



Subject Progression

Music

Music Curriculum Overview



	<u>EYFS</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Autumn	Exploring sound	Pulse (My favourite things)	Call and Response (animals)	Developing singing technique (Vikings)	Body and tuned percussion (Rainforests)	Composition notation (Ancient Egypt)	Dynamics, pitch, tempo (Fingals cave)
	Opposites	Nativity	Nativity	"Time Travelling Tunes"	"Time Travelling Tunes"	"Time Travelling Tunes"	"Time Travelling Tunes"
Spring	Transport	Sound patterns (Fairytale)	Instruments (Musical story telling)	Pentatonic melodies and compositions (Chinese New Year)	Rock and roll	Blues	Film Music
	Big Band	Pitch (Superheroes)	Contrasting dynamics (Space)	Jazz	Changes in pitch, tempo and dynamics (Rivers)	South and West Africa	Themes and Variations
Summer	Space	Tempo (Snail and Mouse)	Structure (Myths and Legends)	Whole class instrumental: Ukulele	Samba and carnival sounds and instruments (South America)	Composition to represent the festival of colour (Holi festival)	
	Interest based (pirates, food, fairytales)	Musical symbols (Under the sea)	Pitch (Musical me)	Whole class instrumental: Ukulele	Adapting and transposing motifs (Romans)	Looping and remixing	Composing and performing – Leavers' song

	EYFS						Y1				Y2				Y3				Y4				Y5				Y6															
	Exploring sound	Opposites	transport	Big band	Space	Interests	Pulse	Nativity	Sound patterns	Pitch	Tempo	Musical symbols	Call and response	Nativity	Instruments	Contrasting dynamic	Structure	Pitch	Singing	Time travelling	Pentatonic melodies and	Jazz	Instrumental	Ukulele	Traditional instruments	Body and tuned percussion	Time travelling	Changes in Pitch, temp and dynamics	Rock and Roll	Samba	Adapting/ transposing motifs	Composition notion	Time travelling tunes	blues	South and West African	Looping & remixing	Composition (festival of light)	Dynamics, Pitch, tempo	Time traveling tunes	Themes and variations		Leaver's Song
Listening and evaluating	Covered through all units																																									
Creating sound		Covered through all units																																								
Notation		Covered through all units																																								
Improvising and composing		Covered through all units																																								
Performing Singing and playing		Covered through all units																																								

Subject Progression

Music

Declarative Knowledge and Concepts



	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	<ul style="list-style-type: none"> - Exploring sound - Opposites - Transport - Big Band - Space - Interest based (pirates, food, fairytales) 	<ul style="list-style-type: none"> - Pulse (My favourite things) - Nativity - Sound patterns (Fairytales) - Pitch (Superheroes) - Tempo (Snail and Mouse) - Musical symbols (Under the sea) 	<ul style="list-style-type: none"> - Call and Response (animals) - Nativity - Instruments (Musical story telling) - Contrasting dynamics (Space) - Structure (Myths and Legends) - Pitch (Musical me) 	<ul style="list-style-type: none"> - Developing singing technique (Vikings) - "Time Travelling Tunes" - Pentatonic melodies and compositions (Chinese New Year) - Jazz - Whole class instrumental: Ukulele - Whole class instrumental: Ukulele 	<ul style="list-style-type: none"> - Body and tuned percussion (Rainforests) - "Time Travelling Tunes" - Rock and roll - Changes in pitch, tempo and dynamics (Rivers) - Samba and carnival sounds and instruments (South America) - Adapting and transposing motifs (Romans) 	<ul style="list-style-type: none"> - Composition notion - Winter sing off - blues - South and West African - Looping & remixing - Composition (festival of light) 	<ul style="list-style-type: none"> - Dynamics, pitch, tempo (Fingals cave) - "Time Travelling Tunes" - Film Music - Themes and Variations - Composing and performing – Leavers' song
Listening and evaluating	<p><u>Listening and responding to music</u></p> <ul style="list-style-type: none"> - To know parts of the body. - To know what silent (a period of no sound) means. - To know what sound (something that you can hear) means. <p><u>Cultural and historical awareness</u></p> <ul style="list-style-type: none"> - To know the names of at least two instruments from Group A. 	<p><u>Analysing</u></p> <ul style="list-style-type: none"> - Identify common instruments - To know what rhythm means (where a pattern of beats is repeated) - To know what pitch means (how high or low a sound is) - To know what loud, quiet and silent means. <p><u>Cultural and historical awareness</u></p> <ul style="list-style-type: none"> - To know the names of at least 3 instruments from Group A and B. 	<p><u>Listening and responding to music</u></p> <ul style="list-style-type: none"> - To know why the music has certain effects on them which could relate to personal experience. <p><u>Analysing</u></p> <ul style="list-style-type: none"> - Identify common instruments - To know what rhythm means (where a pattern of beats is repeated) - To know what pitch means (how high or low a sound is) - To know what dynamics (how loud or soft music is and how that changes over time) of music is. 	<p><u>Listening and responding to music</u></p> <ul style="list-style-type: none"> - To know musical vocabulary <p><u>Analysing</u></p> <p>To know what timbre, (the quality of a sound) dynamic (how loud or soft music is and how that changes over time) and texture (the sound created by the different musical layers, like different instruments or sounds playing together.)</p> <p>To know what metre (regularly recurring patterns and accents such as bars and beats) means.</p>	<p><u>Listening and responding to music</u></p> <ul style="list-style-type: none"> - To know musical vocabulary <p><u>Analysing</u></p> <p>To know what dynamic (how loud or soft music is and how that changes over time) and tempo (the speed of music) means.</p> <p>To know what motifs (a short, memorable musical idea or phrase that is used repeatedly throughout a song or composition) are.</p> <p><u>Cultural and historical awareness</u></p> <p>N/A</p>	<p><u>Listening and responding to music</u></p> <ul style="list-style-type: none"> - To know musical vocabulary <p><u>Cultural and historical awareness</u></p> <ul style="list-style-type: none"> - To know how genres, styles, and traditions of music have developed over time. 	<p><u>Listening and responding to music</u></p> <ul style="list-style-type: none"> - To know musical vocabulary <p><u>Cultural and historical awareness</u></p> <ul style="list-style-type: none"> - To know the impact of different composers on the development of musical styles.

Subject Progression Music



			<u>Cultural and historical awareness</u> To know the names of at least 3 instruments from Group A and B.	<u>Cultural and historical awareness</u> - To know that music from different times has different features.			
Creating Sound (KS1 based learning)	<u>Singing repertoire</u> - To know short songs and rhymes. <u>Instruments</u> - To know how to hold a range of instruments within group A,B and C)	<u>Singing repertoire</u> To know short songs, chants and rhymes. <u>Instruments</u> - To know how to hold a range of instruments within group A,B and C) - To know how to sit or stand to play a known instrument.	<u>Singing repertoire</u> . To know short songs, chants and rhymes. <u>Instruments</u> - To know how to hold a range of instruments within group A,B and C) To know how to sit or stand to play a known instrument.				
Notation	<u>Understanding notation</u> To know you read from left to right. <u>Representing pitch</u> N/A <u>Representing rhythm</u> N/A	<u>Understanding notation</u> - To know that notation is read from left to right. <u>Representing pitch</u> - To know that all pictorial representation of music representations further up the page are higher sounds and those further down are lower sounds. <u>Representing rhythm</u> - To know what a beat and rest beat looks like in a rhythmic pattern. - To know that pictorial representations of rhythm show sounds and rest.	<u>Representing pitch</u> - To know that all pictorial representation of music representations further up the page are higher sounds and those further down are lower sounds. <u>Representing rhythm</u> - To know what a beat and rest beat looks like in a rhythmic pattern. - To know that pictorial representations of rhythm show sounds and rest.	<u>Understanding notation</u> - To know that reading music means using how the written note symbols look and their position to know what notes to play. <u>Representing pitch and rhythm</u> - To know basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.	<u>Understanding notation</u> - To know that performance directions are words added to music notation to tell the performers how to play.	<u>Understanding notation</u> - To know that simple pictures can be used to represent the structure of music. - To know that written staff notation, notes can go on or between lines, and that the lines show pitch of the note.	<u>Understanding notation</u> - To know that graphic notation means writing music down using your choice of pictures or symbols but staff notation means music written more formally on the special lines called staves. - To know that chord progressions are represented in music by Roman numerals

Subject Progression

Music

Procedural Knowledge and Concepts



	<u>EYFS</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
	<ul style="list-style-type: none"> - Exploring sound - Opposites - Transport - Big Band - Space - Interest based (pirates, food, fairytales) 	<ul style="list-style-type: none"> - Pulse (My favourite things) - Nativity - Sound patterns (Fairytales) - Pitch (Superheroes) - Tempo (Snail and Mouse) - Musical symbols (Under the sea) 	<ul style="list-style-type: none"> - Call and Response (animals) - Nativity - Instruments (Musical story telling) - Contrasting dynamics (Space) - Structure (Myths and Legends) - Pitch (Musical me) 	<ul style="list-style-type: none"> - Developing singing technique (Vikings) - "Time Travelling Tunes" - Pentatonic melodies and compositions (Chinese New Year) - Jazz - Whole class instrumental: Ukulele - Whole class instrumental: Ukulele 	<ul style="list-style-type: none"> - Body and tuned percussion (Rainforests) - "Time Travelling Tunes" - Rock and roll - Changes in pitch, tempo and dynamics (Rivers) - Samba and carnival sounds and instruments (South America) - Adapting and transposing motifs (Romans) 	<ul style="list-style-type: none"> - Composition notion - Winter sing off blues - South and West African - Looping & remixing - Composition (festival of light) 	<ul style="list-style-type: none"> - Dynamics, pitch, tempo (Fingals cave) - "Time Travelling Tunes" - Film Music - Themes and Variations - Composing and performing – Leavers' song
Listening and evaluating	<u>Listening and responding</u> <ul style="list-style-type: none"> - Listening appropriately to someone leading a short musical Phrase, song or rhyme. - Expressing different spontaneous emotional reactions to music, (smiling, movement, body, Language). - Using artwork or creative play as a way of expressing feelings and responses to I can respond to these 	<u>Listening and responding</u> <ul style="list-style-type: none"> - Listening with concentration to short pieces of music from short pieces of music. - Coordinating the speed of their movements to match the speed of the music (not the beat). - Beginning to articulate how a piece of music affects them (e.g. it makes them feel sleepy, it makes them want to dance, 	<u>Listening and responding</u> <ul style="list-style-type: none"> - Listening with concentration to short pieces of music or excerpts from longer pieces of music. - Confidently moving in time with the beat of the music when modelled. - Beginning to keep movements to the beat of different speeds of music. - Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. 	<u>Listening and responding</u> <ul style="list-style-type: none"> - Explaining their preferences for a piece of music using musical vocabulary. <u>Analysing</u> <ul style="list-style-type: none"> - Understanding that music from different parts of the world has different features. - Recognising and explaining the changes within a piece of music using musical vocabulary. - Describing the timbre, dynamic, and textural details 	<u>Listening and responding</u> <ul style="list-style-type: none"> - Explaining their preferences for a piece of music using musical vocabulary. <u>Analysing</u> <ul style="list-style-type: none"> - Identifying gradual dynamic and tempo changes within a piece of music. - Identifying common features between different genres, styles and traditions of music - Identifying scaled dynamics (crescendo/decrecendo) within a piece of music. <u>Evaluating</u> <ul style="list-style-type: none"> - Using musical vocabulary 	<u>Listening and responding</u> <ul style="list-style-type: none"> - Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. <u>Analysing</u> <ul style="list-style-type: none"> - Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). - Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary <u>Evaluating</u>	<u>Listening and responding</u> <ul style="list-style-type: none"> - Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary <u>Analysing</u> <ul style="list-style-type: none"> - Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development

Subject Progression Music



	<p>opposite sounds using my body:</p> <ul style="list-style-type: none"> - Loud and quiet - Short and long - High and low - Fast and slow music. <p><u>Analysing</u></p> <ul style="list-style-type: none"> - Identifying and imitating sounds from a variety of music. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> - Showing preferences for certain music or sounds. 	<p>it makes them happy)</p> <p><u>Analysing</u></p> <ul style="list-style-type: none"> - Recognising simple patterns and repetition in rhythm. - Recognising simple patterns and repetition in pitch (e.g. do re mi). - Talking about the tempo of music using the vocabulary of fast and slow. - Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. - Talking about the pitch of music, using the vocabulary of high and low. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> - Stating what they enjoyed about their peers' performances 	<p><u>Analysing</u></p> <ul style="list-style-type: none"> - Recognising simple patterns and repetition in rhythm. - Recognising simple patterns and repetition in pitch (e.g. do re mi). - Talking about the tempo of music using the vocabulary of fast and slow. - Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. - Talking about the pitch of music, using the vocabulary of high and low. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> - Stating what they enjoyed about their peers' performances 	<p>of a piece of music, both verbally, and through movement.</p> <p><u>Evaluating</u></p> <ul style="list-style-type: none"> - Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	<p>(related to the inter-related dimensions of music) when discussing improvements to their own and others' work</p> <p><u>Cultural and historical awareness of music</u></p> <ul style="list-style-type: none"> - Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. 	<ul style="list-style-type: none"> - Comparing, discussing and evaluating music using detailed musical vocabulary. <p><u>Cultural and historical awareness of music</u></p> <ul style="list-style-type: none"> - Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. 	<p>of musical styles.</p> <ul style="list-style-type: none"> - Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). - Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> - Use musical vocabulary correctly when describing and evaluating the features of a piece of music. - Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. - Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work
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Subject Progression Music



							<p><u>Cultural and historical awareness of music</u></p> <ul style="list-style-type: none"> - Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.
Creating sound	<p><u>Singing repertoire</u> N/A</p> <p><u>Singing technique</u></p> <ul style="list-style-type: none"> - Using both speaking and singing voices. - Begin to sing short rhythm and rhymes independently. - Exploring vowel sounds through call and response activities. <p><u>Instruments</u></p> <ul style="list-style-type: none"> - Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.) - Starting to show a preference for a dominant hand when playing 	<p><u>Singing repertoire</u></p> <ul style="list-style-type: none"> - Competently singing songs with a very small pitch range (two notes that are different but close together). <p><u>Singing technique</u></p> <ul style="list-style-type: none"> - Breathing at appropriate times when singing. - Exploring changing their singing voice in different ways. - Singing a range of call and response, chants, attempting to match the pitch and tempo they hear. <p><u>Instruments</u></p> <ul style="list-style-type: none"> - Developing an awareness of how sound is affected by the 	<p><u>Singing repertoire</u></p> <ul style="list-style-type: none"> - Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. - Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together). <p><u>Singing technique</u></p> <ul style="list-style-type: none"> - Breathing at appropriate times when singing. - Adapting their singing voice to be loud or soft at the direction of a leader. - Singing a range of call and response songs, matching the pitch and tempo they hear with accuracy. 				

Subject Progression Music



	<p>instruments. (Groups A, B and C.)</p> <ul style="list-style-type: none"> - Using instruments expressively to music. (Group B.) - Using instruments to begin to follow a beat, with guidance. (Group A.) <p><u>Posture</u></p> <ul style="list-style-type: none"> - Finding a comfortable static position when playing Instruments or singing. 	<p>way an instrument is held. (Groups A, B and C.)</p> <ul style="list-style-type: none"> - Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.) - Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.) 	<ul style="list-style-type: none"> - Singing part of a given song in their head (using their 'thinking voice') <p><u>Instruments</u></p> <ul style="list-style-type: none"> - Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.) - Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.) - Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.) 				
Notation	<p><u>Understanding notation</u> N/A</p> <p><u>Representing pitch</u></p> <ul style="list-style-type: none"> - Developing an awareness of high and low through pictorial representations of sound. <p><u>Representing rhythm</u></p> <ul style="list-style-type: none"> - Beginning to show an awareness of how simple marks or objects can show single beats and single beat rests. 	<p><u>Understanding notation</u> N/A</p> <p><u>Representing pitch</u></p> <ul style="list-style-type: none"> - Recognising pitch patterns using dots <p><u>Representing rhythm</u></p> <ul style="list-style-type: none"> - Using pictorial representations to stay in time with the pulse when singing or playing. 	<p><u>Understanding notation</u> N/A</p> <p><u>Representing pitch</u> N/A</p> <p><u>Representing rhythm</u></p> <ul style="list-style-type: none"> - Using pictorial representations to stay in time with the pulse when singing or playing. 	<p><u>Understanding notation</u> N/A</p> <p><u>Representing pitch and rhythm</u></p> <ul style="list-style-type: none"> - Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. - Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. 	<p><u>Understanding notation</u> N/A</p> <p><u>Representing pitch and rhythm</u></p> <ul style="list-style-type: none"> - Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions 	<p><u>Understanding notation</u> N/A</p> <p><u>Representing pitch and rhythm</u></p> <ul style="list-style-type: none"> - Use staff notation to record rhythms and melodies. 	<p><u>Understanding notation</u> N/A</p> <p><u>Representing pitch and rhythm</u></p> <ul style="list-style-type: none"> - Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music. - Performing with accuracy and fluency from graphic and staff notation and from their own notation.

Subject Progression Music



Improvising and Composing	<p><u>Stimulus and purpose</u></p> <ul style="list-style-type: none"> - Exploring and imitating sounds from their environment and in response to events in stories <p><u>Improvising</u></p> <ul style="list-style-type: none"> - Exploring and imitating sounds. <p><u>Creating and selecting sounds</u></p> <ul style="list-style-type: none"> - Experimenting with creating sound in different ways using instruments, body percussion and voices. - Selecting classroom objects to use as instruments. - Selecting sounds that make them feel a certain way <p><u>Sequencing</u></p> <p>Compose own pattern using symbols or rhythms based on interest, e.g. chips, nuggets, cheese</p>	<p><u>Stimulus and purpose</u></p> <ul style="list-style-type: none"> - Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories <p><u>Improvising</u></p> <ul style="list-style-type: none"> - Improvising simple question and answer phrases, using untuned percussion or voices. <p><u>Creating and selecting sounds</u></p> <ul style="list-style-type: none"> - Experimenting with creating different sounds using a single instrument. - Experimenting with creating loud, soft, high and low sounds. - Selecting objects and/or instruments to create sounds to represent a given idea or character. <p><u>Sequencing</u></p> <ul style="list-style-type: none"> - Playing and combining sounds under the direction of a leader (the teacher). 	<p><u>Stimulus and purpose</u></p> <ul style="list-style-type: none"> - Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories <p><u>Improvising</u></p> <ul style="list-style-type: none"> - Improvising simple question and answer phrases, using untuned percussion or voices. <p><u>Creating and selecting sounds</u></p> <ul style="list-style-type: none"> - Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. - Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. <p><u>Sequencing</u></p> <ul style="list-style-type: none"> - Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. 	<p><u>Stimulus and purpose</u></p> <ul style="list-style-type: none"> - Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). <p><u>Improvising</u></p> <ul style="list-style-type: none"> - Beginning to improvise musically within a given style using their voice. <p><u>Creating and selecting sounds</u></p> <ul style="list-style-type: none"> - Suggesting and implementing improvements to their own work, using musical vocabulary. <p><u>Sequencing</u></p> <ul style="list-style-type: none"> - Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). 	<p><u>Stimulus and purpose</u></p> <ul style="list-style-type: none"> - Composing a coherent piece of music in a given style with voices, bodies and instruments. <p><u>Improvising</u></p> <ul style="list-style-type: none"> - Beginning to improvise musically within a given style using an instrument. <p><u>Creating and selecting sounds</u></p> <ul style="list-style-type: none"> - Developing melodies using rhythmic variation, transposition, inversion, and looping. <p><u>Sequencing</u></p> <ul style="list-style-type: none"> - Creating a piece of music with at least four different layers and a clear structure. 	<p><u>Stimulus and purpose</u></p> <ul style="list-style-type: none"> - Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). <p><u>Improvising</u></p> <ul style="list-style-type: none"> - Improvising coherently within a given style. <p><u>Creating and selecting sounds</u></p> <ul style="list-style-type: none"> - Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. - Suggesting and demonstrating improvements to own and others' work. <p><u>Sequencing</u></p> <ul style="list-style-type: none"> - Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. 	<p><u>Stimulus and purpose</u></p> <ul style="list-style-type: none"> - Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. <p><u>Improvising</u></p> <ul style="list-style-type: none"> - Improvising coherently and creatively within a given style, incorporating given features. <p><u>Creating and selecting sounds</u></p> <ul style="list-style-type: none"> - Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. - Constructively critique their own and others' work, using musical vocabulary. <p><u>Sequencing</u></p> <ul style="list-style-type: none"> - Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features within a given structure.
Performing – Singing and playing	<p><u>Understanding and evaluating</u></p> <ul style="list-style-type: none"> - Beginning to say what they liked about 	<p><u>Understanding and evaluating</u></p> <ul style="list-style-type: none"> - Offering positive feedback on 	<p><u>Understanding and evaluating</u></p> <ul style="list-style-type: none"> - Offering positive feedback on others' <p><u>Awareness of music</u></p>	<p><u>Understanding and evaluating</u></p> <ul style="list-style-type: none"> - Offering constructive feedback on 	<p><u>Understanding and evaluating</u></p> <ul style="list-style-type: none"> - Offering constructive feedback on 	<p><u>Understanding and evaluating</u></p> <ul style="list-style-type: none"> - Using musical vocabulary to offer constructive and 	<p><u>Understanding and evaluating</u></p> <ul style="list-style-type: none"> - Using musical vocabulary to offer constructive

Subject Progression Music



	<p>others' performances</p> <p><u>Awareness of music</u></p> <p>N/A</p> <p><u>Awareness of self</u></p> <ul style="list-style-type: none"> - Facing the audience when performing. - Spontaneously expressing feelings around performing. <p><u>Awareness of others</u></p> <ul style="list-style-type: none"> - Performing actively as part of a group. - Demonstrating being a good audience member, by looking, listening and maintaining attention. 	<p>others' performances</p> <p><u>Awareness of music</u></p> <ul style="list-style-type: none"> - Starting to maintain a steady beat throughout short singing performance. <p><u>Awareness of self</u></p> <ul style="list-style-type: none"> - Keeping instruments still until their part in the performance. <p><u>Awareness of others</u></p> <ul style="list-style-type: none"> - Performing actively as part of a group; keeping in time with the beat. - Showing awareness of leader particularly when starting or ending a piece. 	<ul style="list-style-type: none"> - Starting to maintain a steady beat throughout short singing performance <p><u>Awareness of self</u></p> <ul style="list-style-type: none"> - Standing or sitting appropriately when performing or waiting to perform. - Beginning to acknowledge their own feelings around performance. <p><u>Awareness of others</u></p> <ul style="list-style-type: none"> - Performing actively as a group, clearly keeping in time with the beat. - Following a leader to start and end a piece appropriately. 	<p>others' performances</p> <p><u>Awareness of music</u></p> <ul style="list-style-type: none"> - Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. <p><u>Awareness of self and others</u></p> <ul style="list-style-type: none"> - Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. 	<p>others' performances</p> <p><u>Awareness of music</u></p> <ul style="list-style-type: none"> - Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. - Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. <p><u>Awareness of self and others</u></p> <ul style="list-style-type: none"> - Singing and playing in time with peers with accuracy and awareness of their part in the group performance. 	<p>precise feedback on others' performances.</p> <p><u>Awareness of music</u></p> <ul style="list-style-type: none"> - Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. - Playing a simple chord progression with accuracy and fluency. <p><u>Awareness of self and others</u></p> <ul style="list-style-type: none"> - Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. 	<p>and precise feedback on others' performances.</p> <p><u>Awareness of music</u></p> <ul style="list-style-type: none"> - Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. - Performing by following a conductor's cues and directions. <p><u>Awareness of self and others</u></p> <ul style="list-style-type: none"> - Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. - Performing a solo or taking a leadership role within a performance.
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