

Millhouse Primary School Music Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum		<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>			
Singing	<p>Learn rhymes, poems and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Control vocal dynamics, duration and timbre (Unit 4)</p> <p>Use voices to create descriptive sounds (Unit 12)</p> <p>Create, respond to, place and change vocal sounds</p> <p>Understand (recognise) pitch: make high and low vocal sounds</p> <p>Sing a song together as a group</p> <p>Combine voices and movement to perform a chant and a song</p>	<p>Prepare and improve a performance using movement, voice and percussion (Unit 12)</p> <p>Develop the use of vocal sounds to express feelings</p> <p>Sing with expression, paying attention to the pitch shape of the melody</p>	<p>Sing in two-part harmony (Unit 1)</p>	<p>Sing a song with three simple independent parts (Unit 10)</p> <p>Combine singing, playing and dancing in a performance (Unit 11)</p>	<p>Sing and play percussion in a group piece with changes in tempo and dynamics (Unit 5)</p>	<p>Demonstrate understanding of pitch through singing from simple staff notation (Unit 1)</p> <p>Demonstrate understanding of beat and syncopation through singing and body percussion (Unit 1)</p>
Playing Instruments	<p>Explore and engage in music making, performing solo or in groups.</p>	<p>Explore and control dynamics, duration, and timbre with instruments (Unit 4)</p> <p>Use instruments to create descriptive sounds (Unit 12)</p>	<p>Use instruments expressively in response to visual stimuli (Unit 12)</p> <p>Perform a steady beat and simple rhythms using movement, percussion, and body percussion</p> <p>Explore and develop an understanding of pitch using percussion instruments</p>	<p>Accompany a song with a melodic ostinato on tuned percussion (Unit 1)</p> <p>Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion (Unit 6)</p>	<p>Play and sing repeated patterns (ostinati) from staff notation (Unit 10)</p> <p>Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations (Unit 11)</p>	<p>Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities (Unit 5)</p> <p>Perform music together in synchronisation with a short movie (Unit 5)</p>	<p>Demonstrate coordination and rhythm skills by participating in a complex circle game (Unit 1)</p> <p>Play a chordal accompaniment to a piece (Unit 3)</p> <p>Follow and interpret a complex graphic score for four instruments (Unit 3)</p>

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			Understand and play from simple notation			*SEE RECORDER UNIT SKILLS BELOW	
Improvising/ exploring	Listen attentively, move to and talk about music, expressing their feelings and responses.	Improvise descriptive music (Unit 4) Respond to music through movement (Unit 4) Learn to play percussion with control (e.g. changing dynamics) Identify and keep a steady beat using instruments Play fast, slow, loud, and quiet sounds on percussion instruments	Explore different ways to organise music (Unit 10) Perform a steady beat and simple rhythms using movement, percussion, and body percussion Explore and develop an understanding of pitch using percussion instruments	Improvise to an ostinato accompaniment (Unit 6)	Understand syncopation and clap improvised off-beat rhythms (Unit 10)	Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities (Unit 5) Learn about and explore techniques used in movie soundtracks (Unit 5)	Devise, combine and structure rhythms through dance (Unit 1)
Composing	Explore and engage in music making, performing solo or in groups.	Create a picture in sound (Unit 12) Explore, create and place vocal and body percussion sounds Explore and develop an understanding of pitch using the voice and body movements	Perform and create simple three- and four-beat rhythms using a simple score (Unit 10) Notate pitch shape and duration using simple line graphics Combine pitch changes with changes in other elements/dimensions	Select descriptive sounds to accompany a poem (Unit 1) Choose different timbres to make an accompaniment (Unit 1)	Compose a fanfare (Unit 11)	Use the musical dimensions to create and perform music for a movie (Unit 5) Evaluate and refine compositions with reference to the inter-related dimensions of music (Unit 5) Create sounds for a movie, following a timesheet (Unit 5)	Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music (Unit 3)

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Listening	Listen carefully to rhymes and songs, paying attention to how they sound.	Understand musical structure by listening and responding through movement (Unit 12)	Identify ways of producing sounds (e.g. shake, strike, pluck) Use simple musical vocabulary to describe music Identify rising and falling pitch	Listen to and learn about a Romantic piece of music (Unit 6)	Match short rhythmic phrases with rhythm notation (Unit 10) Listen to and learn about Renaissance instruments (Unit 11)	Demonstrate understanding of the effect of music in movies (Unit 5)	Follow and interpret a complex graphic score for four instruments (Unit 3)
Appraising	Listen attentively, move to and talk about music, expressing their feelings and responses.	Identify a sequence of sounds (structure) in a piece of music (Unit 4) Identify a repeated rhythm pattern Understand musical structure by listening and responding through movement	Use simple musical vocabulary to describe music (Unit 12) Listen, describe and respond to contemporary orchestral music (Unit 12)	Identify the metre in a piece of music (Unit 6) Recognise rhythm patterns in staff notation (Unit 6)	Identify the metre of a new song or piece (Unit 10) Listen to and analyse 20th century ballet music (Unit 10)	(Unit 5) Evaluate and refine compositions with reference to the inter-related dimensions of music (Unit 5)	Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music (Unit 3)
Curriculum map (Key Stage 1 – 2 year cycle/ Key Stage 2 – lower and upper key stage 2)		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☑ use their voices expressively and creatively 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. 		<p>Pupils should be taught to 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> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☑ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ☑ improvise and compose music for a range of purposes using the inter-related dimensions of music ☑ listen with attention to detail and recall sounds with increasing aural memory ☑ use and understand staff and other musical notations ☑ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ☑ develop an understanding of the history of music. 			
Music Express units are used as a basis of our scheme of work.		<p>Cycle 1 Weather (Unit 4 Year 1) Travel (Unit 12 Year 2) Christmas Production</p>	<p>Cycle 2 Water (Unit 12 Year 1) Pattern (Unit 10 Year 2) Christmas Production</p>	<p>Cycle 1 Environment (Year 3 Unit 1) Time (Year 4 Unit 10) Summer production</p>	<p>Cycle 2 Time (Year 3 Unit 6) In the past (Year 4 Unit 11) Summer production</p>	<p>Cycle 1 At the movies (Year 5 Unit 5) World Unite (Year 6 Unit 1) Summer production</p>	<p>Cycle 2 RECORDERS Growth (Year 6 Unit 3) Summer production</p>

RECORDER UNIT PROGRESSION:

- To understand how to hold and blow in to the recorder.
- To know how to place the fingers and blow correctly to make the note B.
- To know how to place the fingers and blow correctly to make the note A.
- To play a simple tune using the notes B and A by hanging the fingering.
- To know how to place the fingers and blow correctly to make the note G.
- To play a simple tune using the notes B, A and G by changing the fingering.

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- To play simple tunes with notes of short and long duration.
- To read the standard notation for a crochet rest.
- To play simple tunes which include crochet rests.
- To play tunes using the notes B, A and G.
- To read and play the standard treble clef notations for the notes B, A and G.
- To read the standard notation for crochets, quavers, minims and semibreves.
- To read and play the standard treble clef notation for C.
- To play simple tunes on the treble clef stave which contain the notes B, A, G and C.
- To read and play the standard treble clef notation for D.
- To play simple tunes on the treble clef stave which contain the notes B, A, G, C and D.