

Whole School Progression - Music

Curriculum intent statement	Music has a vital role within our creative curriculum. As the children move through the school, they learn many important skills through composing, analysing, listening, responding and performing.
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Ongoing skills covered by each year group	<p>Performance – sing in unison and parts, play tuned and untuned instruments, practice and perform to audiences.</p> <p>Composition – Improvise, developing rhythms and melodies. Explore, combine and organise musical ideas.</p> <p>Appraising – Analyse and compare sounds. Explore ideas and feelings in response to music and suggest improvements.</p> <p>Knowledge & Understanding – Listen with attention to detail. Explore combined musical elements and how music is produced in different ways, influenced by the time and place of creation.</p>
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Year 1/2			
Cycle A	Use voice in different ways (speaking, singing, chanting). Create and choose sounds. Think of others when performing.	Repeat short rhythmic and melodic patterns. Recognise and explore how sounds can be organised. Identify what improvements could be made to own work and make changes.	Respond to different moods in music, recognise changes in sounds. Identify simple repeated patterns and follow musical instructions.
Cycle B	Sing with sense of shape and melody. Perform simple patterns on instruments, keeping to steady pulse. Think of others when performing.	Know about and explore sounds. Choose and order sounds within simple structures such as beginning, middle and end.	Understand how musical elements can be used to create different moods and effects. Represent sounds with simple symbols including shape marks. Listen to short, simple pieces of music and talk about when they may hear it, e.g. a lullaby, a national anthem etc.

Completed by: Louise Crawley

Date: March 2019

Reviewed by AW: September 2021

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Year 3/4			
Cycle A	Sing in tune with expression. Perform rhythmically simple parts that use a small range of notes. Use established notation to represent music including chords, pitch etc.	Recognise and explore how sounds can be combined and used expressively. Make improvements to own work and comment on the effect.	Listen to and recall repeated patterns. Understand how different musical elements are combined and used expressively.
Cycle B	Sing in tune with expression. Perform rhythmically simple parts that use a range of notes.	Join several layers of sound and understand the effect. Make improvements to own work and comment on the effect.	Listen to music from different time periods and parts of the world, comment upon how they differ in terms of performance and how they as the audience respond to it.

Year 5/6			
Cycle A	Sing in unison with clear diction, controlled pitch and a sense of phrasing. Maintain own part and be aware of how different parts fit together to create an overall effect for audiences.	Improvise melodic and rhythmic phrases as part of a group. Listen to and recall various simple musical patterns. Use a variety of notations to plan, revise and refine work. Suggest improvements to own and others' work.	Describe, compare and evaluate different kinds of music using musical language.
Cycle B	Sing in unison with clear diction, controlled pitch and a sense of phrasing. Maintain own part and be aware of how different parts fit together to create an overall effect for audiences.	Compose by developing ideas within musical structures. Suggest improvements to own and others' work. Use a variety of notations to plan, revise and refine work.	Identify and explore the relationships between sounds and how music reflects different meanings. Evaluate how venue, occasion and purpose affects the way that music is created, performed and heard.

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