

Music Progression



Strand	EYFS	KS1	KS2
Singing	<ul style="list-style-type: none"> • Sing a range of well-known songs and nursery rhymes, including call and response songs • Move in time and add actions to complement and feel the music 	<ul style="list-style-type: none"> • Sing simple songs, chants, rhymes and call and response songs. • Small pitch range - mi-so, do-so and pentatonic • Sing a song with increasing vocal control. • Know the meaning of dynamic and tempo and be able to demonstrate these when singing by responding to the leader's direction and visual symbols 	<ul style="list-style-type: none"> • Sing a broad range of songs, including those that involve syncopated rhythms with a sense of ensemble and performance. • Observing rhythm, phrasing, accurate pitching and appropriate style. • Sing three and four part rounds or partner songs, developing greater listening skills, balance between parts and vocal independence. • Perform a range of songs, in school assemblies, school performance opportunities and to a wider audience.
Listening and appraising	<ul style="list-style-type: none"> • Listen to different musical styles and music from around the world, paying attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings about the music. 	<ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music of different genres and styles. • Recognise Instruments of the orchestra and have an awareness of how music enhances our everyday lives 	<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. • Listen to music in greater depth, analysing the way that musical techniques affect the way in which the music connects to the emotions of the listener and to improve their own performance.
Composing	<ul style="list-style-type: none"> • Copy simple rhythms lead by the teacher and then create their own 	<ul style="list-style-type: none"> • Create musical sound effects using classroom instruments in response to a stimuli. • Combine to make a story. Improvise simple vocal chants, using question and answer phrases. • Understand the difference between creating a rhythm pattern and a pitch pattern. • Invent, retain and recall rhythm and pitch patterns. 	<ul style="list-style-type: none"> • Improvise freely developing a sense of shape and character, using tuned percussion and melodic instruments. • Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics. • Compose melodies • Work in pairs/larger groups, compose a short piece. Use chord changes as part of composition or improvisation.

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		<ul style="list-style-type: none"> • Use music technology, if available to capture, change and combine sound 	<ul style="list-style-type: none"> • Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest.
<p>Performance</p>	<ul style="list-style-type: none"> • Find the pulse using percussion instruments and their bodies as body percussion. • Recognise and perform copycat rhythm patterns accurately. • Sing and play using dynamic contrasts and understanding. • sing and move to the music using actions and an awareness of beat and rhythm 	<ul style="list-style-type: none"> • Understand that the speed of a beat can change - Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Use body percussion and classroom percussion playing repeated rhythm patterns and maintain a steady beat. Respond to the pulse in recorded or live music through movement and dance. Begin to group beats in twos and threes by tapping knees on the strong beat and clapping the remaining beats. • Identify the beat groupings in familiar music that they sing or listen to 	<ul style="list-style-type: none"> • Play a melody following staff notation written on one staff and using notes within an octave range. • Make decisions about dynamic range. • Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets. • Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. • Reading Notation Further understand the differences between; Semibreves, Minims Crotchets, Quavers, Semiquavers and their equivalent rests. • Further develop the skills to read and perform pitch notation within an octave. • Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. • Read and play from notation a 4 bar phrase, confidently identifying note names and durations