

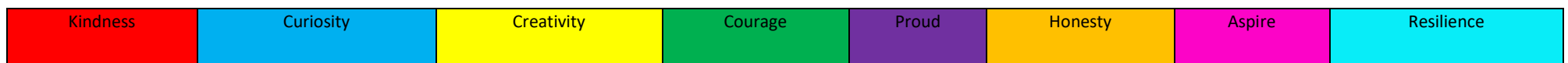


Progression in Music

At Crow Orchard Primary School, our definition of progress is the widening and deepening of essential knowledge, skills, understanding and learning behaviours. We design, organise and sequence both our mixed-age and single year group curriculum to ensure that children are not merely covering content but achieving a depth to their learning which enables them to use their skills and understanding in all areas of the curriculum.

This careful curriculum sequencing means that we build in opportunities to revisit previous learning, which allows them to build on their prior knowledge and gradually develop a deeper understanding of the skills and processes within subjects; at their own pace and in the best possible way for each individual child.

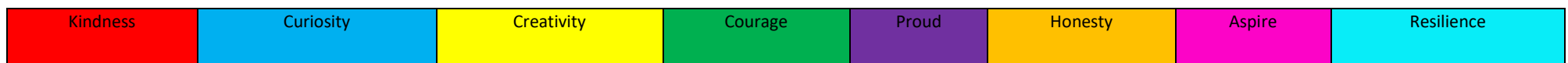
MUSIC	Foundation (Sequence towards KS1)	KS1 (Sequence Towards Lower KS2)		Lower kS2 (Sequence towards upper KS2)		Upper KS2 (Sequence towards the end of KS2)	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Programme of Study	<p>Children sing a range of well-known nursery rhymes and songs.</p> <p>Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and un-tuned 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 	<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. Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 				
Listen and Appraise	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing</p>	<p>Recall and remember short songs and sequences and patterns of sounds.</p> <ul style="list-style-type: none"> • Respond physically when performing, composing and appraising music. 	<p>Identify melodic phrases and play them by ear.</p> <ul style="list-style-type: none"> • Create sequences of movements in response to sounds. • Explore and chose different movements to describe animals. 	<ul style="list-style-type: none"> • Internalise short melodies and play these on pitched percussion (play by ear). • Create dances that reflect musical features. • Identify different moods and textures. 			





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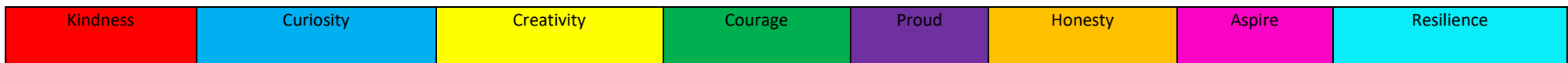
	<p>their thoughts and feelings.</p>	<ul style="list-style-type: none"> • Identify different sound sources. • Identify well-defined musical features. <p>Choose sounds and instruments carefully and make improvements to their own and others' work.</p>	<ul style="list-style-type: none"> • Demonstrate the ability to recognise the use of structure and expressive elements through dance. • Identify phrases that could be used as an introduction, interlude and ending <p>Recognise how music can reflect different intentions.</p>	<ul style="list-style-type: none"> • Identify how a mood is created by music and lyrics. • Listen to longer pieces of music and identify features. <p>Improve their work through analysis, evaluation and comparison.</p>
<p>Explore Sounds</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs</p> <p>Explore the different sounds of instruments</p>	<p>To explore different sound sources.</p> <ul style="list-style-type: none"> • Make sounds and recognise how they can give a message. • Identify and name classroom instruments. • Create and chose sounds in response to a given stimulus. • Identify how sounds can be changed. • Change sounds to reflect different stimuli. • Play instruments in different ways and create sound effects. • Handle and play instruments with control. • Identify different groups of instruments. • Play instruments in different ways and create sound effects. 	<p>Identify ways sounds are used to accompany a song. • Analyse and comment on how sounds are used to create different moods. • Explore and perform different types of accompaniment. • Explore and select different melodic patterns. • Recognise and explore different combinations of pitch sounds.</p> <ul style="list-style-type: none"> • Select instruments to describe visual images. • Choose instruments on the basis of internalised sounds. 	<ul style="list-style-type: none"> • Identify and control different ways percussion instruments make sounds. • Play accompaniments with control and accuracy. • Create different effects using combinations of pitched sounds. • Use ICT to change and manipulate sounds.





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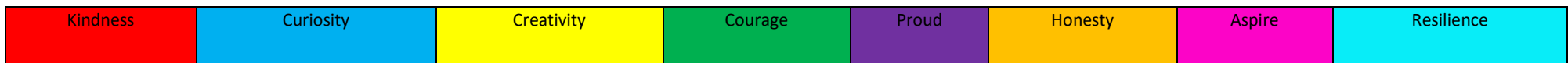
<p>Sing</p>	<p>Sing a large repertoire of songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>To find their singing voice and use their voices confidently.</p> <ul style="list-style-type: none"> • Sing a melody accurately at their own pitch. • Sing with a sense of awareness of pulse and control of rhythm. • Recognise phrase lengths and know when to breathe. • Sing songs expressively. • Follow pitch movements with their hands and use high, low and middle voices. • Begin to sing with control of pitch (e.g. following the shape of the melody). • Sing with an awareness of other performers. 	<ul style="list-style-type: none"> • Sing with confidence using a wider vocal range. • Sing in tune. • Sing with awareness of pulse and control of rhythm. • Recognise simple structures. (Phrases). • Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. • Sing songs and create different vocal effects. • Understand how mouth shapes can affect voice sounds. • Internalise sounds by singing parts of a song 'in their heads.' 	<p>Sing songs with increasing control of breathing, posture and sound projection.</p> <ul style="list-style-type: none"> • Sing songs in tune and with an awareness of other parts. • Identify phrases through breathing in appropriate places. • Sing with expression and rehearse with others. • Sing a round in two parts and identify the melodic phrases and how they fit together. • Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.
<p>Compose</p>	<p>Create their own songs, or improvise a song around one they know</p>	<p>Contribute to the creation of a class composition.</p>	<ul style="list-style-type: none"> • Create textures by combining sounds in different ways. • Create music that describes contrasting moods/emotions. • Improvise simple tunes based on the pentatonic scale. • Compose music in pairs and make improvements to their own work. 	<p>Identify different starting points or composing music.</p> <ul style="list-style-type: none"> • Explore, select combine and exploit a range of different sounds to compose a soundscape. • Write lyrics to a known song. • Compose a short song to own lyrics based on everyday phrases.





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			<ul style="list-style-type: none"> • Create an accompaniment to a known song. • Create descriptive music in pairs or small groups. 	<ul style="list-style-type: none"> • Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.
<p>Musicianship</p> <p><i>Control of rhythm, pulse, pitch</i></p>		<p>Identify the pulse in different pieces of music.</p> <ul style="list-style-type: none"> • Identify the pulse and join in getting faster and slower together. • Identify long and short sounds in music. • Perform a rhythm to a given pulse. • Begin to internalise and create rhythmic patterns. <ul style="list-style-type: none"> • Accompany a chant or song by clapping or playing the pulse or rhythm. • Handle and play instruments with control. <ul style="list-style-type: none"> • Identify different groups of instruments. 	<ul style="list-style-type: none"> • Recognise rhythmic patterns. • Perform a repeated pattern to a steady pulse. • Identify and recall rhythmic and melodic patterns. • Identify repeated patterns used in a variety of music. (Ostinato). • Identify melodic phrases and play them by ear. 	<ul style="list-style-type: none"> • Identify different speeds of pulse (tempo) by clapping and moving. • Improvise rhythm patterns. • Perform an independent part keeping to a steady beat. • Identify the metre of different songs through recognising the pattern of strong and weak beats. • Subdivide the pulse while keeping to a steady beat.
<p>Musical Notation</p>		<p>Perform long and short sounds in response to symbols.</p> <p>Create long and short sounds on instruments.</p>	<ul style="list-style-type: none"> • Play and sing phrase from dot notation. • Record their own ideas. • Make their own symbols as part of a class score. 	<p>Perform using notation as a support.</p> <p>Sing songs with staff notation as support.</p>





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Perform	Explore and engage in music making and dance, performing solo or in groups. Play instruments with increasing control to express their feelings and ideas.	Perform together and follow instructions that combine the musical elements.	Perform in different ways, exploring the way the performers are a musical resource. Perform with awareness of different parts.	Present performances effectively with awareness of audience, venue and occasion.
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