughts and feelings. Play instruments with increasing control to express their feelings and ideas. Remember and sing entire songs. Sing the melodic shape of a familiar song. Explore a range of different instruments <p>Ash</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. Explore and engage in music making and dance, performing solo or in groups. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the 	<ul style="list-style-type: none"> To use my hands and voice to make music To clap and play in time to the music To play simple rhythms on an instrument To perform confidently as part of a group Select and play appropriate instruments to show understanding of timbre Perform a piece of music using untuned instruments focussing on pulse and rhythm. Control instruments and voices to make both quiet and loud sounds. 	<ul style="list-style-type: none"> Use untuned instruments to play the pulse Read notation to play a short piece on a glockenspiel Work with support to begin to compose, rehearse and perform a piece of music using dynamics and timbre in a small group To perform a story script with accompanying music To learn a traditional song from another culture Work collaboratively in a group compose, rehearse and perform a piece of music using dynamics and timbre Play a song or own composition by reading musical notation 	<ul style="list-style-type: none"> To sing a ballad To be able to perform a ballad with an understanding of style To take part in a group performance Using call and response, sing songs in a variety of musical styles with accuracy and control Perform confidently as part of a group Begin to use a tuned instrument to play the pentatonic scale and pentatonic melodies. Use tuned and untuned instruments to perform as part of a group To perform a piece of music following musical notation Confidently use a tuned instrument to play the pentatonic scale and pentatonic melodies. 	<ul style="list-style-type: none"> To sing in tune and in time to a piece of music To combine and perform different versions of a musical motif To understand and play syncopated rhythms as part of a group To perform rhythmic breaks within the samba piece To create musical rhythms using body percussion To sing a song in a round and add a harmony line To refine and perform a vocal ostinato Perform a piece of music as part of a group. Play melody parts on tuned instruments with accuracy and control 	<ul style="list-style-type: none"> To sing with accuracy, fluency, control, and expression To sing a traditional African song unaccompanied, holding the tune and using expression To use tuned percussion to play a piece of music with a major chord and two chord progressions with accuracy With support use vocals or tuned percussion to perform a piece of music as an ensemble To play call and response rhythms using percussion instruments To play the first line of the 12-bar Blues To be able to play the 12-bar Blues To be able to play the Blues scale To be able to improvise with notes from the Blues scale With support and direction begin to play and perform in both solo and ensemble contexts. Start to play musical instruments with some degree of accuracy, fluency, control and expression Play and perform in both solo and ensemble contexts, using their voices with some confidence. Play musical instruments with increasing accuracy, fluency, control and expression Perform a looped body percussion rhythm; keeping in time with their group. Choose a suitable fragment of music and be able to play it along to the backbeat. Perform a piece with some structure and two different loops. 	<ul style="list-style-type: none"> To use complex rhythms to be able to perform a theme To play more complex rhythms in ¾ time To improvise as a group, using dynamics, pitch and texture To use vocal improvisation and known melodies against a backing track Sing songs from memory with accuracy, fluency, control and expression Work as a group to perform a piece of music, keeping in time and communicating with the group. Perform with accuracy and fluency from graphic and staff notation and from their own notation.



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Composing	<p>melody.</p> <ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses. 	<ul style="list-style-type: none"> • Use pulse and tempo to tell a story • To use timbre and dynamics to represent sounds • Use layering to create different textures • Add a new dimension to a composition involving pitch and rhythm • Create a musical pattern using two pitches • Create a theme tune using pitch and tempo • Begin to perform a piece of music using untuned instruments focussing on pulse and rhythm, with support. • Explore using timbre and dynamics to represent a familiar story • Create rhythmic patterns and phrases to tell and perform a story • Use timbre to represent different characters in a familiar story • Confidently perform a piece of music using untuned instruments focussing on pulse and rhythm. • To understand that music can be represented by pictures or symbols. • Create their own graphic score and play from it. 	<ul style="list-style-type: none"> • Show different emotions through voice and instruments • Understand the principles of letter notation with adult support • Create and record a melody using letter name notation • To select appropriate sounds to match events, characters and feelings in a story • To select appropriate musical sounds to accompany a play script • To create short sequences of sound • To create rhythms based on 'call and response' • To add dynamics (volume) to a structure of rhythms • To create their own rhythm • To show structure on a graphic score • To write a graphic score to show texture • To compose a piece of music with a given structure • Confidently understand the principles of letter notation • Use their voice to create a variety of sounds. • Successfully create and play a motif. • Notate and write down their motif in some form. 	<ul style="list-style-type: none"> • To be able to write lyrics for a ballad • Add actions to a song to help remember the lyrics and stay in time • Develop understanding of stave notation and learn to recognise note names by sight and sound • Create own song by experimenting with the order of known rhythms • To understand that the pentatonic scale is a 5 note scale • Create a piece of music using untuned instruments as representations of sound • To create a piece of music using a drone, rag and tal • Have a secure understanding of stave notation and confidently recognise note names by sight and sound • To know that a loop is a repeated rhythm or melody, and is another word for ostinato • Use loops to create a whole piece of music, ensuring that the different aspects of music work together. 	<ul style="list-style-type: none"> • To compose and notate a motif • To develop and transpose a musical motif • To compose a basic rhythmic break • To create simple tunes • To begin to build and improve a composition • To compose a percussive ostinato • Use letter names, rhythmic notation and musical vocabulary to label own compositions. • Develop melodies using rhythmic variation, transposition, inversion and looping • Confidently build and improve a composition 	<ul style="list-style-type: none"> • To explore and use different forms of notation • To begin to read simple pitch notation • To use hieroglyphs and stave notation to write a piece of music • To create an eight beat break to play within a performance • To represent the features of a piece of music using graphic notation, and colours, justifying choices using musical language • To create a vocal composition based on a picture • To read simple pitch notation with some confidence 	<ul style="list-style-type: none"> • To build a sense of pulse when working with rhythmic patterns • To use knowledge of rhythm to create own composition • To use knowledge of rhythmic notation to notate own composition • To begin to use music notation to create visual representations of increasingly complex rhythms • Represent dynamics, pitch and texture using graphic notation • With some support, write lyrics for a song and begin to organise song structure • Work collaboratively to compose a melody • To independently use music notation to create visual representations of more complex rhythms • To use knowledge of dynamics, texture and pitch to create a group composition • Independently or in pairs, write lyrics for a song and organise song structure • To use own ideas to compose a melody • To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. • To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. • Represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.
Appraising	<ul style="list-style-type: none"> • Express a basic opinion about music • Describe the differences between two pieces of music 	<ul style="list-style-type: none"> • To listen to and analyse an orchestral version of a traditional story • To listen to and analyse a film musical version of a traditional story • Suggest improvements to own and others work • Correctly identify some instruments and changes in dynamics in a piece. • Explain how the same instrument can have many different sounds. • Compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre. 	<ul style="list-style-type: none"> • Begin to evaluate a peers performance and offer advice on how to improve • Discuss different genres, styles and traditions of music using musical vocabulary • To explain their own opinion regarding a piece of music • Evaluate peers' performance and offer constructive advice on how to improve 	<ul style="list-style-type: none"> • To suggest improvements to others' work using some musical vocabulary • Recognise and discuss stylistic features of different genres, styles and traditions of music • suggest improvements to others' work using a range of musical vocabulary • Use musical vocabulary to discuss the purpose of a piece of music. 	<ul style="list-style-type: none"> • Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary • Develop confidence in using detailed musical vocabulary to discuss and evaluate own and others work 	<ul style="list-style-type: none"> • To compare and contrast different variations in a well-known piece of music • With support, begin to appraise and evaluate the work of a classical composer using some musical vocabulary • Discuss musical eras in context • To listen to and describe music • Appraise and evaluate the work of a classical composer using a range of musical vocabulary 	



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Listening and Applying	<ul style="list-style-type: none"> • To listen to and repeat short rhythmic patterns • To understand the difference between pulse and rhythm • To understand the concept of pitch • To understand the concept of tempo • Listen and respond to other performers by playing as part of a group • To know that dynamics can change how someone listening feels about music. 	<ul style="list-style-type: none"> • Understand that all musical instruments have their own unique timbre • Use musical vocabulary to describe music - pulse, timbre, rhythm, dynamics • Listen to and repeat a short simple melody by ear • To know that a composer is someone who creates music and writes it down. • To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music. 	<ul style="list-style-type: none"> • To understand that ballads tell a story • To move in response to different musical elements - crescendo, tempo and duration • To be able to improvise using given notes • 	<ul style="list-style-type: none"> • To recognise and identify the main features of samba music • To identify structure and texture in music • To understand what musical loops are • To understand what an ostinato is and how to recognise them in different types of music • To know that a glissando in music means a sliding effect played on instruments or made by your voice. 	<ul style="list-style-type: none"> • To develop their understand note length • To know the key features of Blues music • To demonstrate a good understanding of note length 	<ul style="list-style-type: none"> • To develop an understanding of the Kodaly method and learn the rhythm names • To explore the musical concept of theme and variations
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