

## Music Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Singing</p> <p>KS1 - Use their voices expressively by singing songs and speaking chants and rhymes.</p> <p>KS2 – Perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.</p>	<p>Join in with class singing of action songs, nursery rhymes and worship songs.</p>	<p>Join in with class singing of worship songs and songs for topic performances possibly performing a solo in a performance or in a small group.</p>	<p>Sing slightly more complicated songs and songs as a round reading the lyrics from a screen. Possibly singing in a small group (stone age play)</p>	<p>Sing slightly longer and slightly more complex songs reading lyrics from a screen and from memory (spring musical). Possibly singing a solo part or in a small group.</p>	<p>Sing much longer and more complex songs including singing in parts and as a round. Singing 5 songs completely from memory (Christmas Cantata)</p>	<p>Sing much longer and more complex songs including singing in parts and as a round. Singing several (7-9) long songs completely from memory (leavers play)</p>
<p>Playing Instruments</p> <p>KS1 – Play tuned and untuned instruments musically</p> <p>KS2 – play in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Play untuned percussion instruments (mostly claves) in time to music in 4/4.</p> <p>Play simple 1 bar rhythms correctly.</p> <p>Play a 1 bar repeated tune on up to 5 chime bars</p>	<p>Play untuned percussion instruments in time to music in different time signatures.</p> <p>Play simple 2-4 bar rhythms correctly.</p> <p>Play simple tunes on up to 7 chime bars or a glockenspiel</p>	<p>Learn how to hold, blow and to play the notes B, A and G on a recorder and complete at least their white Karate Recorder Belt.</p>	<p>Learn the notes C and D and complete the yellow, orange and green karate recorder belts. Learn and perform an ensemble piece (Fanfare Overture)</p>	<p>Learn the notes E, B flat and low D and complete the blue, silver and purple karate recorder belts. Learn and perform an ensemble piece (Freeway)</p>	<p>Learn the notes F#, C# and low F and complete the brown, red and black karate recorder belts. Learn and perform an ensemble piece (James bond theme)</p>
<p>Use and understand staff and other musical notations</p>	<p>Accurately read 1 bar rhythms from staff notation. Learn where the notes B, A, G, and high C are on the staff. (Rainbow Chimes)</p>	<p>Accurately read up to 4 bar rhythms from staff notation. Learn where the notes E, F, D and middle C are on the staff. (rainbow chimes)</p>	<p>Play recorder tunes reading from staff notation using the notes B, A and G.</p> <p>Use a template to notate a group composition</p>	<p>Play recorder tunes reading from staff notation using the notes B, A, G, C and D.</p> <p>Notate a 4 bar fanfare composition using a template and accurate rhythm notation.</p>	<p>Play recorder tunes reading from staff notation using the notes B, A, G, C, D, E, B flat and low D.</p> <p>Notate group compositions using graphic score.</p>	<p>Play recorder tunes reading from staff notation using the notes B, A, G, C, D, E, F, low D, B flat, C sharp and F sharp.</p> <p>Notate compositions using accurate staff notation.</p>
<p>Listening</p> <p>KS1 – Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>KS2 – listen with attention to detail and recall sounds with increasing aural memory</p> <p>-Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Listen to classical music and music from around the world and identify if it is fast or slow, loud or quiet.</p>	<p>Listen to classical music and music from around the world and identify fast and slow, loud and quiet, many and few instruments, long and short sounds. Identify a few instruments.</p>	<p>Be able to sing back short (1-2 bar) melodies.</p> <p>Be able to identify basic musical elements and instruments when listening to music choosing from multiple choice answers.</p>	<p>Be able to sing back simple melodies up to 4 bars.</p> <p>Be able to identify musical elements and instruments when listening to music choosing from multiple choice answers. Be able to describe music in your own words.</p>	<p>Be able to sing back slightly more complex melodies.</p> <p>Be able to identify elements, instruments and features when listening to music with a mix of multiple choice questions and written answer questions.</p>	<p>Be able to sing back more complex melodies.</p> <p>Be able to identify elements, instruments, features and musical eras when listening to music with a mix of multiple choice questions and written answer questions.</p>
<p>Composing</p> <p>KS1 – experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>KS2 – improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>As a class select and combine sounds to create short character themes and moods using voices and/or percussion instruments. As a class and in small groups add sound effects to a story.</p>	<p>As a class and in small groups select and combine sounds to create short character themes, effects and moods using voices and/or percussion instruments. Create storm music both as a class and in small groups thinking about the use of the elements of music and careful choice of instruments.</p>	<p>Improvise short rhythmic ostinato.</p> <p>Compose a group sound piece to represent a dinosaur using voices and percussion instruments and thinking about the elements of music and their effect on the mood.</p>	<p>Improvise rhythmic phrases and melodic ostinato.</p> <p>Compose a group polyrhythmic vocal piece using the rhythm of words.</p> <p>Compose an individual recorder fanfare by composing a 4 bar rhythm and then adding pitch using the chord of G.</p>	<p>Improvise melodic phrases using the pentatonic scale.</p> <p>Compose group sound picture compositions and space compositions using a variety of percussion instruments and voice sounds, making decisions about how to use the elements of music to create different effects/moods.</p> <p>Compose a short (4-8 bar) advert song for a chocolate bar including writing their own lyrics in a group.</p>	<p>Improvise short blues solos using the blues scale.</p> <p>Compose a 12 bar blues song in a pair including writing their own lyrics.</p> <p>Compose a group minimal style composition including a range of melodic ostinato based on a major scale.</p> <p>Compose a solo piece for an instrument (recorder, flute, keyboard) must be at least 16 bars long and show good structure, melodic shape and use of the musical elements.</p>
<p>Develop an understanding of the History of Music (KS2 only)</p>			<p>Study Medieval Music and Renaissance music including the instruments used, the dances: pavane and galliard, venue and the purpose of the music. Be able to identify the instruments when listening to examples and categorise which family they belong to.</p>	<p>Study Baroque and classical music, looking at the development of instruments and the orchestra, and the venues and purposes of the music. Understand the difference between the harpsicord and the piano. Compare the music from the two eras.</p> <p>Be able to identify the two eras when listening to musical examples.</p>	<p>Study Romantic Era music looking at the growth of the orchestra, the change in purpose of the music and the range of venues. Compare with the previous styles.</p>	<p>Study 20<sup>th</sup> Century Music looking at several different styles from the era, comparing the use of new technology and instruments with the previous styles.</p> <p>Be able to accurately identify which era a piece is from when listening to it.</p>