

Coleham Primary School MUSIC progression.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SINGING	<p align="center">SINGING ASSEMBLY</p> <p>Enjoy joining in with chants, rhymes, actions (including Makaton), call and response and simple songs.</p> <p>Sing in unison, small and large groups and have the opportunity to sing solo.</p> <p>Sing broadly in tune with a sense of melody shape and respond to sounds that change e.g., dynamics, tempo.</p> <p>Respond and react to simple visual instructions from a leader e.g., count in, slow down.</p>			<p align="center">SINGING ASSEMBLY</p> <p>Enjoy singing with increasing confidence, fluency and expression, songs from different traditions, genres and times.</p> <p>Sing accurately and in tune within a wider pitch range and appropriate vocal range.</p> <p>Uses voice in a variety of ways including vocal warm-ups.</p> <p>Sing rounds in up to three/four parts, partner songs, use Makaton/BSL and explore vocal harmony.</p> <p>Respond and react to instructions from a leader and have the opportunity to lead a group, directing musical changes.</p>			
PERFORMING/PLAYING	<p>Make sounds confidently in different contexts by tapping, shaking, or blowing using body and objects.</p> <p>Show control in naming, holding and playing instruments.</p> <p>Make rhythmic patterns by repeating sounds.</p> <p>Start and stop to a variety of signals.</p> <p>Play instruments with an awareness of others.</p>	<p>WC UKULELE</p> <p>To play the ukulele.</p> <p>Play solo, together in small/large groups.</p>	<p>Enjoy playing and exploring sounds.</p> <p>Control and demonstrate changes in dynamics and tempo.</p> <p>Show control, playing clearly and with increasing confidence.</p> <p>Recognise difference between long and short sounds.</p> <p>Recognise and copy simple patterns of long/short sounds.</p> <p>Play from a picture/graphic score.</p>	<p>WC RECORDER</p> <p>To play the recorder to a basic level.</p> <p>Play simple tunes reading notation and using expression.</p> <p>Play solo, together in small/large groups.</p> <p>Play simple pieces in two (differentiated) parts.</p>	<p>Confidently explore and create sounds including using music technology.</p> <p>Indicate steady beat by movement, including silence.</p> <p>Play instruments with clarity, controlling subtle changes in dynamics and tempo.</p> <p>Perform simple rhythmic patterns and melodies to an internalised pulse.</p> <p>Play using various notation.</p> <p>Maintain own part in a group with awareness.</p> <p>Recognise melodic line and accompaniment in a texture.</p>	<p>WC PERCUSSION</p> <p>To play tuned and untuned percussion instruments effectively.</p> <p>Lead a group and follows a leader directing changes in musical expression.</p> <p>Organise sounds effectively using a variety of instruments or music technology and styles.</p>	<p>Create and perform sounds with accuracy including with music technology.</p> <p>Perform complex rhythmic patterns, recognising changes in metre.</p> <p>Understand how texture might vary.</p> <p>Play using notation.</p> <p>Perform confidently in a group and solo with expression and variety and maintain an independent part in an ensemble.</p> <p>To select a previously learnt instrument and continue in more depth/sophistication</p>

Coleham Primary School MUSIC progression.

<p>COMPOSING/IMPROVISING</p>	<p>Experiment with making sounds with voice, body & objects.</p> <p>Create music based on a theme.</p> <p>Fill in missing word from a rhyme or song, makes up alternative endings.</p> <p>Create own songs using familiar structures.</p> <p>Plays instruments to match the structure of the music.</p> <p>Use facial expressions or vocal changes to indicate moods or emotions.</p> <p>Improvise new pieces in time and in tune.</p> <p>Tap syllable patterns of words.</p>	<p>Explore sounds with voice, body or instruments.</p> <p>Improvise within given songs, chants or ostinati.</p> <p>Improvise simple rhythms or tunes.</p> <p>Use pictures, graphic symbols, or rhythm notation as support to improvise, compose or record own music.</p>	<p>Explore sounds with voice, body or instruments.</p> <p>Improvise within given songs, chants or ostinati.</p> <p>Improvise to demonstrate a musical idea.</p> <p>Improvise simple rhythms or tunes.</p> <p>Use pictures, graphic symbols, or rhythm notation as support to improvise, compose or record own music.</p> <p>Contribute ideas to a composition and perform this as solo or as group/class.</p>	<p>Explore sounds with voice, body or instruments.</p> <p>Improvise within given songs, chants or ostinati.</p> <p>Improvise simple rhythms or tunes.</p> <p>Use given or own notation to improvise, compose and record compositions.</p> <p>Contribute ideas to a composition and perform this as solo or as group/class.</p>	<p>Explore and improvise sounds and musical patterns with voice, body or instruments and music technology.</p> <p>Improvise with growing confidence and control to demonstrate musical changes and contrasts, and to communicate ideas or moods.</p> <p>Create rhythms, melodies, lyrics, loops and accompaniments within simple structures.</p> <p>Use given or own notation to improvise, compose and record compositions.</p>	<p>Select and use instruments, creative sound-makers, and music technology, or playing techniques to improvise sounds or patterns.</p> <p>Select, order, combine and changes sounds, imaginatively and with expression, to represent ideas, moods, or feelings, or tell a story.</p> <p>Use notation to improvise, compose and record own compositions.</p>	<p>Select, order, combine and change sounds, imaginatively and with expression to represent ideas, moods, feelings or tell a story.</p> <p>Improvise imaginatively and expressively with voice, instruments and music technology using inter-related dimensions of music.</p> <p>Use notation to support and record compositions.</p>
<p>LISTENING/EXPLORING</p>	<p>EYFS</p> <p>Attend to music all the way through.</p> <p>Identify different sounds.</p> <p>Recognise distinctive chunks of music and accurately anticipate changes.</p> <p>Increasingly join in with regular songs or rhymes.</p> <p>Respond to a wide variety of different sounds, regular beats, and patterns of regular change in sound.</p> <p>Combine moving, singing, and playing.</p> <p>Move in time to the pulse.</p> <p>Imitate a set of dance steps that are associated with a piece of music/song.</p> <p>Describe the mood of music and sounds of instruments.</p>	<p>KS1</p> <p>Listen with growing focus to a range to high quality live and recorded music.</p> <p>Listen out for, and respond to sounds that differ e.g., in dynamics, pitch, timbre, tempo, etc.</p> <p>Recall simple rhythmic and melodic phrases.</p> <p>Respond to sounds or music through physical movements.</p> <p>Listen and share comments and opinions about music, including own work.</p>	<p>LKS2</p> <p>Listen to, and comment on, high quality live and recorded music from different traditions, genre, styles and times with increasing focus and attention to detail.</p> <p>Listen to several layers of sound, identifying musical elements or features and discussing their effect.</p> <p>Listen to and recall simple tunes, played or notated rhythms with increasing accuracy.</p> <p>Respond to music through movement.</p> <p>Appreciate, understand music from different traditions, composers, musicians and explore instruments of the orchestra.</p>	<p>UKS2</p> <p>Listen to and evaluate a range of high quality live and recorded music from different traditions, genre, styles and times with concentration and discernment, and share opinions, using musical language.</p> <p>Listen to several layers of sound, identifying musical elements or features, discussing their effect, and justifying ideas.</p> <p>Listen and accurately recall melodies, rhythms, notated music, or separate parts in a group.</p> <p>Respond to music through movement to show understanding of mood, ideas, or musical features.</p> <p>Listen to own work and others with discernment, and share opinions, using these ideas to improve own work.</p>			