

## West Green Primary School Music Progression

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Year Group	National Curriculum	Progression Guidance
Year 1	<ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p>Use percussion instruments, xylophones and glockenspiels or other tuned instruments to play and create simple pieces. Use a limited range of notes, eg: CFGC</p> <p>Sing songs in assembly and class showing some understanding of the melody Clap and follow rhythms</p> <p>Develop the use of voice in different contexts such as reading out loud, in phonics and class assemblies (English/drama link)</p> <p><b>Listen</b> to short pieces of music and contribute to discussion</p> <p>Specific musicians/composers:</p>
Year 2		<p>Use percussion instruments, xylophones and glockenspiels or other tuned instruments to play and create simple pieces with an increasing sense of timing. Use a limited range of notes, eg: CFGC</p> <p>Sing songs in assembly and class showing some understanding of the melody, changing pitch</p> <p>Clap and follow rhythms with increasing control</p>

		<p>Develop the use of voice in different contexts such as reading out loud and class assemblies (English/drama link)</p> <p><b>Listen</b> to short pieces of music and contribute to discussion Identify changes in pitch and tempo</p> <p>Specific musicians/composers: <b>Michala Petri, Frans Brüggen, Evelyn Glennie</b></p>
<b>Year 3</b>	<ul style="list-style-type: none"> <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 staves 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>	<p>Use the cornet to play and create simple pieces with an increasing sense of timing. Use a limited range of notes.</p> <p>Sing songs in assembly and class showing some understanding of the melody, changing pitch of the voice Clap and follow rhythms with increasing control</p> <p><b>Listen</b> to short pieces of music and contribute to discussion Identify changes in pitch and tempo</p> <p>Specific musicians/composers:</p> <p>Beethoven Abba</p>

<b>Year 4</b>		<p>Use percussion instruments, xylophones and glockenspiels or other tuned instruments to play and create pieces of music for different purposes. Play in groups and solo.</p> <p>Use the pentatonic scale with moderate assistance from adults.</p> <p>Create visual scores using non-standard notation.</p> <p>Sing songs in assembly and class showing understanding of the melody, changing pitch of the voice more accurately</p> <p>Clap and follow rhythms with good control</p> <p><b>Listen</b> to pieces of music and contribute to discussion</p> <p>Understand change in pitch, volume and tempo.</p> <p>Specific musicians/composers:</p>
---------------	--	--

<p><b>Year 5</b></p>		<p>Use the cornet play and create simple pieces with an increasing sense of fluency and expression. Use changes in tempo and pitch to show control of the instrument. Understand basic staff notation.</p> <p>Sing songs in assembly and class showing understanding of the melody, changing pitch of the voice with accuracy</p> <p>Clap and follow rhythms with good control</p> <p><b>Listen</b> to longer pieces of music and contribute to discussion</p> <p>Understand change in pitch, volume and tempo. Understand the timbre of different instruments.</p> <p>Specific musicians/composers:</p>
<p><b>Year 6</b></p>		<p>Demonstrate mastery of previous areas of learning in music.</p> <p>Perform pieces of music musical theatre in the end of year production. Sing songs in assembly and class showing understanding of the melody, changing pitch of the voice with accuracy</p> <p>Identify how music has changed over the centuries (history)</p> <p>Explore the structure of different kinds of music.</p>