



Bow Community Primary School



Music progression

	Year R	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Coverage	<p>Links to communication and language.</p> <ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. <p>Links to physical development.</p> <ul style="list-style-type: none"> Combine different movements with ease and fluency. <p>Links to expressive arts and design.</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. 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. 	<ul style="list-style-type: none"> Use voices expressively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression Compose music using the inter-related dimensions of music separately and in combination Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high quality live and recorded music from different traditions and from great musicians and composers Develop an understanding of the history of music. 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression Improvise and compose music using the inter-related dimensions of music separately and in combination Listen with attention to detail and recall sounds with increasing aural memory Use and understand the basics of staff and other musical notations Appreciate and understand a wide range of high quality live and recorded music from different traditions and from great musicians and composers Develop an understanding of the history of music
Music Skills				
Singing Songs	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> To find their singing voice and use their voices confidently. Sing a melody accurately 	<ul style="list-style-type: none"> Sing with confidence using a wider vocal range. Sing in tune. 	<ul style="list-style-type: none"> Sing songs with increasing control of breathing, posture and sound projection.

	<ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs and rhymes with others. 	<ul style="list-style-type: none"> • Sing with a sense of awareness of pulse and control of rhythm. • Recognise phrase lengths and know when to breathe. • Follow pitch movements with their hands and use high, low and middle voices. • Begin to sing with control of pitch • Sing with an awareness of other performers. 	<ul style="list-style-type: none"> • Sing with awareness of pulse and control of rhythm. • Recognise simple structures. • Sing expressively with awareness and control at the expressive elements. • Sing songs and create different vocal effects. • Understand how mouth shapes can affect voice sounds. • Internalise sounds by singing parts of a song 'in their heads.' 	<ul style="list-style-type: none"> • Sing songs in tune and with an awareness of other parts. • Identify phrases through breathing in appropriate places. • Sing with expression and rehearse with others. • Sing a round in two parts and identify the melodic phrases and how they fit together. • Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.
Listening, memory and movement.	<ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<ul style="list-style-type: none"> • Recall and remember short songs and sequences and patterns of sounds. • Respond physically when performing, composing and appraising music. • Identify different sound sources. • Identify well-defined musical features. 	<ul style="list-style-type: none"> • Identify melodic phrases and play them by ear. • Create sequences of movements in response to sounds. • Explore and chose different movements to describe animals. • Demonstrate the ability to recognise the use of structure and expressive elements through dance. • Identify phrases that could be used as an introduction, interlude and ending. 	<ul style="list-style-type: none"> • Internalise short melodies and play these on pitched percussion (play by ear). • Create dances that reflect musical features. • Identify different moods and textures. • Identify how a mood is created by music and lyrics. • Listen to longer pieces of music and identify features.
Exploring sounds, melody and instruments	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. 	<ul style="list-style-type: none"> • To explore different sound sources. • Make sounds and recognise how they can give a message. • Identify and name classroom instruments. • Create and chose sounds in response to a given stimulus. • Identify how sounds can be changed. • Play instruments in different ways and create sound effects. • Handle and play instruments with control. • Identify different groups of instruments. • Change sounds to reflect different stimuli. 	<ul style="list-style-type: none"> • Identify ways sounds are used to accompany a song. • Analyse and comment on how sounds are used to create different moods. • Explore and perform different types of accompaniment. • Explore and select different melodic patterns. • Recognise and explore different combinations of pitch sounds. Identify melodic phrases and play them by ear. • Select instruments to describe visual images and on the basis of internalised sounds. 	<ul style="list-style-type: none"> • Identify and control different ways percussion instruments make sounds. • Play accompaniments with control and accuracy. • Create different effects using combinations of pitched sounds. • Use ICT to change and manipulate sounds.
Controlling pulse and rhythm	<ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> • Identify the pulse in different pieces of music. • Identify the pulse and join in getting faster and slower together. • Identify long and short sounds in music. 	<ul style="list-style-type: none"> • Recognise rhythmic patterns. • Perform a repeated pattern to a steady pulse. • Identify and recall rhythmic and melodic patterns. 	<ul style="list-style-type: none"> • Identify different speeds of pulse (tempo) by clapping and moving. • Improvise rhythm patterns. • Perform an independent part keeping to a steady beat.

		<ul style="list-style-type: none"> • Perform a rhythm to a given pulse. • Begin to internalise and create rhythmic patterns. • Accompany a chant or song by clapping or playing the pulse or rhythm. 	<ul style="list-style-type: none"> • Identify repeated patterns used in a variety of music. (Ostinato). 	<ul style="list-style-type: none"> • Identify the metre of different songs through recognising the pattern of strong and weak beats. • Subdivide the pulse while keeping to a steady beat.
Composition		<ul style="list-style-type: none"> • Contribute to the creation of a class composition. • Begin to create own music independently • Compose music in pairs and make improvements to their own work. 	<ul style="list-style-type: none"> • Create textures by combining sounds in different ways. • Create music that describes contrasting moods/emotions. • Improvise simple tunes based on the pentatonic scale. • Create an accompaniment to a known song. • Create descriptive music in pairs or small groups. 	<ul style="list-style-type: none"> • Identify different starting points or composing music. • Explore, select combine and exploit a range of different sounds to compose a soundscape. • Write lyrics to a known song. • Compose a short song to own lyrics based on everyday phrases. • Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.
Performance and Evaluation	<ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<ul style="list-style-type: none"> • Perform together and follow instructions that combine the musical elements. Choose sounds and instruments carefully and make improvements to their own and others' work. 	<ul style="list-style-type: none"> • Perform in different ways, exploring the way the performers are a musical resource. • Perform with awareness of different parts. • Recognise how music can reflect different intentions. 	<ul style="list-style-type: none"> • Present performances effectively with awareness of audience, venue and occasions • Improve work through analysis, evaluation and comparison.