



## **Flowery Field Primary School Progression Map**

### **Nursery should:**

Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Sing a large repertoire of songs. Know many rhymes. Remember and sing entire songs. Sing the pitch of a tone sung by another person (pitch match). Sing the melodic shape (moving melody, up and down, down and up). Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.

### **Reception should:**

Listen attentively, move to and talk about music, expressing their feelings and responses. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.

### **Level Expected at the end of EYFS**

We have selected the Early Learning Goals that link closest to the Music National Curriculum.

#### **Expressive Arts and Design: ELG Being Imaginative and Expressive**

Sing a range of well-known nursery rhymes and songs

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

### **Key Stage 1 National Curriculum**

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

### **Key Stage 2 National Curriculum**



Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

### Intent

We offer a high-quality music education that engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, appreciate, play and create their own music .

As pupils progress, we support our pupils to think critically and develop a more rigorous understanding of music.

Our curriculum offer ensures children:

**Explore and Create** : Explore, Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression . : Improvise and compose music for a range of purposes using the inter-related dimensions of music.

**Appreciate**: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians and develop an understanding of the history of music.

**Critique**: Listen with attention to detail and recall sounds with increasing aural memory and be able to improve on their compositions after peer critique.

### Implementation



We offer a high-quality music education that helps pupils gain a coherent knowledge and understanding of a range of skills and techniques by focusing on four key concepts: Explore and Create, Appreciate and Critique. This is incorporated into daily activities and weekly music lessons to the end of year 3 which forms a firm foundation for phase 3 where they will learn an instrument.

**Explore:** Our curriculum offer inspires pupils' curiosity to know more about great musicians and to reflect on these pieces of music to begin to explore their own musical knowledge through singing, and playing tuned and untuned percussion and playing instruments (recorder) to perform with greater accuracy, fluency and expression. **Create:** Our children will study a range of great musical artists, from classical to folk and pop, throughout the academic year. The children will use voice as a vehicle to sing themed songs relevant to their wider learning and in relation to festivals and the seasons. They will experiment with instruments both tuned and untuned percussion and begin to record their compositions and perform to their peers.

**Appreciate:** In doing so, our teaching equips pupils to evaluate and analyse musical pieces, using the language of music. In order for children to develop the necessary skills they are empowered to ask perceptive questions, think critically and develop perspective and judgement. It helps pupils to understand and reflect upon the impact of music on the culture, creativity and wealth of our nation, while enabling them to develop an understanding of how music both reflect and shape our history.

**Critique:** Every child is encouraged to be aspirational by developing their skills in self and peer critique. The children are empowered to be reflective when assessing their own contributions and the contributions of their peers using a range of age appropriate sentence stems that demonstrate progression across all year groups.

### Impact

The Creative Arts team, which comprises a member from each phase, will monitor the study of Music (as part of the school's monitoring cycle) using a range of strategies. Lesson walkthroughs, singing sessions, assemblies and live performances. The team will look for evidence of the concepts below and reference them with the objectives for the year group. These are then matched to ensure complete coverage.



## Appreciate

Appreciate				
	Nursery	Reception		
Children will listen to and	<ul style="list-style-type: none"><li>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</li></ul>	<ul style="list-style-type: none"><li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li><li>Listen carefully to rhymes and songs , paying attention to how they sound</li></ul>		



	<p>Canon in D major - Pachelbel <a href="https://www.youtube.com/watch?v=NlprozGcs80">https://www.youtube.com/watch?v=NlprozGcs80</a></p> <p>Clair de Lune - Debussy <a href="https://www.youtube.com/watch?v=ea2WoUtbzuw&amp;feature=emb_rel_pause">https://www.youtube.com/watch?v=ea2WoUtbzuw&amp;feature=emb_rel_pause</a></p> <p>Arctic – Sleeping At Last <a href="https://www.youtube.com/watch?v=c8xtGXsueXA">https://www.youtube.com/watch?v=c8xtGXsueXA</a></p> <p>Three Little Birds – Bob Marley <a href="https://www.youtube.com/watch?v=HNBCVM4KbUM">https://www.youtube.com/watch?v=HNBCVM4KbUM</a></p> <p>Wonderful world – Louis Armstrong <a href="https://www.youtube.com/watch?v=rBrd_3VMC3c">https://www.youtube.com/watch?v=rBrd_3VMC3c</a></p> <p>Albatross – Fleetwood Mac <a href="https://www.youtube.com/watch?v=QooCN5JbOkU">https://www.youtube.com/watch?v=QooCN5JbOkU</a></p>		<p>Prelude in C major - Bach <a href="https://www.youtube.com/watch?v=frxT2qB1POQ">https://www.youtube.com/watch?v=frxT2qB1POQ</a></p> <p>Dance of the sugar plum fairy - Tchaikovsky <a href="https://www.youtube.com/watch?v=Wz_f9B4pPtg">https://www.youtube.com/watch?v=Wz_f9B4pPtg</a></p> <p>Saturn – Sleeping At Last <a href="https://www.youtube.com/watch?v=dzNvk80XY9s">https://www.youtube.com/watch?v=dzNvk80XY9s</a></p> <p>I can see clearly now the rain has gone – Jimmy Cliff <a href="https://www.youtube.com/watch?v=KSuB4t3q_dA">https://www.youtube.com/watch?v=KSuB4t3q_dA</a></p> <p>Dream a little dream of me – Ella Fitzgerald <a href="https://www.youtube.com/watch?v=vAd1t5ANoA">https://www.youtube.com/watch?v=vAd1t5ANoA</a></p> <p>Booker T and the MGs – Green Onions <a href="https://www.youtube.com/watch?v=bpS-cOBK6Q">https://www.youtube.com/watch?v=bpS-cOBK6Q</a></p>			
Y1	Y2	Y3	Y4	Y5	Y6	
	<ul style="list-style-type: none"> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>		<ul style="list-style-type: none"> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ul>		<ul style="list-style-type: none"> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ul>	
Children will listen to, evaluate and analyse:	<p><b>The Nutcracker - Waltz of the Flowers and Russian Dance by Tchaikovsky</b> <a href="https://www.bbc.co.uk/programmes/articles/1w11J8l4r6Gn8xl1ZlPchVd/the-nutcracker-waltz-of-the-flowers-and-russian-dance-by-tchaikovsky">https://www.bbc.co.uk/programmes/articles/1w11J8l4r6Gn8xl1ZlPchVd/the-nutcracker-waltz-of-the-flowers-and-russian-dance-by-tchaikovsky</a></p> <p><a href="https://www.bbc.co.uk/programmes/p055dtqt6">https://www.bbc.co.uk/programmes/p055dtqt6</a></p>	<p><b>'Habanera' from 'Carmen' by Georges Bizet</b> <a href="https://www.bbc.co.uk/programmes/articles/PfZrGYnFV7zgRMcrqzp1zW/habanera-and-toreador-song-from-carmen-by-georges-bizet">https://www.bbc.co.uk/programmes/articles/PfZrGYnFV7zgRMcrqzp1zW/habanera-and-toreador-song-from-carmen-by-georges-bizet</a></p> <p><a href="https://www.bbc.co.uk/programmes/p03c0yv8">https://www.bbc.co.uk/programmes/p03c0yv8</a></p> <p><b>In the Hall of the Mountain King by Edvard Grieg</b></p>	<p><b>Horn Concerto No. 4 (3rd movement) by Mozart</b> <a href="https://www.bbc.co.uk/programmes/articles/3H1v7vC6mqInq715SS7s52Q/horn-concerto-no-4-3rd-movement-by-mozart">https://www.bbc.co.uk/programmes/articles/3H1v7vC6mqInq715SS7s52Q/horn-concerto-no-4-3rd-movement-by-mozart</a></p> <p><a href="https://www.bbc.co.uk/programmes/p02b5dmz">https://www.bbc.co.uk/programmes/p02b5dmz</a></p> <p>Hall of the mountain King by Grieg</p>	<p><b>Carmina Burana – 'O fortuna' by Carl Orff</b> <a href="https://www.bbc.co.uk/programmes/articles/3Ci3llLqxGNB2jpd241vHwK/carmina-burana-o-fortuna-by-carl-orff">https://www.bbc.co.uk/programmes/articles/3Ci3llLqxGNB2jpd241vHwK/carmina-burana-o-fortuna-by-carl-orff</a></p> <p><a href="https://www.bbc.co.uk/programmes/p05fj4qp">https://www.bbc.co.uk/programmes/p05fj4qp</a></p> <p>Topic choice</p>	<p><b>'Enigma' Variations – Theme (Enigma), variations 11, 6 &amp; 7 by Edward Elgar</b> <a href="https://www.bbc.co.uk/programmes/articles/xFHT9GvfKjBbtw28pgDgyG/enigma-variations-theme-enigma-variations-11-6-7-by-edward-elgar">https://www.bbc.co.uk/programmes/articles/xFHT9GvfKjBbtw28pgDgyG/enigma-variations-theme-enigma-variations-11-6-7-by-edward-elgar</a></p> <p><a href="https://www.bbc.co.uk/programmes/p05g2kwk">https://www.bbc.co.uk/programmes/p05g2kwk</a></p>	<p><b>Symphony No. 9 in E minor, 'From the New World' – Largo by Dvořák</b> <a href="https://www.bbc.co.uk/programmes/articles/3VvpyGscqK0djZbfTvjSQRH/symphony-no-9-in-e-minor-from-the-new-world-largo-by-antonin-dvo-ak">https://www.bbc.co.uk/programmes/articles/3VvpyGscqK0djZbfTvjSQRH/symphony-no-9-in-e-minor-from-the-new-world-largo-by-antonin-dvo-ak</a></p> <p><a href="https://www.bbc.co.uk/programmes/p05dslcv">https://www.bbc.co.uk/programmes/p05dslcv</a></p>



	<p><a href="https://www.youtube.com/watch?v=7qbEt_ISib4">Gipsy Kings - Bamboléo (Official Video)</a></p> <p><a href="https://www.youtube.com/watch?v=7qbEt_ISib4">https://www.youtube.com/watch?v=7qbEt_ISib4</a></p> <p><b>'Storm' Interlude from 'Peter Grimes' by Benjamin Britten</b></p> <p><a href="https://www.bbc.co.uk/programmes/articles/nbGMVskcL8FqFaxcHxgsd5/storm-interlude-from-peter-grimes-by-benjamin-britten">https://www.bbc.co.uk/programmes/articles/nbGMVskcL8FqFaxcHxgsd5/storm-interlude-from-peter-grimes-by-benjamin-britten</a></p> <p><a href="https://www.bbc.co.uk/programmes/p02b5b25">https://www.bbc.co.uk/programmes/p02b5b25</a></p> <p><b>nina simone - my baby just cares for me</b></p> <p><a href="https://www.youtube.com/watch?v=eYSbUOoq4Vg">https://www.youtube.com/watch?v=eYSbUOoq4Vg</a></p> <p><b>Zadok The Priest by George Frideric Handel</b></p> <p><a href="https://www.bbc.co.uk/programmes/articles/30nHpv0r318zHcS033gLWg7/zadok-the-priest-by-george-frideric-handel">https://www.bbc.co.uk/programmes/articles/30nHpv0r318zHcS033gLWg7/zadok-the-priest-by-george-frideric-handel</a></p> <p><a href="https://www.bbc.co.uk/programmes/p02b5cwg">https://www.bbc.co.uk/programmes/p02b5cwg</a></p>	<p><a href="https://www.bbc.co.uk/programmes/articles/1rpRf1Q7cK683F9LwqTb5x/in-the-hall-of-the-mountain-king-by-edvard-grieg">https://www.bbc.co.uk/programmes/articles/1rpRf1Q7cK683F9LwqTb5x/in-the-hall-of-the-mountain-king-by-edvard-grieg</a></p> <p><a href="https://www.bbc.co.uk/programmes/p02b5bwl">https://www.bbc.co.uk/programmes/p02b5bwl</a></p> <p><b>Jalikunda African Drums take the Montserrat African Music Festival by storm</b></p> <p><a href="https://www.youtube.com/watch?v=kZHfmg1b4mc">https://www.youtube.com/watch?v=kZHfmg1b4mc</a></p> <p><b>Masaka Kids Africana Dancing I Love You Africa</b></p> <p><a href="https://www.youtube.com/watch?v=45164iVmhXo">https://www.youtube.com/watch?v=45164iVmhXo</a></p> <p><b>The Lark Ascending by Ralph Vaughan Williams</b></p> <p><a href="https://www.bbc.co.uk/programmes/articles/1qJzptdT7pvzCq59PGWXS1P/the-lark-ascending-by-ralph-vaughan-williams">https://www.bbc.co.uk/programmes/articles/1qJzptdT7pvzCq59PGWXS1P/the-lark-ascending-by-ralph-vaughan-williams</a></p> <p><a href="https://www.bbc.co.uk/programmes/p03btd19">https://www.bbc.co.uk/programmes/p03btd19</a></p>	<p><a href="https://www.youtube.com/watch?v=kLp_Hh6DKWc">https://www.youtube.com/watch?v=kLp_Hh6DKWc</a></p> <p>Lava song your favourites</p> <p><a href="https://www.youtube.com/watch?v=uh4dTLJ9q9o">https://www.youtube.com/watch?v=uh4dTLJ9q9o</a></p> <p><a href="https://www.youtube.com/watch?v=x463zoWpiVl">https://www.youtube.com/watch?v=x463zoWpiVl</a></p> <p>Edvard Grieg – morning suite</p> <p><b>Handel Arrival of the Queen of Sheba</b></p> <p><a href="https://www.youtube.com/watch?v=C66XCqWkhmw">https://www.youtube.com/watch?v=C66XCqWkhmw</a></p> <p>Holst Planets suite Mars (fiery music)</p> <p><a href="https://www.youtube.com/watch?v=L0bcRCCg01l">https://www.youtube.com/watch?v=L0bcRCCg01l</a></p>	<p><b>Symphony No. 5 (1st movement) by Ludwig van Beethoven</b></p> <p><a href="https://www.bbc.co.uk/programmes/articles/2TQ7jtfINVsy1c1DTC10pBw/symphony-no-5-1st-movement-by-ludwig-van-beethoven">https://www.bbc.co.uk/programmes/articles/2TQ7jtfINVsy1c1DTC10pBw/symphony-no-5-1st-movement-by-ludwig-van-beethoven</a></p> <p><a href="https://www.bbc.co.uk/programmes/p02b59ld">https://www.bbc.co.uk/programmes/p02b59ld</a></p> <p>World music</p> <p><b>Trumpet Concerto (3rd movement) by Joseph Haydn</b></p> <p><a href="https://www.bbc.co.uk/programmes/articles/3157JKsqyTRyqZGlKWfGwGf/trumpet-concerto-3rd-movement-by-joseph-haydn">https://www.bbc.co.uk/programmes/articles/3157JKsqyTRyqZGlKWfGwGf/trumpet-concerto-3rd-movement-by-joseph-haydn</a></p> <p><a href="https://www.bbc.co.uk/programmes/p03c0pcz">https://www.bbc.co.uk/programmes/p03c0pcz</a></p>	<p><b>Aretha Franklin - I Say A Little Prayer</b></p> <p><a href="https://www.youtube.com/watch?v=7lfw8jhDBvs">https://www.youtube.com/watch?v=7lfw8jhDBvs</a></p> <p><b>'Mars' from 'The Planets' by Gustav Holst</b></p> <p><a href="https://www.bbc.co.uk/programmes/articles/14ZjT5yjnKQRdKVsqRzLk1x/mars-from-the-planets-by-gustav-holst">https://www.bbc.co.uk/programmes/articles/14ZjT5yjnKQRdKVsqRzLk1x/mars-from-the-planets-by-gustav-holst</a></p> <p>World music</p> <p><b>The Firebird – suite (1911) (Finale) by Igor Stravinsky</b></p> <p><a href="https://www.bbc.co.uk/programmes/articles/4JMLr6V55sQKzMPgv401my0/the-firebird-suite-1911-finale-by-igor-stravinsky">https://www.bbc.co.uk/programmes/articles/4JMLr6V55sQKzMPgv401my0/the-firebird-suite-1911-finale-by-igor-stravinsky</a></p> <p><a href="https://www.bbc.co.uk/programmes/p02b5dyd">https://www.bbc.co.uk/programmes/p02b5dyd</a></p> <p><b>Taylor Swift - Shake It Off - Dirty Catfish Brass Band</b></p> <p><a href="https://www.youtube.com/watch?v=s8v-ZNtFVYE">https://www.youtube.com/watch?v=s8v-ZNtFVYE</a></p>	<p><b>Jools Holland &amp; José Feliciano – Feliz Navidad</b></p> <p><a href="https://www.youtube.com/watch?v=ckIEW1Xg4aw">https://www.youtube.com/watch?v=ckIEW1Xg4aw</a></p> <p><b>Short Ride in a Fast Machine by John Adams</b></p> <p><a href="https://www.bbc.co.uk/programmes/articles/3xwJ8Zpzz44vNJJZfqtxbX/short-ride-in-a-fast-machine-by-john-adams">https://www.bbc.co.uk/programmes/articles/3xwJ8Zpzz44vNJJZfqtxbX/short-ride-in-a-fast-machine-by-john-adams</a></p> <p><a href="https://www.bbc.co.uk/programmes/p02b5t33">https://www.bbc.co.uk/programmes/p02b5t33</a></p> <p><b>Rock n' roll</b></p> <p><b>The Beatles - Let it be</b></p> <p><a href="https://www.youtube.com/watch?v=7P6X3IWLECY">https://www.youtube.com/watch?v=7P6X3IWLECY</a></p> <p><b>Rodeo – Hoe-Down by Aaron Copland</b></p> <p><a href="https://www.bbc.co.uk/programmes/articles/xHY4YjcsGN1Tp31Zdc6Ws1/rodeo-hoe-down-by-aaron-copland">https://www.bbc.co.uk/programmes/articles/xHY4YjcsGN1Tp31Zdc6Ws1/rodeo-hoe-down-by-aaron-copland</a></p> <p><a href="https://www.bbc.co.uk/programmes/p05ff3mj">https://www.bbc.co.uk/programmes/p05ff3mj</a></p> <p><b>Abdelazer – Rondeau by Henry Purcell</b></p> <p><a href="https://www.bbc.co.uk/programmes/articles/16ndky0F6hMWVJ3XcbC44Dg/abdelazer-rondeau-by-henry-purcell">https://www.bbc.co.uk/programmes/articles/16ndky0F6hMWVJ3XcbC44Dg/abdelazer-rondeau-by-henry-purcell</a></p> <p><a href="https://www.bbc.co.uk/programmes/p05g251g">https://www.bbc.co.uk/programmes/p05g251g</a></p>
<b>Explore and Create</b>						
	Nursery		Reception			
	<u>Development Matters</u>		<u>Early Learning Goals (Early Adopters 2020-2021)</u>			



	<ul style="list-style-type: none"> <li>Sing a large repertoire of songs</li> <li>Know many rhymes...</li> <li>Remember and sing entire songs</li> <li>Sing the pitch of a tone sung by another person ('pitch match)</li> <li>Sing the melodic shape (moving melody, duh as up and down, down and up)</li> <li>Create their own songs, or improvise a song around one they know</li> <li>Play instruments with increasing control to express their feelings and ideas</li> </ul>	<p>ELG: Being Imaginative and Expressive</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs;</li> <li>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul> <p><b>Development Matters</b></p> <ul style="list-style-type: none"> <li>Learn rhymes, poems and songs</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>Explore and engage in music making and dance, performing solo or in groups</li> </ul>				
	Y1	Y2	Y3	Y4	Y5	Y6
	<p><b>Key Stage 1 National Curriculum</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>		<p><b>Key Stage 2 National Curriculum</b></p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> </ul>		<p><b>Key Stage 2 National Curriculum</b></p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations .</li> </ul>	
Children can:	<p>Use their voice to speak/sing/chant</p> <p>join in with singing</p> <p>use instruments to perform clap short rhythmic patterns copy sounds</p> <p>make different sounds with their voice</p>	<p>sing and follow the melody</p> <p>sing accurately at a given pitch</p> <p>perform simple patterns and accompaniments keeping a steady pulse</p> <p>perform with others</p> <p>play simple rhythmic patterns on an instrument</p>	<p>sing in tune with expression</p> <p>control their voice when singing</p> <p>play clear notes on pitched percussion</p> <p>use different elements in their composition</p> <p>create repeated patterns with different instruments</p>	<p>perform a simple part rhythmically</p> <p>sing songs from memory with accurate pitch</p> <p>improvise using repeated patterns</p>	<p>breathe in the correct place when singing</p> <p>sing and use their understanding of meaning to add expression</p> <p>maintain their part whilst others are performing their part</p>	<p>use a variety of different musical devices in their composition (incl melody, rhythms and chords)</p> <p>recognise that different forms of notation serve different purposes</p>



<p>make different sounds with instruments          identify changes in sounds          change the sound          repeat (short rhythmic and melodic) pattern          make a sequence of sounds</p>	<p>sing/clap a pulse increasing or decreasing in tempo          order sounds to create a beginning, middle and end          choose sounds, which create an effect          use symbols to represent sounds          make connections between notations and musical sounds</p>	<p>compose melodies and songs          create accompaniments for tunes          combine different sounds to create a specific mood or feeling          use musical words to describe what they like and dislike</p>	<p>use notations to record and interpret sequences of pitches          use standard notation          use notations to record compositions in a small group or on their own          use their notation in a performance</p>	<p>perform 'by ear' and from simple notations          improvise within a group using melodic and rhythmic phrases</p>	<p>use different forms of notation          combine groups of beats          evaluate how the venue, occasion and purpose affects the way a piece of music is created</p>
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**Critique**

	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</li> </ul>		<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences</li> <li>Express their feelings and consider the feelings of others</li> </ul>			
	Y1	Y2	Y3	Y4	Y5	Y6
	<p>Every child is encouraged to be aspirational by developing their skills in self and peer critique. The children are empowered to be reflective when assessing their own contributions and the contributions of their peers using a range of age appropriate sentence stems that demonstrate progression across all year groups</p>		<p>Every child is encouraged to be aspirational by developing their skills in self and peer critique. The children are empowered to be reflective when assessing their own contributions and the contributions of their peers using a range of age appropriate sentence stems that demonstrate progression across all year groups.</p>		<p>Every child is encouraged to be aspirational by developing their skills in self and peer critique. The children are empowered to be reflective when assessing their own contributions and the contributions of their peers using a range of age appropriate sentence stems that demonstrate progression across all year groups.</p>	
Children can	<p><b>Critical listener</b> : Listen to a piece of music and say what they like and dislike.          What does the music make you feel?  <b>Peer critique</b>: Explain why you like/dislike a composition</p>	<p><b>Critical listener</b> : Listen to a piece of music and say what they like and dislike.          What does the music make you feel?  <b>Peer critique</b>: Explain why you like/dislike a composition          Suggest how to improve</p>	<p><b>Critical listener</b> : Listen to a piece of music and say what they like and dislike.          What does the music make you feel? Identify what instrument of types of instrument are playing. ( brass, string, wind, percussion)  <b>Peer critique</b>: Explain why you like/dislike a composition</p>	<p><b>Critical listener</b> : Listen to a piece of music and say what they like and dislike.          What does the music make you feel? Identify what instrument of types of instrument are playing. ( brass, string, wind, percussion)  <b>Peer critique</b>: Explain why you like/dislike a composition</p>	<p><b>Critical listener</b> : Listen to a piece of music and say what they like and dislike.          What does the music make you feel? Identify what instrument of types of instrument are playing. ( brass, string, wind, percussion)          Analyse and compare music from different periods of history</p>	<p><b>Critical listener</b> : Listen to a piece of music and say what they like and dislike.          What does the music make you feel? Identify what instrument of types of instrument are playing. ( brass, string, wind, percussion)          Analyse and compare music from different periods of history</p>





			Suggest how you can improve in relation to rhythm and tempo.	Suggest how you can improve in relation to rhythm and tempo	<b>Peer critique:</b> Explain why you like/dislike a composition Suggest how you can improve in relation to rhythm and tempo, pulse and timbre	<b>Peer critique:</b> Explain why you like/dislike a composition Suggest how you can improve in relation to rhythm and tempo , pulse and timbre.
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