









WESTON C OF E PRIMARY SCHOOL

MUSIC PROGRESSION DOCUMENT



EYFS - Being Expressive and Imaginative						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>Explores and learns how sounds and movements can be changed</p> <p>Continues to explore moving in a range of ways</p> <p>To sing and perform nursery rhymes</p> <p>To join in with whole school singing assemblies</p> <p>To experiment with different instruments and their sounds</p> <p>To talk about whether they like or dislike a piece of music</p> <p>To create musical patterns using body percussion</p> <p>To use costumes and resources to act out narratives</p> <p>Plays alongside other children who are engaged in the same theme</p>	<p>Enjoys joining in with moving, dancing and ring games</p> <p>Sings familiar songs</p> <p>To perform a song in the Christmas Play</p> <p>To learn and perform a poem at the Christmas Concert</p> <p>To join in with whole school singing assemblies</p> <p>To pitch match</p> <p>To sing the melodic shape of familiar songs</p> <p>To begin to build up a repertoire of songs</p> <p>To sing entire songs</p> <p>To use costumes and resources to act out narratives</p> <p>Engages in imaginative play based on own ideas or first-hand or peer experiences.</p>	<p>Taps out simple repeated rhythms</p> <p>To join in with whole school singing assemblies</p> <p>To create musical patterns using untuned instruments</p> <p>To begin to create costumes and resources for role play</p> <p>Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</p> <p>Engages in imaginative play based on own ideas or first-hand or peer experiences.</p>	<p>Taps out simple repeated rhythms</p> <p>To perform songs at the Easter Concert</p> <p>To join in with whole school singing assemblies</p> <p>To associate genres of music with characters and stories</p> <p>To create costumes and resources for role play</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects</p> <p>Introduces a storyline or narrative into their play</p>	<p>Taps out simple repeated rhythms</p> <p>Develops an understanding of how to create and use sounds intentionally</p> <p>Begins to build a collection of songs and dances</p> <p>To move in time to music</p> <p>To learn dance routines</p> <p>To join in with whole school singing assemblies</p> <p>To act out well know stories</p> <p>To follow a musical pattern to play tuned instruments</p> <p>To create narratives based around stories</p> <p>Responds imaginatively to art works and objects</p> <p>Introduces a storyline or narrative into their play</p>	<p>Taps out simple repeated rhythms</p> <p>Develops an understanding of how to create and use sounds intentionally</p> <p>Builds a collection of songs and dances</p> <p>Makes music in a range of ways</p> <p>To listen to poems and create their own</p> <p>To join in with whole school singing assemblies</p> <p>To create own compositions using tuned instruments</p> <p>To invent their own narratives, making costumes and resources</p> <p>Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative</p>	<p><i>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</i></p>

	AREA OF SKILL	YEAR 1/2	YEAR 3/4	YEAR 5/6	
LISTEN AND APPRAISE	LISTENING 	Listen to a piece of music, identifying if it is fast or slow, happy or sad. Describe how an instrument has been used to represent a sound or object (e.g. a flute for a bird or a drum for thunder). Begin to recall sounds.	Recognise changes in the music, using words like 'pitch' (high/low), 'timbre' (sound quality), 'dynamics' (loud or soft) and 'tempo' (fast or slow). Describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with increasing aural memory.	Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects. Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music.	
	APPRAISING 	State what they like or dislike about a piece of music. Explain what they like or dislike about a piece of music and why. Respond to different moods in Music.	Compare and contrast two pieces of music on the same theme or in the same musical genre. Appreciate and listen to music drawn from different traditions, cultures and composers.	Appreciate and understand high quality music, both live and recorded. Recognise and describe music and musical instruments from different periods in history. Listen to and comment on the work of musicians and composers, indicating own preferences. Explain the influence of historical events on music.	
PLAY AND PERFORM	SINGING 	Use voices in different ways such as speaking, singing and chanting. To sing with the sense of shape of the melody. Use own voice in different ways, including using a loud or soft voice, and sing simple repeated phrases.	To sing in unison, becoming aware of pitch. To sing in unison maintaining the correct pitch and using increasing expression.	To sing in unison with clear diction, controlled pitch and sense of phrase. Maintain a simple part within an ensemble. To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.	
	PLAYING INSTRUMENTS 	Create and choose Sounds. Perform simple rhythmical patterns, beginning to show an awareness of pulse. Create and choose sounds for a specific effect. Perform rhythmical patterns and accompaniments, keeping a steady pulse.	Perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. Play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	Play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. Play and perform with accuracy, fluency, control and expression.	
	PULSE AND RHYTHM 	Copy a simple rhythm by clapping or using percussion. Begin to show an awareness of pulse. Identify the difference between rhythm and pulse.	Create and repeat extended rhythmic patterns, vocally or by using clapping. Create and repeat extended rhythmic patterns, using a range of percussion and tuned instruments.	Create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals). Create complex rhythmic patterns, using a variety of instrumentation with an awareness of timbre (quality of sound) and duration (length of notes and intervals).	
	PERFORM 	Perform with awareness of others (e.g. take turns in a performance and sing/play with peers).	Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments.	Perform significant parts from memory and from notation, either on a musical instrument or vocally. Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing.	Take the lead in performances and provide suggestions to others.

COMPOSE	COMPOSITION 	Make sounds in different ways, including hitting, blowing and shaking. To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	Carefully choose instruments to combine layers of sound, showing awareness of the combined effect. Shape composition, considering dynamics, timbre and tempo.	Improvise and notate musical phrases to develop compositions. Compose a piece of music based on a theme (e.g. a film or a special event).
	NOTATION 	Begin to represent sounds with drawings. Follow a simple piece of written rhythmic notation.	Use written symbols both standard and invented to represent sounds. Follow a basic melody line, using standard notation.	Perform from simple notation on tuned/untuned instruments. Recognise/use staff and notation when composing to plan, revise and refine musical material.

Inter-related dimensions of music (dynamics):

PULSE: the steady beat of a piece of a piece of music

PITCH: the melody and the way the notes change from low to high and vice versa.

RHYTHM: or duration is the pattern of long and short sounds in a piece of music

DYNAMICS: Loud and soft

TEMPO: Fast and slow

TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)

TEXTURE: Layers of sound (number of instruments or voices playing together)

STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.