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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** |
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| 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

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|   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

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|   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)** |

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| 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)** |
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| 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)** |
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| 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.

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|   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.
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