



# Alice Ingham RC Primary School

## Progression in Music

	EYFS	KS1		LKS2		UKS2	
<b>Thread</b>	<p><b>Musical Development Matters</b></p> <p><b>Hearing and Listening</b></p> <p><b>Vocalising and Singing</b></p> <p><b>Moving and Dancing</b></p> <p><b>Exploring and playing</b></p> <p><b>Including Characteristic Of Effective Learning</b></p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</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>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><u>Exploring and Using Media and Materials Early Learning Goal</u></p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>Being Imaginative</u></p>	<p>I can use my voice to speak, sing and chant.</p> <p>I can use instruments to perform.</p> <p>I can clap short rhythmic patterns.</p> <p>I can make different sounds with my mouth and with instruments.</p> <p>I can repeat short rhythmic and melodic patterns.</p> <p>I can make a sequence of sounds.</p> <p>I can respond to different moods in music.</p> <p>I can say whether I like or dislike a piece of music.</p>	<p>I can sing and follow a melody.</p> <p>I can perform simple patterns and accompaniments keeping a steady pulse.</p> <p>I can play simple rhythmic patterns on an instrument.</p> <p>I can sing or clap increasing and decreasing tempo.</p> <p>I can order sounds to create a beginning, middle and an end.</p> <p>I can create music in response to different starting points.</p> <p>I can choose sounds which create an effect.</p> <p>I can use symbols to represent sounds.</p>	<p>I can sing a tune with expression.</p> <p>I can play clear notes on instruments.</p> <p>I can use different elements in my composition.</p> <p>I can create repeated patterns with different instruments.</p> <p>I can compose melodies and songs.</p> <p>I can create accompaniments for tunes.</p> <p>I can combine different sounds to create a specific mood or feeling.</p> <p>I can use musical words to describe a piece of</p>	<p>I can perform a simple part rhythmically.</p> <p>I can sing songs from memory with accurate pitch.</p> <p>I can improvise using repeated patterns.</p> <p>I can use notation to record and interpret sequences of pitches.</p> <p>I can use notation to record compositions in a small group or on my own.</p> <p>I can explain why silence is often needed in music and explain what effect it has.</p> <p>I can identify the character in a piece of music.</p>	<p>I can breathe in the correct place when singing.</p> <p>I can maintain my part while others are performing their part.</p> <p>I can improvise within a group using melodic and rhythmic phrases.</p> <p>I can change sounds or organise them differently to change the effect.</p> <p>I can compose music which meets specific criteria.</p> <p>I can use notation to record groups of pitches (chords).</p>	<p>I can sing in harmony confidently and accurately.</p> <p>I can perform parts from memory.</p> <p>I can take the lead in a performance.</p> <p>I can use a variety of different musical devices in my composition (including melody, rhythms and chords).</p> <p>I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.</p> <p>I can analyse features within</p>

	<p>30-50 months Sings to self and makes up simple songs. Makes up rhythms</p> <p><u>Early Learning</u> <u>Goal- Being Imaginative</u> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>I can choose sounds to represent different things. I can follow instructions about when to play and sing</p>	<p>I can make connections between notations and musical sounds. I can listen out for particular things when listening to music. I can improve my work.</p>	<p>music and compositions. I can use musical words to describe what I like and do not like about a piece of music. I can recognise the work of at least one famous composer. I can improve my work; explaining how it has been improved.</p>	<p>I can identify and describe the different purposes of music. I can begin to identify the style of work of Beethoven, Mozart and Elgar.</p>	<p>I can use my music diary to record aspects of the composition process. I can choose the most appropriate tempo for a piece of music. I can describe, compare and evaluate music using musical vocabulary. I can explain why I think music is successful or unsuccessful. I can suggest improvement to my own work and that of others. I can contrast the work of a famous composer and explain my preferences.</p>	<p>different pieces of music. I can compare and contrast the impact that different composers from different times have had on people of that time.</p>
--	---	---	--	--	---	---	--