



Progression in Music A



Year Group	Early Years		Y1	Y2	Y3	Y4	Y5	Y6
Autumn Spring Summer	Where appropriate, songs, performances and compositions will be linked to the themes: Journeys, Explorers and Victory in cycle A or Changes, Diversity and Inventions. Children will learn how to sing in groups and parts (including harmonies) through weekly singing assembly and biannual music productions/performances within school and the wider community.							
Units from Music Express	(From EYO) 30-50; Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed	40-60; Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. ELG ; Children sing songs, make music and dance, and experiment with ways of changing them.	Seasons Travel Animals Water Weather Patterns Our Land Listen with concentration and understanding to a range of high-quality live and recorded music. Play tuned and untuned instruments musically.	Seasons Travel Animals Water Weather Patterns Our Land	In the Past Sounds Poetry Human Body Communication Ancient Worlds	In the Past Sounds Poetry Communication Recycling	Our Community Solar System Celebration	The World Unite Journeys Moving On

			Experiment with, create, select and combine sounds using the inter-related dimensions of music.					
Singing	Children sing nursery rhymes, chants, songs and ring games linked to current themes.	Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence Sing a song with multiple parts		Sing as part of an ensemble with full confidence and precision				
Performance	Children take part in Nursery Rhyme Week, performing what they have learnt to parents.	Learn and perform chants, rhythms, raps and songs -	Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence. Use tuned and untuned classroom percussion to play accompaniments and tunes Interpret pitch line notation	Play and perform in solo or ensemble contexts with confidence	Play and perform in solo or ensemble contexts with increasing confidence Use voices to speak expressively and create ostinato.	Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression Conducting a metre Performing with audience awareness Improvised rhythms	Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression Explore melody	

<p>Composition</p>	<p>Instruments form part of continuous provision, so children have the chance to explore and change the sound of instruments as part of child-led learning.</p> <p>Children use instruments to help 'narrate' stories, copying and creating rhythms.</p>	<p>Recognise different instruments</p> <p>Create chant sounds and sequences</p> <p>Create compositions to describe the weather</p>	<p>Improvise a simple rhythm using different instruments including the voice.</p> <p>Improvise their own theme park music.</p>	<p>Understand that improvisation is when a composer makes up a tune within boundaries.</p> <p>Create expressive performances.</p> <p>Compose three note melodies using hand signals.</p> <p>Sounds for different media.</p> <p>Creating a dance</p> <p>Compose ostinato</p>	<p>Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate.</p> <p>Looking at notation</p> <p>Compose a news bulletin with theme Music</p>	<p>Improvise with increasing confidence using own voice, rhythms and varied pitch</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>
<p>Listening and Evaluation</p>	<p>Children listen to songs, stories and rhymes as part of everyday teaching.</p>	<p>Understand that pitch describes how high or low sounds are.</p>	<p>Build an understanding of the pulse and internalise it</p>	<p>Confidently recognise a range of</p>	<p>Confidently recognise a range of musical</p>	<p>Develop an increasing understanding of the history</p>	<p>Appreciate and understand a wide range of</p>

		<p>Understand that tempo describes how fast or slow the music is.</p> <p>Understand that dynamics describe how loud or quiet the music is</p>	<p>when listening to a piece of music.</p> <p>Understand that texture describes the layers within the music.</p>	<p>musical instruments.</p> <p>Explore timbre and structure using musical conversations</p>	<p>instruments and the different sounds they make.</p> <p>Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators</p> <p>Explore pentatonic Music</p>	<p>and context of music.</p> <p>Listening to Debussy, Holst</p>	<p>high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop a deeper understanding of the history and context of music.</p>
Vocabulary	Music, loud, quiet, fast, slow, listen, change.	Beat Pitch Instruments Metre	Rhythm Sequence Beat Metre Pitch	Timbre Melodic Rhythmic Compose percussion	Ostinato Pentatonic scale Syncopated rhythm Renaissance	Compose Pentatonic scale Composer Improvise	Syncopation Harmony Improvise Transition