

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



<u>Music</u>

## 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
Listen and Appraise	Revised Development Matters Listen attentively, 	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea.	To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.	To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words.	To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel.	To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the musical how it makes you feel, using musical language to describe the music.

	Revised			To sing in unicon	To sing in unican	To sing in uniosn	To sing in uniocn
Singing	Development Matters	Learn about voices, singing notes of	Learn about voices singing notes of	To sing in unison and in simple two-	To sing in unison and in simple	To sing in unison and to sing backing	To sing in unison and to sing backing
Olinging	Sing in a group or on	different pitches	different pitches (high	parts.	two-parts.	vocals.	vocals.
	their own, increasingly	(high and low).	and low).	parto.	the parts.	Voodio.	
	matching the pitch and	(		To demonstrate a	To demonstrate a	To enjoy exploring	To demonstrate a
	following the melody.	Learn that they can	Learn that they can	good singing	good singing	singing solo. To	good singing
		make different types	make different types of	posture.	posture.	listen to the group	posture.
		of sounds with their	sounds with their			when singing.	
	Revised - Birth to 5	voices –	voices –	To follow a leader	To follow a leader		To follow a leader
	Begins to build a	you can rap or say	you can rap (spoken	when singing.	when singing.	To demonstrate a	when singing.
	collection of songs.	words in rhythm.	word with rhythm).			good singing	
				To enjoy exploring	To enjoy	posture.	To experience
		Learn to start and	Learn to find a	singing solo.	exploring singing		rapping and solo
	Discover how to use	stop singing when	comfortable singing		solo.	To follow a leader	singing.
	the voice to create loud	following a leader.	position.	To sing with	To sing with	when singing.	<b>-</b>
	and soft sounds		Leave to start and star	awareness of being	awareness of	Ta avrariance	To listen to each
			Learn to start and stop	'in tune'.	being 'in tune'.	To experience	other and be aware
	Sing 'call and response'		singing when following a leader.	To have an	To have an	rapping and solo	of how you fit into the group.
	songs.		a leader.	awareness of the	awareness of the	singing.	the group.
				pulse internally when	pulse internally	To listen to each	To sing with
	Sing songs with good			singing.	when singing.	other and be aware	awareness of being
	control using dynamics.			onignig.	whom oniging.	of how you fit into	'in tune'.
	_					the group.	
						5 1	
	Sing familiar songs and					To sing with	
	rhymes.					awareness of being	
						'in tune'.	
District	Revised - Birth to 5	Treat instruments	Treat instruments	To treat instruments	To treat	Play a musical	Play a musical
Playing	Makes music in a range	carefully and with	carefully and with	carefully and with	instruments	instrument with the	instrument with the
	of ways, eg plays with sounds creatively,	respect.	respect.	respect.	carefully and with respect.	correct technique within the context	correct technique within the context
	plays along to the beat	Play a tuned	Learn to play a tuned	Play any one, or all	Tespeci.	of the Unit song.	of the Unit song.
	of the song they are	instrumental part	instrumental part that	of four, differentiated	Play any one, or	or the onit song.	or the onit song.
	singing or music they	with the song they	matches their musical	parts on a tuned	all of four,	Select and learn an	Select and learn an
	are listening to.	perform.	challenge, using one	instrument –	differentiated	instrumental part	instrumental part
		P	of the differentiated	a one-note, simple	parts on a tuned	that matches their	that matches their
		Learn to play an	parts (a one-note,	or medium part or	instrument –	musical	musical
		instrumental part	simple or medium	the melody of the	a one-note,	challenge, using	challenge, using
		that matches their	part).	song) from	simple or medium	one of the	one of the
		musical challenge,		memory or using	part or the	differentiated parts	differentiated parts
		using one of the		notation.		-	

	Make music with different sounds in a group. Begin to play instruments to music.	differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader.	Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader.	To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader.	<ul> <li>melody of the song) from memory or using notation.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> <li>To experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul>	<ul> <li>a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> <li>To lead a rehearsal session.</li> </ul>	<ul> <li>a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> <li>To lead a rehearsal session.</li> </ul>
Improvisation	Copy clapping rhythms. Tap the rhythm to a word.	Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise	Use the improvisation tracks provided. Improvise using the three challenges: Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.	Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges: Bronze Challenge: Copy Back – Listen and sing back Play and Improvise – Using instruments, listen and play your own answer using one note.	Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. • Bronze Challenge: • Copy Back – Listen and sing back melodic patterns	Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. Play and Copy Back Bronze – Copy back using instruments. Use one note.	Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. Play and Copy Back Bronze – Copy back using instruments. Use one note.

using one or two	Improvise! - Take it	Improvise! – Take it	• Play and	Silver – Copy back	Silver – Copy back
notes.	in turns to improvise	in turns to improvise	Improvise –	using instruments.	using instruments.
	using one or two	using one note.	Using	Use the two notes.	Use the two notes.
	notes.	Silver Challenge:	instruments,	Gold – Copy back	Gold – Copy back
		Sing, Play and	listen and play	using instruments.	using instruments.
		Copy Back – Listen	your	Use the three	Use the three
		and copy back using	own answer using	notes.	notes.
		instruments, using	one note.	Play and	Play and
		two different notes.	○ Improvise! –	Improvise You will	Improvise You will
		Play and Improvise	Take it in turns to	be using up to	be using up to
		– Using your	improvise using	three notes:	three notes:
		instruments, listen	one note.	Bronze – Question	Bronze – Question
		and play	<ul> <li>Silver</li> </ul>	and Answer using	and Answer using
		your own answer	Challenge:	instruments. Use	instruments. Use
		using one or two	<ul> <li>Sing, Play and</li> </ul>	one	one note in your
		notes.	Copy Back	note in your	answer.
		Improvise! – Take it	Listen and copy	answer.	Silver – Question
		in turns to improvise	back using	Silver – Question	and Answer using
		using one or two	instruments,	and Answer using	instruments. Use
		notes.	using two	instruments. Use	two notes in your
		Gold Challenge:	different notes.	two	answer. Always
		Sing, Play and		notes in your	start on a G.
		Copy Back – Listen	Play and	answer. Always	Gold – Question
		and copy back using	Improvise –	start on a G.	and Answer using
		instruments, two	Using your	Gold – Question	instruments. Use
		different notes.	instruments,	and Answer using	three notes in your
		Play and Improvise	listen and play	instruments. Use	answer. Always
		– Using your	your own answer	three	start on a G.
		instruments, listen	using one or two	notes in your	Improvisation!
		and play	notes.	answer. Always	You will be using
		your own answer	Improvise! –	start on a G.	up to three notes.
		using two different	Take it in turns to		The notes will be
		notes.	improvise using	Improvisation!	provided on-screen
		Improvise! – Take it	one or two	You will be using	and in the lesson
		in turns to improvise	notes.	up to three notes.	plan:
		using three different	Gold Challenge:	The notes will be	Bronze –
		notes.	Sing, Play and	provided on-screen	Improvise using
			Copy Back –	and in the lesson	one note.
			Listen and copy	plan:	Silver – Improvise
			back using	Bronze –	using two notes.
			instruments, two	Improvise using	Gold – Improvise
			different notes.	one note.	using three notes.

					Play and Improvise – Using your instruments, listen and play your own answer using two different notes. Improvise! – Take it in turns to improvise using three different	Silver – Improvise using two notes. Gold – Improvise using three notes. Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)	Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)
Composition	Revised Birth to 5 Chooses particular movements/instruments sounds, colours and materials for their own imaginative purposes. Make music with different sounds in a group.	Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.	Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.	Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial	Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the

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

EYFS - Early Learning Goal Revised	Expected standard end of year 2 (KS1)	Expected standard end of year 6 (KS2)
ELG – Being Imaginative and Expressive	The pupil can:	The pupil can:
Children at the expected level of development will: Sing a range of well- known nursey rhymes and songs. Perform songs, rhymes, poems and stories with others and when appropriate – try to move in time with music	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.	<ul> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notations</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>Develop an understanding of the history of music.</li> </ul>