

Planning and Progression: Music



Topics	FS	Y1/2		Y3/4		Y5/6	
	Instrumental study: body percussions, egg shakers, voice Musical Genres: rhymes and chants	<u>Year 1</u> Instrumental study: unpitched percussion – claves, tambourines, castanets, guiro, drum, bells, egg shakers Musical Genres: modern and old	<u>Year 2</u> Instrumental study: pitched percussion – glockenspiels, xylophones, boomwhackers Musical Genres: modern and old	<u>Year 3</u> Instrumental study: string family – ukuleles Musical Genres: Baroque, renaissances, folk, chamber, contemporary	<u>Year 4</u> Instrumental study: woodwind family - recorders Musical Genres: Baroque, Classical, renaissance, contemporary	<u>Year 5</u> Instrumental study: Brass family Musical Genres: Romantic, 20 th Century, contemporary music	<u>Year 6</u> Instrumental study: instruments from around the world - jembe drums, taiko drums Musical Genres: 20 th Century music, World music, contemporary
Listening and Responding	To listen carefully to rhymes and songs, paying attention to how they sound To learn rhymes, chants, poems and songs	To listen with concentration and understanding to a range of high-quality live and recorded music To listen to different types of music and recognise and develop knowledge of modern and old music e.g. Mozart, popular music artists and classical artists Begin to develop an internal pulse by tapping a pulse with or without music To recognise and repeat a rhythm To understand and recognise changes of tempo and pitch		Build on KS1 - to listen with attention to detail and recall sounds with increasing aural memory To tap and internalise a pulse To recognise errors in melody and to understand how pitch has altered To understand, recognise and show changes in tempo To appreciate and understand a wide range of high-quality live and recorded music drawn from great composers and musicians e.g. Sheku Kanneh-Mason To develop an understanding of the history of music and know the key characteristics of the Baroque, Classical and contemporary periods To listen with discrimination to the music of Bach, Vivaldi, Mozart, Haydn		To listen with attention to detail and recall sounds with increasing aural memory To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and cultures To recognise all musical elements when listening and appraising music To further appreciate and understand a wide range of high-quality live and recorded music drawn from great composers and musicians To develop an understanding of the history of music and know the key characteristics of the music from the 20 th Century and contemporary period To listen with discrimination to the music of Tchaikovsky , Beethoven, Brahms, Britten, Elgar, Vaughn Williams	
Performing	To sing a large repertoire of songs from memory To begin to show an understanding of pulse in music	To use their voices expressively and creatively by singing songs in unison using the correct pitch and speaking chants and rhymes To learn how to play tuned and untuned percussion instruments musically and recognise them by sight and sound To use body percussion in a performance To begin to incorporate dynamics, tempo and pitch in performances		To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To sing and play musically with increasing confidence and control in unison, as a soloist and in two-part singing To understand and use dynamics in vocal and body percussion performances and to use correct language (<i>forte/piano</i>) To read and understand musical notation and use crotchet, quavers, minims, semibreves, crotches and minim rests and a simple 4/4 and ¾ time signature in a performance To learn how to play ukuleles and recorders musically		To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To sing and play musically with increasing confidence and control To incorporate dynamics, tempo, timbre, rhythm and phrasing when performing with instruments To sing with appropriate expression, dynamics, diction and understanding of the lyrics To sing and play simultaneously incorporating the musical elements taught	
Composing		To experiment with, create, select and combine sounds using the inter-related dimensions of music by composing a class composition based on a soundscape using the instruments learnt To follow, perform and direct a graphic notation score in two parts To being to use correct musical terminology when assessing peer compositions To begin to use iPads to record compositions		To use body percussion to perform and compose, record and notate their work as a class and in smaller groups To compose music using the instruments learnt To develop the use of correct musical terminology when assessing peer compositions To use iPads to record compositions		To improvise and compose music for a range of purposes using the inter-related dimensions of music To use and understand staff and other musical notations Develop understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory To confidently apply correct musical language when assessing peer compositions To use iPads to create and record compositions	