

Stelling Minnis CEP School

Music Progression Document



EYFS: How we provide for a foundation of Musical skills and knowledge

Main link: Expressive Arts and Design

The following are potential learning opportunities where our children may develop skills and knowledge of music in readiness for the KS 1 curriculum. Other opportunities may arise as we follow the children's interests.

Give children an insight into new musical worlds	Introduce them to music from across the globe, including traditional and folk music from Britain and Europe	Invite musicians in to play music to children and talk about it – including musicians already working in school	Encourage children to listen attentively to music
Discuss changes and patterns in music as a piece develops	Offer opportunities for children to experience live performance e.g. pantomime and other musical/ theatre/ dance performances	Provide related props/ costumes for children to then incorporate into play their experience of performance	Explore and engage in music making, performing solo and in groups
Notice and encourage children to keep a steady beat, this may be whilst singing, dancing or moving to music or rhyme.	Give children independent opportunities to explore musical instruments – creating their own music	Record and watch back performances	Perform to an audience
Play pitch matching games – humming, singing short phrases to copy	Using songs with and without words	Introduce new songs gradually and repeat them regularly	Perform poetry and rhymes regularly

ELG: EAD: Being Imaginative and Expressive • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Music links throughout all other areas of the EYFS - Communication & Language, Personal, Social & Emotional Development, Physical Development, Literacy, Mathematics and Understanding of the World

EYFS: How we provide for a foundation of musical skills and knowledge

Main link: Expressive Arts and Design

The following are potential learning opportunities where our children may develop skills and knowledge of music in readiness for the KS 1 curriculum. Other opportunities may arise as we follow the children's interests.

Copying and clapping rhythms of names	Copying pulse and rhythm in games, stories and rhymes	Singing throughout the day, in Collective Worship, Celebration performances and Christmas plays	Exploring instruments from the instrument box in the classroom and outside
Listening to a range of music through teacher-led opportunities and independently with CD player/iPad	Sing songs related to our topic/ class book/ celebrations and times of the year e.g. Christmas/ Harvest/ Easter	Explore using own voices through play and specific activities – pitch, dynamics, tempo	Performing to audiences – other classes, Family Worship, Christmas Play
Learn to recite and perform nursery rhymes and songs	Make up/compose own tunes/songs/rhymes/poems	Learn/ copy dance, accompanied by music developing rhythm	Express feeling and emotions related to hearing different genres of music

Music: Key Stage 1

Singing		Playing an instrument	Listening and appreciate	Create own music
<i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>		<i>Pupils should be taught to play tuned and untuned instruments musically</i>	<i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music</i>	<i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music</i>
Year 1	<ul style="list-style-type: none"> • make different sounds with voice and with instruments • follow instructions about when to play and sing 	<ul style="list-style-type: none"> • use instruments to perform and choose sounds to represent different things 	<ul style="list-style-type: none"> • say whether they like or dislike a piece of music 	<ul style="list-style-type: none"> • clap and repeat short rhythmic and melodic patterns • make a sequence of sounds and respond to different moods in music
Year 2	<ul style="list-style-type: none"> • sing or clap increasing and decreasing tempo • perform simple patterns and accompaniments keeping a steady pulse 	<ul style="list-style-type: none"> • play simple rhythmic patterns on an instrument 	<ul style="list-style-type: none"> • make connections between notations and musical sounds 	<ul style="list-style-type: none"> • order sounds to create a beginning, middle and an end • create music in response to different starting points

Music: Key Stage 2

	Performing	Compose	Listen
	<i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	<i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i>	<i>listen with attention to detail and recall sounds with increasing aural memory</i>
Year 3	<ul style="list-style-type: none"> play clear notes on instruments and use different elements in composition 	<ul style="list-style-type: none"> combine different sounds to create a specific mood or feeling 	<ul style="list-style-type: none"> listen carefully and recognise high and low phrases
Year 4	<ul style="list-style-type: none"> sing songs from memory with accurate pitch 	<ul style="list-style-type: none"> use notation to record compositions in a small group or individually 	<ul style="list-style-type: none"> explain why silence is often needed in music and explain what effect it has
Year 5	<ul style="list-style-type: none"> maintain own part whilst others are performing their part 	<ul style="list-style-type: none"> compose music which meets specific criteria choose the most appropriate tempo for a piece of music 	<ul style="list-style-type: none"> repeat a phrase from the music after listening intently.
Year 6	<ul style="list-style-type: none"> sing in harmony confidently and accurately perform parts from memory take the lead in a performance 	<ul style="list-style-type: none"> use a variety of different musical devices in composition (including melody, rhythms and chords). 	<ul style="list-style-type: none"> accurately recall a part of the music listened to

Music: Key Stage 2

	Use and understand	Appreciate	History of music
	<i>use and understand staff and other musical notations</i>	<i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	<i>develop an understanding of the history of music</i>
Year 3	<ul style="list-style-type: none"> • create repeated patterns with different instruments • improve my work; explaining how it has been improved 	<ul style="list-style-type: none"> • use musical words to describe a piece of music and compositions • use musical words to describe what they like and do not like about a piece of music 	<ul style="list-style-type: none"> • recognise the work of at least one famous composer
Year 4	<ul style="list-style-type: none"> • use notation to record and interpret sequences of pitches 	<ul style="list-style-type: none"> • identify and describe the different purposes of music 	<ul style="list-style-type: none"> • begin to identify the style of work of Beethoven, Mozart and Elgar
Year 5	<ul style="list-style-type: none"> • use music diary to record aspects of the composition process 	<ul style="list-style-type: none"> • describe, compare and evaluate music using musical vocabulary • explain why they think music is successful or unsuccessful 	<ul style="list-style-type: none"> • contrast the work of a famous composer with another and explain preferences
Year 6	<ul style="list-style-type: none"> • analyse features within different pieces of music 	<ul style="list-style-type: none"> • evaluate how the venue, occasion and purpose affects the way a piece of music is created 	<ul style="list-style-type: none"> • compare and contrast the impact that different composers from different times have had on people of that time