

## Long term progression planning for Music

National Curriculum aims	Y1 - Y2	Y3 - Y 4	Y5 - Y6
<p><b>Key stage 1</b> Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p><b>Key stage 2</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<ul style="list-style-type: none"> <li>• To find their singing voice and use their voices confidently.</li> <li>• Sing a melody accurately at their own pitch.</li> <li>• Sing with a sense of awareness of pulse and control of rhythm. Recognise phrase lengths and know when to breathe.</li> <li>• Sing songs expressively.</li> <li>• Follow pitch movements with their hands and use high, low and middle voices.</li> <li>• Begin to sing with control of pitch (e.g. following the shape of the melody).</li> <li>• Sing with an awareness of other performers.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing with confidence using a wider vocal range.</li> <li>• Sing in tune.</li> <li>• Sing with awareness of pulse and control of rhythm.</li> <li>• Recognise simple structures. (Phrases). Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</li> <li>• Sing songs and create different vocal effects.</li> <li>• Understand how mouth shapes can affect voice sounds.</li> <li>• Internalise sounds by singing parts of a song 'in their heads.'</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs with increasing control of breathing, posture and sound projection.</li> <li>• Sing songs in tune and with an awareness of other parts. Identify phrases through breathing in appropriate places.</li> <li>• Sing with expression and rehearse with others.</li> <li>• Sing a round in two parts and identify the melodic phrases and how they fit together.</li> <li>• Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice</li> </ul>
<p><b>KS1</b> <b>listen</b> with concentration and understanding to a range of high-quality live and recorded music</p> <p><b>Key stage 2</b> <b>listen</b> with attention to detail and recall sounds with increasing aural memory</p>	<ul style="list-style-type: none"> <li>• Recall and remember short songs and sequences and patterns of sounds.</li> <li>• Respond physically when performing, composing and appraising music. Identify different sound sources. Identify well-defined musical features</li> </ul>	<ul style="list-style-type: none"> <li>• Identify melodic phrases and play them by ear.</li> <li>• Create sequences of movements in response to sounds.</li> <li>• Explore and chose different movements to describe animals.</li> <li>• Demonstrate the ability to recognise the use of structure and expressive elements through dance.</li> </ul>	<ul style="list-style-type: none"> <li>• Internalise short melodies and play these on pitched percussion (play by ear).</li> <li>• Create dances that reflect musical features.</li> <li>• Identify different moods and textures. Identify how a mood is created by music and lyrics.</li> <li>• Listen to longer pieces of music and identify features.</li> </ul>

		<ul style="list-style-type: none"> <li>Identify phrases that could be used as an introduction, interlude and ending</li> </ul>	
<p><b>Key Stage 1</b> Play tuned and untuned instruments musically</p> <p><b>Key Stage 2</b> Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<ul style="list-style-type: none"> <li>Identify the pulse in different pieces of music.</li> <li>Identify the pulse and join in getting faster and slower together.</li> <li>Identify long and short sounds in music.</li> <li>Perform a rhythm to a given pulse.</li> <li>Begin to internalise and create rhythmic patterns.</li> <li>Accompany a chant or song by clapping or playing the pulse or rhythm</li> </ul>	<ul style="list-style-type: none"> <li>Recognise rhythmic patterns.</li> <li>Perform a repeated pattern to a steady pulse.</li> <li>Identify and recall rhythmic and melodic patterns.</li> <li>Identify repeated patterns used in a variety of music. (Ostinato).</li> </ul>	<ul style="list-style-type: none"> <li>Identify the different speeds of pulse (tempo) by clapping and moving.</li> <li>Improvise rhythm patterns.</li> <li>Perform an independent part keeping to a steady beat.</li> <li>Identify the metre of different songs through recognising the pattern of strong and weak beats.</li> <li>Subdivide the pulse while keeping to a steady beat.</li> </ul>
<p>Key stage 1 Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><b>Key stage 2</b> 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>	<ul style="list-style-type: none"> <li>To explore different sound sources.</li> <li>Make sounds and recognise how they can give a message.</li> <li>Identify and name classroom instruments.</li> <li>Create and chose sounds in response to a given stimulus.</li> <li>Identify how sounds can be changed.</li> <li>Change sounds to reflect different stimuli.</li> </ul>	<ul style="list-style-type: none"> <li>Identify ways sounds are used to accompany a song.</li> <li>Analyse and comment on how sounds are used to create different moods.</li> <li>Explore and perform different types of accompaniment.</li> <li>Explore and select different melodic patterns.</li> <li>Recognise and explore different combinations of pitch sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Skills development in 'Control of instruments' and 'Composition'.</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ul>