



Milford Primary School

Care, Share, Respect, Learn!

Music

	Progression Statements			
	EYFS	Years 1 and 2	Years 3 and 4	Years 5 and 6
<p>Use of voice expressively and creatively</p>	<ul style="list-style-type: none"> -Sing echo songs and perform movements to a steady beat. -Explore singing at different speeds and pitch to create moods and feelings. - Discover how to use the voice to create loud and soft sounds. 	<ul style="list-style-type: none"> -Explore the use of the voice in different ways such as speaking, singing and chanting and rhyme. -Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects. -Find out how to sing with expression, confidence and creativity to an audience. -Sing with a sense of the shape of a melody. -To represent sounds with symbols. -To improvise in making sounds with the voice. -Perform songs using creativity and expression and create dramatic effect. 	<ul style="list-style-type: none"> -Begin to sing with control of pitch. -Sing with awareness of pulse and rhythm. -Understand how mouth shapes can affect voice sounds. -Sing expressively with awareness and control at the expressive elements i.e. timbre, tempo and dynamics. 	<ul style="list-style-type: none"> -Sing songs with increasing control of breathing, posture and sound projection. -Sing a round two parts and identify the melodic phrases and how they fit together. -Begin to have an awareness of improvisation with the voice.



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<p>Play tuned and untuned instruments</p>	<ul style="list-style-type: none"> -Play instruments to a steady beat. -Understand how to hold and play an instrument with care. -Explore the different sounds instruments make. -Choose an instrument to create a specific sound. 	<ul style="list-style-type: none"> -Play instruments showing an awareness of others. -Repeat and investigate simple beats and rhythms. -Learn to play sounds linking with symbols. -Understand how to play an instrument with care and attention. -Perform simple patterns and accompaniments keeping to a steady pulse. -Recognise and explore how sounds can be organised. - Respond to starting points that have been given. -Understand how to control playing a musical instrument so that they sound, as they should. 	<ul style="list-style-type: none"> -Select appropriate instruments. -Select instruments to describe visual images. -Identify melodic phrases. Play accompaniments with control and accuracy. 	<ul style="list-style-type: none"> -Identify melodic phrases and play them by ear. -Create different effects using combinations of pitched sounds. -Use ICT to change and manipulate sounds.
<p>Listen with concentration and understanding</p>	<ul style="list-style-type: none"> -Express feelings in music by responding to different moods in a musical score. -Listen to music and respond by using hand 	<ul style="list-style-type: none"> -Choose and notice sounds to represent different things (ideas, thoughts, feelings, moods) and to communicate ideas. 	<ul style="list-style-type: none"> -To notice and explore the way sounds can be combined and used expressively. -Listen to different types of composers and musicians and comment on their use of technique to create effect. 	<ul style="list-style-type: none"> -Notice, explore, compare and comment on the relationship between sounds. -Notice, comment on and compare the use of musical devises.



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	<p>and whole body movements.</p> <ul style="list-style-type: none"> -Listen to different sounds (animal noise, water etc.) and respond with voice and movement. 	<ul style="list-style-type: none"> -Reflect on music and say how it makes people feel, act and move. -Respond to different composers and discuss different genres of music. -Listen and understand how to improve own composition. -Sort composers in to different genres and instruments in to different types. - Listen to a range of live and recorded music. 	<ul style="list-style-type: none"> -To notice, analyse and explore the way sounds can be combined and used expressively. 	<ul style="list-style-type: none"> -Listen with attention to detail and recall sounds with increasing aural memory. - Notice, comment on, compare and explore how music reflects different intentions. -Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
<p>(KS1) Experiment with, create, select and combine sounds</p> <p>(KS2) Improvise and compose sounds</p>	<ul style="list-style-type: none"> -Choose different instruments, including the voice, to create sound effects in play. -Investigate a variety of ways to create sound with different materials. -Experiment performing songs and music together with body movements to a steady beat. 	<ul style="list-style-type: none"> -Create a sequence of long and short sounds with help, including clapping longer rhythms. -Investigate making sounds that are very different (loud and quiet, high and low etc.). -Explore own ideas and change as desired. -Choose carefully and order sounds in a beginning, middle and end. -Use sounds to achieve an effect. (including use of ICT) 	<ul style="list-style-type: none"> -To compose music that combines musical elements and carefully choose sounds to achieve an effect. -Order sounds to help create an effect. - Create short musical patterns with long and short sequences and rhythmic phrases. -Compose music that combines several layers of sound and an awareness of 	<ul style="list-style-type: none"> -Use the venue and sense of occasion to create performances that are well appreciated by an audience. - -Compose by developing ideas within musical structures. - Improvise melodic and rhythmic phases as part of a group performance. -Show thoughtfulness in selecting sounds and structures to convey an idea. Create my own musical



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		<ul style="list-style-type: none"> -Create short musical patterns. -Investigate long and short sounds Explore changes in pitch to communicate an idea. 	<ul style="list-style-type: none"> the effect of several layers of sound. -Compose and perform melodies and songs. (Including using ICT). -Use sound to create abstract effects and recognise and create repeated patterns with a range of instruments. -Create accompaniments for tunes and carefully choose order, combine and control sounds with awareness of their combined effect. 	<ul style="list-style-type: none"> patterns, using a variety of different musical devices including melody, rhythms, and chords
Performance skills, evaluating and appraising	<ul style="list-style-type: none"> -Perform in front of others. -Perform while showing an awareness of others. 	<ul style="list-style-type: none"> -Perform and be part of an audience. -Perform together and follow instructions that combine the musical element. 	<ul style="list-style-type: none"> -Perform in different ways and with an awareness of different parts. -Explore the way that performers are a musical resource. -Recognise how music can reflect different intentions. 	<ul style="list-style-type: none"> -Present performances effectively. -Show an awareness of audiences, venue and occasion. -Improve their work through analysis evaluation and comparison.
Reading and writing notation	<ul style="list-style-type: none"> -Use and create long and short sounds. 	<ul style="list-style-type: none"> -Create long and short sounds using classroom instruments and in response to symbols. -Play and sing a notated phrase. 	<ul style="list-style-type: none"> -Play and sing a phrase from dot notation and record their own ideas. -Make their own symbols for notation as part of a class score. 	<ul style="list-style-type: none"> -Sing and perform songs using notation of their own. -Sing songs using staff notation. -Sing and perform using instruments using staff notations as support.



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<p>Develop an understanding of the history of music</p>	<p>-See KS2 objectives</p>	<p>-See KS2 objectives</p>	<p>-Describe the different purposes of music throughout history and in other cultures. -Understand that the sense of occasion affects the performance.</p>	<p>-Understand the different cultural meanings and purposes of music, including contemporary culture. -Notice and explore how music reflects time, place and culture. -Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural.</p>
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