

Helmdon Primary School - Progression in music

Element	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening & appraising	<ul style="list-style-type: none"> ● Learn that music can touch your feelings. ● Enjoy moving to music by dancing, marching, being animals or Pop stars. 	<ul style="list-style-type: none"> ● Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars 	<ul style="list-style-type: none"> ● Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. ● Learn how songs can tell a story or describe an idea 	<ul style="list-style-type: none"> ● Confidently identify and move to the pulse. ● Think about what the words of a song mean. ● Take it in turn to discuss how the song makes them feel. ● Listen carefully and respectfully to other people's thoughts about the music. 	<ul style="list-style-type: none"> ● Confidently identify and move to the pulse. ● Talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). ● Talk about the music and how it makes them feel. ● Listen carefully and respectfully to other people's thoughts about the music. ● Beginning to use musical vocabulary. 	<ul style="list-style-type: none"> ● Identify and move to the pulse with ease. ● Think about the message of songs. ● Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to other people's thoughts about the music. ● Often use musical vocabulary. when discussing music ● Talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes them feel 	<ul style="list-style-type: none"> ● Identify and move to the pulse with ease. ● Think about the message of songs. ● Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to other people's thoughts about the music. ● Confidently use musical vocabulary when discussing music ● Talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes them feel, using musical language to describe the music.
Singing	<ul style="list-style-type: none"> ● Sing along with a pre-recorded song and add actions. ● Sing along with the backing track. 	<ul style="list-style-type: none"> ● Learn about voices, singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices – rapping, singing, humming ● Learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> ● Learn about voices singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices – rapping, singing, humming ● Learn to start and stop singing when following a leader. ● Learn to find a comfortable singing position. 	<ul style="list-style-type: none"> ● Sing in unison and in simple two-parts. ● Demonstrate a good singing posture. ● Follow a leader when singing. ● Enjoy exploring singing solo. ● Sing with awareness of being 'in tune'. ● Have an awareness of the pulse internally when singing 	<ul style="list-style-type: none"> ● Sing in unison and in simple two-parts. ● Demonstrate a good singing posture. ● Follow a leader when singing. ● Enjoy exploring singing solo. ● Sing with awareness of being 'in tune'. ● Rejoin the song if lost. ● Listen to the group when singing. 	<ul style="list-style-type: none"> ● Sing in unison and to sing backing vocals. ● Enjoy exploring singing solo. To listen to the group when singing. ● Demonstrate a good singing posture. ● Follow a leader when singing. ● Experience rapping and solo singing. ● Listen to each other and be aware of how you fit into the group. ● Sing with awareness of being 'in tune'. 	<ul style="list-style-type: none"> ● Sing in unison and to sing backing vocals. ● Demonstrate a good singing posture. ● Follow a leader when singing. ● Experience rapping and solo singing. ● Listen to each other and be aware of how you fit into the group. ● Sing with awareness of being 'in tune'

<p style="text-align: center;">Playing</p>	<p><i>Progressive Music Activities within each unit that embed pulse, rhythm and pitch</i></p>	<ul style="list-style-type: none"> ● Treat instruments carefully and with respect. ● Play a tuned instrumental part with the song they perform. ● Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). ● Listen to and follow musical instructions from a leader 	<ul style="list-style-type: none"> ● Treat instruments carefully and with respect. ● Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). ● Play the part in time with the steady pulse. ● Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> ● Treat instruments carefully and with respect. ● Play any one, or all of four, differentiated parts on a tuned instrument (a one-note, simple or medium part or the melody of the song) from memory or using notation. ● Rehearse and perform their part within the context of the Unit song. ● Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> ● Treat instruments carefully and with respect. ● Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. ● Rehearse and perform their part within the context of the Unit song. ● Listen to and follow musical instructions from a leader. ● Experience leading the playing by making sure everyone plays in the playing section of the song. 	<ul style="list-style-type: none"> ● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ● Rehearse and perform their part within the context of the Unit song. ● Listen to and follow musical instructions from a leader. ● Lead a rehearsal session 	<ul style="list-style-type: none"> ● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ● Rehearse and perform their part within the context of the Unit song. ● Listen to and follow musical instructions from a leader. ● Lead a rehearsal session.
<p style="text-align: center;">Improvising</p>	<p><i>Progressive Music Activities within each unit that embed pulse, rhythm and pitch</i></p>	<ul style="list-style-type: none"> ● Improvise using improvisation tracks, by clapping, singing or playing (using 1 or 2 notes) 	<ul style="list-style-type: none"> ● Improvise using improvisation tracks, by clapping, singing or playing (using 1 or 2 notes) 	<ul style="list-style-type: none"> ● Improvise by singing or playing instruments in the context of a song to be performed (using up to 3 notes) 	<ul style="list-style-type: none"> ● Improvise by singing or playing instruments in the context of a song to be performed (using up to 3 notes) 	<ul style="list-style-type: none"> ● Improvise by singing or playing instruments in the context of a song to be performed (using up to 3 notes and starting on a 'home' note) 	<ul style="list-style-type: none"> ● Improvise by singing or playing instruments in the context of a song to be performed (using up to 3 notes and starting on a 'home' note)

<p style="text-align: center;">Composing</p>	<p><i>Progressive Music Activities within each unit that embed pulse, rhythm and pitch</i></p>	<ul style="list-style-type: none"> ● Help create a simple melody using one, two or three notes. ● Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> ● Help create three simple melodies with the Units using one, three or five different notes. ● Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> ● Help create at least one simple melody using one, three or five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic or pictorial) 	<ul style="list-style-type: none"> ● Help create at least one simple melody using one, three or all five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic or pictorial). 	<ul style="list-style-type: none"> ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol ● Begin to recognise that composers use a universal language of notation 	<ul style="list-style-type: none"> ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol ● Begin to recognise that composers use a universal language of notation
<p style="text-align: center;">Performing</p>	<ul style="list-style-type: none"> ● Perform any of the nursery rhymes by singing and adding actions or dance. ● Perform any nursery rhymes or songs adding a simple instrumental part. ● Record the performance to talk about. 	<ul style="list-style-type: none"> ● Choose a song they have learnt from the Scheme and perform it. ● Add their ideas to the performance. ● Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> ● Choose a song they have learnt from the Scheme and perform it. ● Add their ideas to the performance. ● Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> ● Choose what to perform and create a programme. ● Communicate the meaning of the words and clearly articulate them. ● Talk about the best place to be when performing and how to stand or sit. ● Record the performance and say how they were feeling, what they were pleased with, what they would change and why. 	<ul style="list-style-type: none"> ● Choose what to perform and create a programme. ● Present a musical performance designed to capture the audience. ● Communicate the meaning of the words and clearly articulate them. ● Talk about the best place to be when performing and how to stand or sit. ● Record the performance and say how they were feeling, what they were pleased with, what they would change and why. 	<ul style="list-style-type: none"> ● Choose what to perform and create a programme. ● Communicate the meaning of the words and clearly articulate them. ● Talk about the venue and how to use it to best effect. ● Record the performance and compare it to a previous performance. ● Discuss the performance using musical vocabulary – “What went well?” and “It would have been even better if...?” 	<ul style="list-style-type: none"> ● Choose what to perform and create a programme. ● Communicate the meaning of the words and clearly articulate them. ● Talk about the venue and how to use it to best effect. ● Record the performance and compare it to a previous performance. ● Discuss the performance using musical vocabulary – “What went well?” and “It would have been even better if...?”