



# Sutton in Craven C.E (V.C) Primary School



## Music

### Progression Document

### EYFS – Year 6

*Flourish together, in the love of God, to live life in all its fullness.*

As a school we follow and use the Charanga Music Scheme

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listen and Appraise</b>	<p><b>Revised Development Matters</b> Listen attentively, move to and talk about music expressing their feelings and responses.</p> <p><b>Revised – Birth to 5</b> Expresses and communicates working theories, feelings and understandings using a range of art forms – movement, dance, drama, music and visual arts.</p> <p>To listen attentively to music, songs and rhymes for increasing periods of time.</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>To learn how songs can tell a story or describe an idea.</p>	<p>To confidently identify and move to the pulse.</p> <p>To think about what the words of a song mean.</p> <p>To take it in turn to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p>	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel.</p>	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Use musical words when talking about the songs.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p>

<p><b>Singing</b></p>	<p><b>Revised Development Matters</b> Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p><b>Revised - Birth to 5</b> Begins to build a collection of songs.</p> <p>Discover how to use the voice to create loud and soft sounds</p> <p>Sing 'call and response' songs.</p> <p>Sing songs with good control using dynamics. –</p> <p>Sing familiar songs and rhymes.</p>	<p>Learn about voices, singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</p> <p>Learn to start and stop singing when following a leader.</p>	<p>Learn about voices singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p> <p>Learn to find a comfortable singing position.</p> <p>Learn to start and stop singing when following a leader.</p>	<p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To have an awareness of the pulse internally when singing.</p>	<p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo. To sing with awareness of being 'in tune'.</p> <p>To have an awareness of the pulse internally when singing.</p>	<p>To sing in unison and to sing backing vocals.</p> <p>To enjoy exploring singing solo. To listen to the group when singing.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>	<p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>
<p><b>Playing</b></p>	<p><b>Revised - Birth to 5</b> Makes music in a range of ways, eg plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to.</p>	<p>Treat instruments carefully and with respect.</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>Learn to play an instrumental part that matches their musical challenge, using one of the</p>	<p>Treat instruments carefully and with respect.</p> <p>Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</p>	<p>To treat instruments carefully and with respect.</p> <p>Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</p>	<p>To treat instruments carefully and with respect.</p> <p>Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the</p>	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts</p>	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts</p>

	<p>Make music with different sounds in a group.</p> <p>Begin to play instruments to music.</p>	<p>differentiated parts (a one-note part, a simple part, medium part).</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p>	<p>melody of the song) from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p>	<p>– a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p>	<p>– a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p>
<p><b>Improvisation</b></p>	<p>Copy clapping rhythms.</p> <p>Tap the rhythm to a word.</p>	<p><b>Clap and Improvise</b> – Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p><b>Sing, Play and Improvise</b> – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p><b>Improvise!</b> – Take it in turns to improvise</p>	<p>Use the improvisation tracks provided.</p> <p>Improvise using the three challenges:</p> <p><b>Clap and Improvise</b> – Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p><b>Sing, Play and Improvise</b> – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p>	<p>Improvise using instruments in the context of the song they are learning to perform.</p> <p>Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <p><b>Bronze Challenge: Copy Back</b> – Listen and sing back</p> <p><b>Play and Improvise</b> – Using instruments, listen and play your own answer using one note.</p>	<p>Improvise using instruments in the context of a song they are learning to perform.</p> <p>Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>• <b>Bronze Challenge:</b></p> <ul style="list-style-type: none"> <li>○ <b>Copy Back</b> – Listen and sing back melodic patterns</li> </ul>	<p>Improvise using instruments in the context of a song to be performed.</p> <p>Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p><b>Play and Copy Back Bronze</b> – Copy back using instruments. Use one note.</p>	<p>Improvise using instruments in the context of a song to be performed.</p> <p>Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p><b>Play and Copy Back Bronze</b> – Copy back using instruments. Use one note.</p>

		<p>using one or two notes.</p>	<p><b>Improvise!</b> – Take it in turns to improvise using one or two notes.</p>	<p><b>Improvise!</b> – Take it in turns to improvise using one note.  <b>Silver Challenge: Sing, Play and Copy Back</b> – Listen and copy back using instruments, using two different notes.  <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using one or two notes.  <b>Improvise!</b> – Take it in turns to improvise using one or two notes.  <b>Gold Challenge: Sing, Play and Copy Back</b> – Listen and copy back using instruments, two different notes.  <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using two different notes.  <b>Improvise!</b> – Take it in turns to improvise using three different notes.</p>	<ul style="list-style-type: none"> <li>○ <b>Play and Improvise</b> – Using instruments, listen and play your own answer using one note.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using one note.</li> <li>● <b>Silver Challenge: Sing, Play and Copy Back</b> Listen and copy back using instruments, using two different notes.</li> <li><b>Play and Improvise</b> – Using your instruments, listen and play your own answer using one or two notes.</li> <li><b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li> <li><b>Gold Challenge: Sing, Play and Copy Back</b> – Listen and copy back using instruments, two different notes.</li> </ul>	<p><b>Silver</b> – Copy back using instruments. Use the two notes.  <b>Gold</b> – Copy back using instruments. Use the three notes.  <b>Play and Improvise</b> You will be using up to three notes:  <b>Bronze</b> – Question and Answer using instruments. Use one note in your answer.  <b>Silver</b> – Question and Answer using instruments. Use two notes in your answer. Always start on a G.  <b>Gold</b> – Question and Answer using instruments. Use three notes in your answer. Always start on a G.  <b>Improvisation!</b> You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:  <b>Bronze</b> – Improvise using one note.  <b>Silver</b> – Improvise using two notes.  <b>Gold</b> – Improvise using three notes.</p>	<p><b>Silver</b> – Copy back using instruments. Use the two notes.  <b>Gold</b> – Copy back using instruments. Use the three notes.  <b>Play and Improvise</b> You will be using up to three notes:  <b>Bronze</b> – Question and Answer using instruments. Use one note in your answer.  <b>Silver</b> – Question and Answer using instruments. Use two notes in your answer. Always start on a G.  <b>Gold</b> – Question and Answer using instruments. Use three notes in your answer. Always start on a G.  <b>Improvisation!</b> You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:  <b>Bronze</b> – Improvise using one note.  <b>Silver</b> – Improvise using two notes.  <b>Gold</b> – Improvise using three notes.</p>
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<p><b>Composition</b></p>	<p><b>Revised Birth to 5</b> Chooses particular movements/instruments sounds, colours and materials for their own imaginative purposes.</p> <p>Make music with different sounds in a group.</p>	<p>Help to create a simple melody using one, two or three notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Help create three simple melodies with the Units using one, three or five different notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Help create at least one simple melody using one, three or five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial</p>	<p>Help create at least one simple melody using one, three or five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the</p>

					appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial	connection between sound and symbol (e.g. graphic/pictorial notation	connection between sound and symbol (e.g. graphic/pictorial notation.
<b>Performance</b>	<p><b>Revised Birth to 5</b> Uses combinations of art forms, eg moving and singing</p> <p>Sing to an audience.</p>	<p>Choose a song they have learnt from the Scheme and perform it.</p> <p>They can add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p>	<p>Choose a song they have learnt from the Scheme and perform it.</p> <p>They can add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p>	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>To choose what to perform and create a programme.</p> <p>Present a musical performance designed to capture the audience.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>

EYFS - Early Learning Goal Revised	Expected standard end of year 2 (KS1)	Expected standard end of year 6 (KS2)
<p><b>ELG – Being Imaginative and Expressive</b></p> <p>Children at the expected level of development will:</p> <p>Sing a range of well- known nursely rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others and when appropriate – try to move in time with music</p>	<p><b>The pupil can:</b></p> <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><b>The pupil can:</b></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>