

Progression in Music at Harefield Primary school

Key concepts and components		<u>EYFS</u>	<u>Year 1 and 2</u>	<u>Year 3 and 4</u>	<u>Year 5 and 6</u>
Singing	Components: Tonality, melody and harmony	<p>Knowing nursery rhymes and joining in.</p> <p>Remembering and singing entire songs</p> <p>Singing in a group, trying to keep in time, building to staying in time and matching melody.</p>	<p>Introduction to singing accurately and following a melody.</p> <p>Imitate changes in pitch.</p> <p>Sing together</p> <p>Take part in singing, accurately following the melody and follow instructions on how and when to sing or play an instrument</p> <p>Maintain a simple part within a group and perform an instrument with control and awareness of others.</p> <p>Follow instructions on how and when to sing or play.</p>	<p>Pronounce words within a song clearly and sing in tune, showing control of voice.</p> <p>Sing from memory with accurate pitch.</p> <p>Sing in tune</p> <p>Maintain a simple part within a group.</p> <p>Pronounce words within a song clearly.</p> <p>Show control of voice.</p>	<p>Perform with controlled breathing and skilled playing.</p> <p>Sing or play expressively in tune.</p> <p>Perform solos or part of an ensemble.</p> <p>Perform solos or as part of an ensemble.</p> <p>Hold a part within a round.</p> <p>Sing a harmony part confidently and accurately.</p> <p>Sing or play from memory with confidence.</p> <p>Sustain a drone or a melodic ostinato to accompany singing.</p> <p>Sing or play expressively and in tune.</p>

**Key concepts and
components**

EYFS

Year 1 and 2

Year 3 and 4

Year 5 and 6

Performing with instruments	Components: timbre, form and dynamics	<p>Naming instruments (marracas, tambourines, triangles, glockenspiel)</p> <p>Exploring and using instruments to create sounds with different equipment (hands, sticks, etc) and exploring fast and slow.</p> <p>Changing the tempo and dynamics whilst playing instruments.</p> <p>Moving in time to music</p> <p>Performing songs</p>	<p>Develop and understanding of tempo using instruments and body percussion</p> <p>Begin to categorise percussion instruments and perform repeating rhythm patterns and sing together.</p> <p>Categorise untuned percussion instruments and perform repeating rhythm patterns.</p> <p>Use drones as accompaniments.</p> <p>Perform an instrument with control and awareness of others.</p> <p>Tell the difference between a pulse and a rhythm and show pulse and rhythm using body percussion and instruments.</p> <p>Use symbols to represent a composition and use them to help with a performance.</p> <p>Follow instructions on and how and when to play or sing an instrument.</p>	<p>Maintain a simple part within a group</p> <p>Play notes on an instrument with care so that they are clear.</p> <p>(Compose) and perform melodic songs.</p>	<p>Perform with controlled breathing and skilful playing.</p> <p>Sing or play expressively in tune.</p> <p>Perform solos as part of an ensemble.</p> <p>Sing or play from memory with confidence.</p>
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Listening and appraising	Components: tonality and texture	<p>Talking about the different sounds some instruments make – loud and quiet.</p> <p>Listening to different piece of music and checking how they changed our moods and discussing this.</p> <p>Recognising some instruments in music.</p> <p>Listening to and starting to describe different types of music.</p>	<p>Evaluate music using musical vocabulary to identify areas of likes and dislikes. (appraisal)</p> <p>Begin to develop an understanding of pitch, dynamics and tempo.</p> <p>Consolidate discussion on the effect that music has on our mood and feelings. CHANGED AS THEY ALSO DO THIS IN YR R</p> <p>Identify the beat of a tune (listening to music)</p> <p>Begin to listen and response to music movement.</p> <p>Recognise changes in timbre, dynamics and pitch.</p>	<p>Use the terms texture, beat and silence to describe and play music.</p> <p>Understand layers of sounds and discuss their effect on mood and feelings.</p> <p>Evaluate music to identify areas of likes and dislikes (also appraising).</p> <p>Use the terms pitch, beat and tempo.</p> <p>Develop an appreciation of different musical traditions and genres.</p>	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music. (5)</p> <p>Choose from a wide range of vocabulary to accurately describe and appraise music including: timbre, texture, accompaniments and solos.</p>

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Improvise and compose	Components: rhythm, melody, form and timbre.	<p>Creating their own songs, improvising a song around one they know.</p>	<p>Begin to create a soundscape and create a graphic score.</p> <p>Begin to create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>Clap rhythms and create short musical patterns</p> <p>Use notation cards to create a mixture of different sounds.</p> <p>Choose sounds to create an effect.</p>	<p>Create repeated patterns with a range of instruments.</p> <p>Choose order, combine and control sounds to create an effect.</p> <p>Compose and perform melodic songs.</p> <p>Use digital technologies to compose pieces of music.</p> <p>Use sound to create abstract effects.</p>	<p>Use digital technologies to compose pieces of music.</p> <p>Create an accompaniment.</p> <p>Thoughtfully select elements for a piece in order to gain a desired effect.</p> <p>Create songs with a verse and a chorus.</p> <p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Combine a variety of musical devices including melody, rhythm and chords.</p>

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Notation	Components: rhythm form and dynamics	<p>Clapping and stamping to a beat building to being able to keep a steady beat whilst singing.</p>	<p>Begin to create a soundscape and create a graphic score.</p> <p>Use symbols to represent a composition and use them to help with a performance.</p>	<p>Devise non-standard symbols to indicate when to play and rest.</p> <p>Begin to recognise the symbols for a minim, crochet and semibreve and say how many beats they represent.</p>	<p>Read and create notes on the musical stave.</p> <p>Use the standard musical notation of crochet, minim and semibreve to indicate how many beats to play.</p> <p>Understand the purpose of base and treble clefs and use them in transcribing compositions.</p> <p>Combine a variety of musical devices including melody, rhythm and chords.</p>