



	EYFS	KS1	LKS2	UKS2
Performing – Singing	<ul style="list-style-type: none"> • Sing the pitch of a tone sung by another person (pitch match). • Sing the melodic shape of familiar songs. • Remember and sing entire songs. • Sings in a group and on their own, expressing their feelings and responses. <p>ELG:</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs and rhymes with other, and - when appropriate - try to move in time with the music. 	<ul style="list-style-type: none"> • Learn about voices singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). • Learn to find a comfortable singing position. • Learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> • To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To re-join the song if lost. • To listen to the group when singing. 	<ul style="list-style-type: none"> • To sing in unison and to sing backing vocals. • To demonstrate a good singing posture. • To follow a leader when singing. • To experience rapping and solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune'.
Performing – Instruments	<ul style="list-style-type: none"> • Play instruments with increasing control to express their feelings and ideas. <p>ELG</p> <ul style="list-style-type: none"> • Perform songs and rhymes, and – when appropriate – try to move in time with the music 	<ul style="list-style-type: none"> • Treat instruments carefully and with respect. • Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). • Play the part in time with the steady pulse. • Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> • To treat instruments carefully and with respect. • Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To experience leading the playing by making sure everyone plays in the playing section of the song. 	<ul style="list-style-type: none"> • Play a musical instrument with the correct technique within the context of the Unit song. • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To lead a rehearsal session.

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Improvising</p>	<ul style="list-style-type: none"> • Create their own songs or improvise a song around one they know. 	<ul style="list-style-type: none"> •Clap and Improve – Listen and clap back, then listen and clap your own answer (rhythms of words). • Sing, Play and Improve – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. •Improvise – Take it in turns to improvise using one or two notes. 	<ul style="list-style-type: none"> •Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. • Play and Improve – Using your instruments, listen and play your own answer using two different notes. •Improvise – Take it in turns to improvise using three different notes. 	<ul style="list-style-type: none"> •Improvise using instruments in the context of a song to be performed. • Play and Copy Back - Copy back using instruments. Using 1 – 3 notes. • Question and Answer using instruments. Use three notes in their answer. Always start on a G. •Improvise using 3 notes. • Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Composing</p>	<ul style="list-style-type: none"> • Play instruments with increasing control to express their feelings and ideas. • Create their own songs or improvise a song around one they know. 	<ul style="list-style-type: none"> •Help create three simple melodies with the Units using one, three or five different notes. •Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> •Help create at least one simple melody using one, three or all five different notes. •Plan and create a section of music that can be performed within the context of the unit song. •Talk about how it was created. •Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> •Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. •Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

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Listening	<ul style="list-style-type: none">• Listen with increased attention to sounds.• Respond to what they have heard, expressing their thoughts and feelings.• Listen attentively, move to and talk about music, expressing their feelings and responses.	<ul style="list-style-type: none">• To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.• To learn how songs can tell a story or describe an idea.	<ul style="list-style-type: none">• To confidently identify and move to the pulse.• To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics).• Talk about the music and how it makes them feel.• Listen carefully and respectfully to other people's thoughts about the music.• When you talk try to use musical words.	<ul style="list-style-type: none">• To identify and move to the pulse with ease.• To think about the message of songs.• To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.• Listen carefully and respectfully to other people's thoughts about the music.• Use musical words when talking about the songs.• To talk about the musical dimensions working together in the Unit songs.• Talk about the music and how it makes you feel, using musical language to describe the music.
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