



Aston Tower Primary School

Music Progression Overview.



<u>Year Group</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year 1	<p><u>Listen:</u></p> <ul style="list-style-type: none"> Listen to, and concentrate on a range of musical styles. To know 2 songs off by heart. Make simple comments about the feel of a piece of music and express opinions. Make musical comparisons between simple pieces. Ask and answer simple questions. To identify the pulse and move to it, in some pieces of music. <p><u>Sing/Compose/Perform:</u></p> <ul style="list-style-type: none"> Clap, sing or chant in time to the music, with growing confidence and skill. Reproduce simple rhythms. Create rhythms, both solo and ensemble, with support. Record and play music. With some support, discuss the effect. Clap or play an un-tuned instrument in time; reproduce rhythms from memory. Make some notes with control on a glockenspiel. Learn to play the notes C and G on the glockenspiel. To improvise to music using the notes C and G. 	<p><u>Listen:</u></p> <ul style="list-style-type: none"> Listen to, and concentrate on a range of musical styles. To know 3/4 songs off by heart. Make comments about the feel of a piece of music and express opinions. Make musical comparisons between simple pieces and name other songs that they have learnt in school, when comparing. Ask and answer simple questions. To identify the pulse and move to it, in some pieces of music, confidently. <p><u>Sing/Compose/Perform:</u></p> <ul style="list-style-type: none"> Clap, sing or chant in time to the music, with few errors. Reproduce simple rhythms. Create rhythms, both solo and ensemble, with some support. Record and play music. With some support, discuss the effect. Clap or play an un-tuned instrument in time; reproduce rhythms from memory. Make some notes with control on a glockenspiel. Learn to play the notes C, D and A on the glockenspiel. To improvise to the music C, D, G and A. 	<p><u>Listen:</u></p> <ul style="list-style-type: none"> Listen to, and concentrate on a range of musical styles. To know 5 songs off by heart. Make more complex comments about the feel of a piece of music and express opinions, giving more detail. Make musical comparisons between simple pieces and name other songs that they have learnt in school and outside school. Ask and answer questions. To identify the pulse and move to it, in most pieces of music. <p><u>Sing/Compose/Perform:</u></p> <ul style="list-style-type: none"> Clap, sing or chant in time to the music, confidently. Reproduce simple rhythms. Create rhythms, both solo and ensemble. Record and play music. With minimal support, discuss the effect. Clap or play an un-tuned instrument in time; reproduce rhythms from memory. Make some notes with control on a glockenspiel. Learn to play the notes E and F on the glockenspiel. To improvise to the music using all the notes learnt this year. Name the notes in their instrumental part from memory or when written down with confidence. Name the instruments they are playing with confidence.

<p>Year 2</p>	<p><u>Listen:</u></p> <ul style="list-style-type: none"> • Start to compare styles, instrumentation and volume. • Make comments about the feel of a piece of music. • With more accuracy, verbalise their likes/dislikes for a piece of music and accept other's views. • Begin to make comparisons between more complex music. • Ask questions about what they have heard. • To identify the pulse and move to it, in some pieces of music. <p><u>Sing/Compose/Perform:</u></p> <ul style="list-style-type: none"> • Sing in a group, mostly in time. Reproduce simple motifs and melodies (singing). • Create, blend or use existing sounds or a tuned instrument to create melody using 1, 3 or 5 notes. • Perform in an ensemble, mostly in time. Play in key with others. Discuss the effect of their composition beginning to explain what went well and what could be improved. • To begin to improvise to music using the notes C, D, E, F and G on the glockenspiel as a minimum. • To begin to play melodies using the notes E, F, G, A, B and C. 	<p><u>Listen:</u></p> <ul style="list-style-type: none"> • Continue to compare styles, instrumentation and volume. • With growing confidence, make comments about the feel of a piece of music. • With few errors, verbalise their likes/dislikes for a piece of music and accept other's views. • Make comparisons between more complex music. • Ask questions about what they have heard. • To identify the pulse and move to it, in some pieces of music. <p><u>Sing/Compose/Perform:</u></p> <ul style="list-style-type: none"> • Sing in a group, mostly in time. Reproduce simple motifs and melodies (singing). • Create, blend or use existing sounds or a tuned instrument to create melody using 1, 3 or 5 notes. • Perform in an ensemble, mostly in time. Play in key with others. Discuss the effect of their composition, explaining what went well and what could be improved. • To improvise to music using the notes C, D, E, F and G on the glockenspiel as a minimum. • To play melodies using the notes E, F, G, A, B and C. 	<p><u>Listen:</u></p> <ul style="list-style-type: none"> • With growing confidence, compare styles, instrumentation and volume. • Make comments about the feel of a piece of music, confidently. • Clearly verbalise their likes/dislikes for a piece of music and accept other's views. • Make comparisons between more complex music. • Ask questions about what they have heard. • To identify the pulse and move to it, in some pieces of music. <p><u>Sing/Compose/Perform:</u></p> <ul style="list-style-type: none"> • Sing in a group, mostly in time. Reproduce simple motifs and melodies (singing). • Create, blend or use existing sounds or a tuned instrument to create melody using 1, 3 or 5 notes. • Perform in an ensemble, mostly in time. Play in key with others. Discuss the effect of their composition. • To begin to refine improvisation to music using the notes C, D, E, F and G on the glockenspiel as a minimum. • To begin to refine playing melodies using the notes E, F, G, A, B and C.
<p>Year 3</p>	<p><u>Listen:</u></p> <ul style="list-style-type: none"> • Listen and begin to describe specific instrumentation of a piece of music. • Start to identify themes and how the 'feel' is represented in each piece. • Start to describe musical aspects, e.g. instrument they like/dislike. • Start to link music geographically and historically, with support. • Start to frame questions and answers in musically valid ways, with support. • To identify the pulse and move to it, in most pieces of music. 	<p><u>Listen:</u></p> <ul style="list-style-type: none"> • Listen and describe, more accurately, specific instrumentation of a piece of music. • Start to identify themes and how the 'feel' is represented in each piece. • Describe musical aspects, e.g. instrument they like/dislike, being more specific with their explanations. • Start to link music geographically and historically, with less support. • Start to frame questions and answers in musically valid ways, with less support. 	<p><u>Listen:</u></p> <ul style="list-style-type: none"> • Listen and describe specific instrumentation of a piece of music, with few errors. • Start to identify themes and how the 'feel' is represented in each piece. • Describe musical aspects, e.g. instrument they like/dislike, confidently. • Start to link music geographically and historically. • Start to frame questions and answers in musically valid ways, independently. • To identify the pulse and move to it, in most pieces of music.

	<p><u>Sing/Compose/Perform:</u></p> <ul style="list-style-type: none"> • Sing as a solo or in a group, in tune, where possible. • Reproduce simple motifs on tuned instruments and longer phrases in singing. • Play, with increasing control, in an ensemble, e.g. in time and with some dynamic range. Perform solo and in an ensemble perhaps with some errors of time or pitch. • To develop glockenspiel skills further, by playing multiple pieces using the notes C, D, E and F confidently. 	<ul style="list-style-type: none"> • To identify the pulse and move to it, in most pieces of music. <p><u>Sing/Compose/Perform:</u></p> <ul style="list-style-type: none"> • Sing as a solo or in a group, in tune, more often. • Reproduce simple motifs on tuned instruments and longer phrases in singing. • Play, with increasing control, in an ensemble, e.g. in time and with some dynamic range. Perform solo and in an ensemble perhaps with some errors of time or pitch. • To develop glockenspiel skills further, by playing multiple pieces using the notes C, D, E and F confidently. 	<p><u>Sing/Compose/Perform:</u></p> <ul style="list-style-type: none"> • Sing as a solo or in a group, in tune, where possible. • Reproduce simple motifs on tuned instruments and longer phrases in singing. • Play, with increasing control, in an ensemble, e.g. in time and with some dynamic range. Perform solo and in an ensemble perhaps with some errors of time or pitch. • To develop glockenspiel skills further, by playing multiple pieces using the notes C, D, E and F confidently.
Year 4	<p>Over the year, the children learn to play the flute and the drums with music specialists.</p> <p><u>Listen:</u></p> <ul style="list-style-type: none"> • Listen for and describe instrumentation with an understanding of effect. • Identify themes within and between pieces of music. • Describe musical aspects they like and dislike, explaining confidently others' thinking too. • Be able to link musical themes to historical, geographical and cultural context. • Ask and answer musically valid questions. • To identify the pulse and move to it, in the majority of pieces of music. <p><u>Sing/Compose/Perform:</u></p> <ul style="list-style-type: none"> • Sing with increasingly accurate tuning where possible. • Start to reproduce phrases and melodies by ear. Perform solo and in an ensemble with few errors of time or pitch. • Begin to create personal musical ideas using the given notes. • Play with increasing confidence • Improvise simple riffs using question and answer phrases • Create and/or identify rhythm patterns using simple combinations of Minims, dotted crotchets, crotchets and quavers 	<p>Over the year, the children learn to play the flute and the drums with music specialists.</p> <p><u>Listen:</u></p> <ul style="list-style-type: none"> • Listen for and describe instrumentation with an understanding of effect. • Identify themes within and between pieces of music. • Describe musical aspects they like and dislike, and with greater accuracy explain others' thinking too. • Be able to link musical themes to historical, geographical and cultural context. • Ask and answer musically valid questions, with an increasing confidence. • To identify the pulse and move to it, in the majority of pieces of music. <p><u>Sing/Compose/Perform:</u></p> <ul style="list-style-type: none"> • Sing with increasingly accurate tuning where possible. • Start to reproduce phrases and melodies by ear. Perform solo and in an ensemble with few errors of time or pitch. • Begin to create personal musical ideas using the given notes. • Play with increasing confidence • Improvise simple riffs using question and answer phrases 	<p>Over the year, the children learn to play the flute and the drums with music specialists.</p> <p><u>Listen:</u></p> <ul style="list-style-type: none"> • Listen for and describe instrumentation with an understanding of effect. • Identify themes within and between pieces of music. • Describe musical aspects they like and dislike, explaining confidently others' thinking too. • Be able to link musical themes to historical, geographical and cultural context. • Ask and answer musically valid questions. • To identify the pulse and move to it, in the majority of pieces of music. <p><u>Sing/Compose/Perform:</u></p> <ul style="list-style-type: none"> • Sing with increasingly accurate tuning where possible. • Start to reproduce phrases and melodies by ear. Perform solo and in an ensemble with few errors of time or pitch. • Begin to create personal musical ideas using the given notes. • Play with increasing confidence • Improvise simple riffs using question and answer phrases • Create and/or identify rhythm patterns using simple combinations of Minims, dotted crotchets, crotchets and quavers

	<ul style="list-style-type: none"> Listen to and copy back 3-note melodic patterns using the notes C, D, E from memory and with notation 	<ul style="list-style-type: none"> Create and/or identify rhythm patterns using simple combinations of Minims, dotted crotchets, crotchets and quavers Listen to and copy back 3-note melodic patterns using the notes C, D, E from memory and with notation 	<ul style="list-style-type: none"> Listen to and copy back 3-note melodic patterns using the notes C, D, E from memory and with notation Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, B, B, C#
Year 5	<p>Listen:</p> <ul style="list-style-type: none"> Recall the use of sounds from a range of pieces and compare their effect in those pieces. Make inferences from pieces of music. Start to respond sensitively to other people's musical tastes. Start to suggest reasons for different musical styles in different times, places and cultures. Ask and answer musically valid questions. To identify the pulse and move to it, in the majority of pieces of music. <p>Sing/Compose/Perform:</p> <ul style="list-style-type: none"> Reproduce phrases and melodies by ear, with increasing accuracy and confidence: Perform solo and in an ensemble demonstrating a better grasp of dynamics and some sensitivity to their 'bandmates' and to the feel of the music. Time Signature: 4/4 Key Signature: A minor Copy back and create rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers Copy back and create melodic patterns using: A, B, C, D, E, F#, G 	<p>Listen:</p> <ul style="list-style-type: none"> Recall the use of sounds from a range of pieces and compare their effect in those pieces. Make inferences from pieces of music. Start to respond sensitively to other people's musical tastes. Start to suggest reasons for different musical styles in different times, places and cultures. Ask and answer musically valid questions. <p>Sing/Compose/Perform:</p> <ul style="list-style-type: none"> Reproduce phrases and melodies by ear, with increasing accuracy and confidence. Perform solo and in an ensemble demonstrating a better grasp of dynamics and some sensitivity to their 'bandmates' and to the feel of the music. Time Signature: 3/4 Key Signature: G major Copy back and create rhythmic patterns using: Dotted minims, minims, dotted crotchets, crotchets and quavers Copy back and create melodic patterns using: G, A, B, C, D, E, F# Improvise and compose using: F, G, A, Bb, C, D, E 	<p>Listen:</p> <ul style="list-style-type: none"> Recall the use of sounds from a range of pieces and compare their effect in those pieces. Make inferences from pieces of music. Start to respond sensitively to other people's musical tastes. Start to suggest reasons for different musical styles in different times, places and cultures. Ask and answer musically valid questions, with refinement. <p>Sing/Compose/Perform:</p> <ul style="list-style-type: none"> Reproduce phrases and melodies by ear, with increasing accuracy and confidence. Perform solo and in an ensemble demonstrating a better grasp of dynamics and some sensitivity to their 'bandmates' and to the feel of the music. Copy back and create melodic patterns using: G, A, B, C, D, E, F# Improvise and compose using: F, G, A, Bb, C, D, E
Year 6	<p>Listen:</p> <ul style="list-style-type: none"> Begin to accurately describe timbre, pitch, melody, major and minor key, instrumentation and tempo, and the effect of each of these. Make inferences from pieces of music and justify their views. 	<p>Listen:</p> <ul style="list-style-type: none"> With growing confidence, accurately describe timbre, pitch, melody, major and minor key, instrumentation and tempo, and the effect of each of these. Make inferences from pieces of music and justify their views. 	<p>Listen:</p> <ul style="list-style-type: none"> Accurately describe timbre, pitch, melody, major and minor key, instrumentation and tempo, and the effect of each of these. Make inferences from pieces of music and justify their views. Analyse theirs and others' responses, being sensitive to others' views and using evidence to back up their thinking.

	<ul style="list-style-type: none"> Analyse theirs and others' responses, being sensitive to others' views and using evidence to back up their thinking. Regularly ask and answer perceptive questions in musically valid ways. To identify the pulse and move to it, in all pieces of music, with few errors. <p><u>Sing/Compose/Perform:</u></p> <ul style="list-style-type: none"> Perform with growing fluency, control and expression, and with sensitivity, although this may be with errors: Copy back and create rhythmic patterns using minims, crotchets, quavers and semiquavers Copy back, improvise and create melodic patterns using: C, D, E, F, G, A, B Improvise securely and with confidence Improvise with more complex riffs and phrases 	<ul style="list-style-type: none"> Analyse theirs and others' responses, being sensitive to others' views and using evidence to back up their thinking. Regularly ask and answer perceptive questions in musically valid ways. Place a song/piece in its historical, cultural and global context, with growing confidence. <p><u>Sing/Compose/Perform:</u></p> <ul style="list-style-type: none"> To compose using the Treble Clef in C. Perform with a greater fluency, control and expression, and with sensitivity and decreasing errors. Play and perform an instrumental part by ear or standard notation. Recognise the difference between sharp and flat notes Play melodies using a mixture of sharp and flat notes, with greater accuracy and confidence using the notes Eb, F, G, Ab, Bb, C Copy back and create melodic patterns using: D, E, F#, G, A, B, C# 	<ul style="list-style-type: none"> Regularly ask and answer perceptive questions in musically valid ways. Confidently and accurately, place a song/piece in its historical, cultural and global context. <p><u>Sing/Compose/Perform:</u></p> <ul style="list-style-type: none"> Perform with fluency, control and expression, and with sensitivity and very few errors. Recognise the difference between sharp and flat notes, with greater accuracy Play melodies using a mixture of sharp and flat notes, with greater accuracy Compose song accompaniments, perhaps using basic chords. Start to use structures within compositions, e.g. introductions, multiple verse and chorus sections, AB form or ABA form (ternary form).
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