

Aldersbrook Primary School - Progression in Music

Area of Study	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	To use the voice expressively, learning to sing a range of songs	<p>To use the voice expressively, learning to sing a range of songs with confidence.</p> <p>To sing a melody with increasing accuracy with a sense of rhythm and pitch and clear diction.</p> <p>To understand phrase lengths and when to breathe.</p>	<p>To use the voice expressively, learning to sing a range of songs with confidence.</p> <p>To sing a melody with increasing accuracy with a sense of rhythm and pitch and clear diction.</p> <p>Understand the importance of a warm up and good posture.</p>	<p>To use the voice expressively, learning to sing a range of songs with confidence.</p> <p>To sing a melody with increasing accuracy with a sense of rhythm and pitch and clear diction.</p> <p>Understand the importance of a warm up and good posture.</p> <p>To use a wider range with control and to use, with greater awareness the expressive elements of dynamic, timbre, tempo and character.</p> <p>To successfully sing in two parts.</p>	<p>To use the voice expressively, learning to sing a range of songs with confidence.</p> <p>To sing a melody with increasing accuracy with a sense of rhythm and pitch and clear diction.</p> <p>Understand the importance of a warm up and good posture.</p> <p>To use a wider range with control and to use, with greater awareness the expressive elements of dynamic, timbre, tempo and character.</p> <p>To successfully sing in multiple parts.</p>	<p>To use the voice expressively, learning to sing a range of songs with confidence.</p> <p>To sing a melody with increasing accuracy with a sense of rhythm and pitch and clear diction.</p> <p>Understand the importance of a warm up and good posture. To use a wider range with control and to use, with greater awareness the expressive elements of dynamic, timbre, tempo and character.</p> <p>To successfully sing in multiple parts with improved sound projection.</p> <p>Consider more deeply the meaning of the lyrics</p>	<p>To use the voice expressively, learning to sing a range of songs with confidence.</p> <p>To sing a melody with increasing accuracy with a sense of rhythm and pitch and clear diction.</p> <p>Understand the importance of a warm up and good posture. To use a wider range with control and to use, with greater awareness the expressive elements of dynamic, timbre, tempo and character.</p> <p>To successfully sing in multiple parts with improved sound projection.</p> <p>Consider more deeply the meaning of the lyrics</p>
Performing/ Musicianship	To perform together as part of a group	To perform together as part of a group following a conductor with	To perform together as part of a group following a conductor with	To perform together as part of a large or small group, or as a	To perform together as part of a large or small group, or as a	To perform together as part of a large or small group, or as a	To perform together as part of a large or small group, or as a

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	<p>following a conductor.</p> <p>To understand the importance of the dimensions of music and to develop skills focusing on rhythm, tempo, duration and dynamics.</p> <p>To learn to read graphic score</p> <p>To develop basic instrumental skills by playing tuned and untuned percussion instruments with control.</p>	<p>an awareness of audience, venue and occasion.</p> <p>To work together as part of a group with increasing confidence and to evaluate the outcome, to follow instructions that combine the interrelated dimensions of music.</p> <p>To develop leadership skills.</p> <p>To understand the importance of the dimensions of music and to develop skills focusing on rhythm, tempo, dynamics, pitch and timbre. To develop aural learning, memory skills and performance techniques.</p> <p>To learn to read and create a graphic score. Begin to read formal rhythmic written notation.</p>	<p>an awareness of audience, venue and occasion.</p> <p>To work together as part of a group with increasing confidence and to evaluate the outcome, to follow instructions that combine the interrelated dimensions of music.</p> <p>To develop leadership skills.</p> <p>To understand the importance of the dimensions of music and to develop skills focusing on rhythm, tempo, dynamics and pitch, and to follow instructions to combine them. To develop aural learning, memory skills and performance techniques.</p> <p>To begin to read and play rhythmic notation and to</p>	<p>soloist, following a conductor or taking a leadership role, with increasing confidence, control, fluency, accuracy, precision and expression, and with an awareness of audience, venue and occasion</p> <p>To work together as part of a large group or small ensemble with increasing confidence and showing attention to detail, to follow instructions that combine the interrelated dimensions of music.</p> <p>An awareness of communication skills needed to work independently and an increasing level of sophistication in evaluation of own work and that of others, showing an</p>	<p>soloist, following a conductor or taking a leadership role, with increasing confidence, control, fluency, accuracy, precision and expression, and with an awareness of audience, venue and occasion</p> <p>To work together as part of a large group or small ensemble with increasing confidence and showing attention to detail, to follow instructions that combine the interrelated dimensions of music.</p> <p>An awareness of communication skills needed to work independently and an increasing level of sophistication in evaluation of own work and that of others, showing an</p>	<p>soloist, following a conductor or taking a leadership role, with increasing confidence, control, fluency, accuracy, precision and expression, and with an awareness of audience, venue and occasion.</p> <p>To present a classroom ensemble version of important classical pieces to a high level of musicianship.</p> <p>To work together as part of a large group or small ensemble with increasing confidence and showing attention to detail, to follow instructions that combine the interrelated dimensions of music.</p> <p>Develop an awareness of communication</p>	<p>soloist, following a conductor or taking a leadership role, with increasing confidence, control, fluency, accuracy, precision and expression, and with an awareness of audience, venue and occasion.</p> <p>To present a classroom ensemble version of important classical pieces to a high level of musicianship.</p> <p>To work together as part of a large group or small ensemble with increasing confidence and showing attention to detail, to follow instructions that combine the interrelated dimensions of music.</p> <p>Develop an awareness of communication</p>
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		<p>To develop basic instrumental skills by playing tuned and untuned percussion instruments with increasing control, care and attention. To recognise different instruments and how they make a sound.</p>	<p>learn about staff notation</p> <p>Learn to play the recorder with control, to learn a range of notes and simple pieces, to understand the importance of breath control.</p>	<p>awareness of how to improve.</p> <p>balancing, using equipment etc.</p> <p>To understand the importance of the dimensions of music and to develop skills focusing on rhythm, tempo, dynamics, timbre, texture, duration, structure and pitch, and to follow instructions to combine them. To develop aural learning, memory skills and performance techniques.</p> <p>To write music using rhythmic notation.</p> <p>Learn the basic skills of the violin focusing on the technical skills of control, posture and production of sound. Learn a range of notes and simple pieces from aural memory and by reading staff notation.</p>	<p>awareness of how to improve.</p> <p>balancing, using equipment etc.</p> <p>To understand the importance of the dimensions of music and to develop skills focusing on rhythm, tempo, dynamics, timbre, texture, harmony, duration, structure and pitch, and to follow instructions to combine them. To develop aural learning, memory skills and performance techniques.</p> <p>To learn to read formal written staff notation with increasing confidence. To write music using notation with increasing confidence.</p> <p>To develop and improve basic instrumental skills by playing tuned and untuned percussion</p>	<p>skills needed to work independently and an increasing level of sophistication in evaluation of own work and that of others, showing an awareness of how to improve.</p> <p>Learn how to play in an ensemble developing critical communication skills developing pieces worthy of public performance.</p> <p>Increasing skills in conduction and leadership.</p> <p>To understand the importance of the dimensions of music and to develop skills focusing on rhythm, tempo, dynamics, timbre, texture, harmony, duration, structure and pitch, and to follow instructions to combine them.</p>	<p>skills needed to work independently and an increasing level of sophistication in evaluation of own work and that of others, showing an awareness of how to improve.</p> <p>Learn how to play in an ensemble developing critical communication skills developing pieces worthy of public performance.</p> <p>Increasing skills in conduction and leadership.</p> <p>To understand the importance of the dimensions of music and to develop skills focusing on rhythm, tempo, dynamics, timbre, texture, harmony, duration, structure and pitch, and to follow instructions to combine them.</p>
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Listening	To listen and appraise famous pieces of classical music, jazz and hip hop and to discuss	To listen and appraise a range of musical styles and genres associated with the simple pieces learnt and to	To listen, with increasing concentration, and to appraise famous pieces of classical music and music	To listen, with increasing concentration, and to appraise famous pieces of classical music and music	To listen, with increasing concentration, and to appraise famous pieces of classical music and music	To listen, with increasing concentration, and to appraise famous pieces of classical music and music	To listen, with increasing concentration, and to appraise famous pieces of classical music and music
				To develop and improve basic instrumental skills by playing untuned percussion instruments with increasing control, care and attention.	<p>instruments with increasing control, care and attention. To recognize different instruments and how they make a sound. To read formal notated music playing tuned percussion instruments.</p> <p>Learn the basic skills of the cornet focussing on the technical skills of control and production of sound. Learn a range of notes and simple pieces from aural memory and by reading staff notation..</p>	<p>To develop aural learning, memory skills and performance techniques.</p> <p>To develop and extend basic instrumental skills by playing tuned and untuned percussion instruments with increasing control, fluency and accuracy. To read formal notated music performing on tuned and untuned percussion instruments.</p> <p>To learn to read formal written staff notation with increasing confidence. To write music using notation with increasing confidence.</p>	<p>To develop aural learning, memory skills and performance techniques.</p> <p>To develop and extend basic instrumental skills by playing tuned and untuned percussion instruments with increasing control, fluency and accuracy. To read formal notated music performing on tuned and untuned percussion instruments.</p> <p>To learn to read formal written staff notation with increasing confidence. To write music using notation with increasing confidence.</p>

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	<p>using musical terminology.</p> <p>To explore feeling and emotions.</p>	<p>develop an understanding of the music.</p>	<p>from other cultures and to discuss using musical terminology.</p> <p>To explore feeling and emotions.</p> <p>Develop understanding of the history of music.</p>	<p>from other cultures and to discuss using musical terminology.</p> <p>To explore feeling and emotions.</p> <p>Develop understanding of the history of music.</p> <p>Understand that music is written in different ways influenced by culture, purpose, and tradition and time period.</p> <p>To attend a live concert.</p>	<p>from other cultures and to discuss using musical terminology.</p> <p>To recognise and explore a range of musical styles and traditions and know their basic style indicators To explore feeling and emotions.</p> <p>Develop understanding of the history of music.</p> <p>Understand that music is written in different ways influenced by culture, purpose, and tradition and time period.</p> <p>To attend a live concert and theatre performance with music.</p>	<p>music and music from other cultures and to discuss using musical terminology.</p> <p>To explore feeling and emotions.</p> <p>Develop understanding of the history of music.</p> <p>Understand that music is written in different ways influenced by culture, purpose, and tradition and time period. To attend a live concert.</p>	<p>music and music from other cultures and to discuss using musical terminology.</p> <p>To explore feeling and emotions.</p> <p>Develop understanding of the history of music.</p> <p>Understand that music is written in different ways influenced by culture, purpose, and tradition and time period. To attend a live concert.</p>
Composing	<p>To contribute in the creation of a class composition/ improvisation, to select and combine sounds.</p>	<p>To contribute in the creation of a class composition/ improvisation, to select and combine sounds and make decisions.</p> <p>To explore different ways to play</p>	<p>To improvise in the group and as a soloist, following instructions to use restricted range of notes and rhythms.</p>	<p>To contribute in the creation of a class composition combining the interrelated dimensions of music.</p> <p>To work independently in small groups,</p>	<p>To improvise in a jazz style following instructions to use notes to fit a chord sequence and rhythms to fit a set meter.</p> <p>To use the To understand that composing is writing</p>	<p>To write and notate using formal staff notation a melody, add expression markings, articulation and dynamics.</p> <p>To learn to compose using</p>	<p>To write and notate using formal staff notation a melody, add expression markings, articulation and dynamics.</p> <p>To learn to compose using</p>

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		instruments to create sounds.		<p>making decisions and compromises.</p> <p>To understand that composing is writing down the music using forms of notation and making a record of ideas.</p>	<p>down the music using forms of notation and making a record of ideas.</p> <p>To compose using stave notation.</p>	innovative 20th century techniques.	innovative 20th century techniques.
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