

St Nicholas and St Laurence CE Primary School – Music Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Objectives		<ol style="list-style-type: none"> 1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes 2. Play tuned and untuned instruments musically 3. Listen with concentration and understanding to a range of high-quality live and recorded music 4. Experiment with, create, select and combine sounds using the inter-related dimensions of music. 		<ol style="list-style-type: none"> 1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. Improvise and compose music for a range of purposes using the inter-related dimensions of music 3. Listen with attention to detail and recall sounds with increasing aural memory 4. Use and understand staff and other musical notations 5. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 6. develop an understanding of the history of music. 			
Singing	<p>Joining in with range of songs, chants and rhymes. Learning songs by heart. Experimenting and play with voices. Good singing posture standing and sitting</p>	<p>Unison singing Solo Singing Songs with limited tone sets. Recognising known song melodies. Thinking voice. Breathing. (N/C 1)</p>	<p>Confident tuneful singing Controlling starting pitch. Singing with expression (N/C 1)</p>	<p>Simple Rounds and partner songs (N/C 1,3,4)</p>	<p>Rounds Singing with expression Phrasing Articulation (N/C 1,3,4,5)</p>	<p>Rounds in multiple parts 2-part harmony Breath Control Phrasing Opera Project (N/C 1,3,4,5,6)</p>	<p>Singing in harmony Breath Control Phrasing Projection (N/C 1,3,4,5)</p>
Solfa	<p>S, m reinforced but not made conscious.</p>	<p>S, m, (l) (1)</p>	<p>S, m, l, d (1)</p>	<p>S, m, l, d, r internalised. Awareness of full scale (N/C 1,3)</p>	<p>Do pentatonic and La pentatonic D, r, m, s, l, d' L d r m s l (N/C1,3)</p>	<p>D, r, m, f, s, l, t, d' L, t, d, r, m, f, s, l' Chords Harmony/discord (N/C 1,3)</p>	<p>D, r, m, f, s, l, t, d' L, t, d, r, m, f, s, l' Major/Minor (N/C 1,3)</p>

Instrumental Skills	Percussion (recognised by sound and sight/played correctly/named)	Untuned Percussion (N/C 2)	Untuned and Tuned Percussion (N/C 2)	Recorders Percussion (N/C 1, 2, 3)	Recorders Percussion Samba (Music Service) (N/C 1,2,3)	Mixed ensemble Recorders Woodwind (Including Toots Doods and Jsax's) Percussion (N/C 1,2,3)	Mixed Ensemble Recorders Woodwind (Including Toots Doods and Jsax's) Percussion ensemble (N/C 1,2,3)
Creating and composing	Experiment with sounds. Create soundscapes to different stimuli/pictures/stories	Choose sounds in response to given stimuli Create/improvise patterns of sounds (N/C 4)	Create short compositions that include loud/ quiet- change in tempo Rhythmic patterns (N/C 4)	Create short pieces that include ostinato and drone Create a short piece with structure. (N/C 2)	Compose simple rhythms and melodies in 4/4 metre with limited notes. Use notation as a means of recording rhythm and melody (N/C 2)	Compose a melody in 4/4 metre over simple 1 (or more) chord accompaniment. Compose rhythm and melody using conventional notation (N/C 2)	Compose a song with lyrics and melody. Use chords to compose sympathetic harmonic and rhythmic accompaniments (N/C 2)
Reading and writing notation	Movement to music representing sounds. For dynamics/tempo and pitch/mood.	Begin to associate sound with symbol- ta and te-te notation	S,m,d (l) on 3 line stave Crotchet, quaver, rest, notation	Full 5-line stave Crotchet, quaver, minim, semibreve, rest notation (N/C 4)	Addition of semiquavers, dotted rhythms, "syncopa" rhythm (N/C 4)	Aural dictation More complex rhythms Use in composition (N/C 4)	Confident use of staff notation Sing songs from staff notation (N/C 4)
Pulse/ metre	Keeping the beat Feeling 4 beat patterns	Long/Short Steady beat 4 beat patterns (N/C 1, 2, 3)	Beat and Rhythm Improvise 4 beat patterns (N/C 1, 2, 3)	Metre,2,3,4 Body movements to different metres Strong and weak beats (N/C 1, 3, 5)	Metre 2,3,4 Rhythms in different metres Upbeat Begin to conduct 2/3/4 metres (N/C 1, 3, 5)	Compound time 6/8 Unusual metres (including unequal beats) 5/4, 7/8 (N/C 1, 3, 5)	Polyrhythmic ensemble music in various metres Conducting/leading each other (N/C 1, 3, 5)
Dynamics	Loud and Quiet	Loud and Quiet Getting louder and quieter (N/C 1, 2, 3)	Different gradations of dynamic (N/C 1, 2, 3)	Forte f Piano p Mezzo-forte mf Mezzo-pianomp (N/C 1, 3, 5)	Crescendo/ Decrescendo <> Fortissimo ff Pianissimo pp (N/C 1, 3, 5)	Subito piano Subito forte (N/C 1, 3, 5)	Accents Sforzando (N/C 1, 3, 5)

