

Aldersbrook Primary School Progression in Music

Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performance Skills	To perform together as part of a group following a conductor	To perform together as part of a group following a conductor with an awareness of audience, venue and occasion.	To perform together as part of a group following a conductor with increasing confidence and concentration and with an awareness of audience, venue and occasion.	To perform together as part of a large or small group, or as a soloist, following a conductor with increasing confidence, concentration, fluency, accuracy and precision and with an awareness of audience, venue and occasion.	To perform together as part of a large or small group, or as a 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.	To perform together as part of a large or small group, or as a 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. To present a classroom ensemble version of important classical pieces to a high level of musicianship.	
Singing	To use the voice expressively, learning to sing a range of songs	To use the voice expressively, learning to sing a range of songs with confidence. To sing a melody with increasing accuracy with a sense of rhythm and pitch and clear diction. To understand phrase lengths and when to breathe.	To use the voice expressively, learning to sing a range of songs with confidence. To sing a melody with increasing accuracy with a sense of rhythm and pitch and clear diction. Understand the importance of a warm up and good posture.	To use the voice expressively, learning to sing a range of songs with confidence. To sing a melody with increasing accuracy with a sense of rhythm and pitch and clear diction. 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. To successfully sing in two parts.	To use the voice expressively, learning to sing a range of songs with confidence. To sing a melody with increasing accuracy with a sense of rhythm and pitch and clear diction. 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. To successfully sing in multiple parts.	To use the voice expressively, learning to sing a range of songs with confidence. To sing a melody with increasing accuracy with a sense of rhythm and pitch and clear diction. 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. To successfully sing in multiple parts with improved sound projection. Consider more deeply the meaning of the lyrics.	To use the voice expressively, learning to sing a range of songs with confidence. To sing a melody with increasing accuracy with a sense of rhythm and pitch and clear diction. 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. To successfully sing in multiple parts with improved sound projection. Consider more deeply the meaning of the lyrics.
Instrumental Skills	To develop basic instrumental skills by playing tuned and untuned percussion instruments with control.	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.	Learn to play the recorder with control, to learn a range of notes and simple pieces, to understand the importance of breath control.	Learn the basic skills of the violin focussing on the technical skills of control, posture and production of sound. Learn a range of notes and simple pieces from aural memory.	To develop and improve 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. To read formal notated music playing tuned and untuned percussion instruments.	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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Interrelated Dimensions of Music</p>	<p>To understand the importance of the dimensions of music and to develop skills focussing on rhythm, tempo, duration and dynamics.</p>	<p>To understand the importance of the dimensions of music and to develop skills focussing on rhythm, tempo, dynamics, pitch and timbre. To develop aural learning, memory skills and performance techniques.</p>	<p>To understand the importance of the dimensions of music and to develop skills focussing 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 understand the importance of the dimensions of music and to develop skills focussing 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 understand the importance of the dimensions of music and to develop skills focussing 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 understand the importance of the dimensions of music and to develop skills focussing 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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Written Notation</p>	<p>To learn to read graphic score</p>	<p>To learn to read and create a graphic score. Begin to read formal rhythmic written notation.</p>	<p>To begin to learn and read staff notation.</p>	<p>To learn to read formal written staff notation with increasing confidence. To write music using notation.</p>	<p>To learn to read formal written staff notation with increasing confidence. To write music using notation with increasing confidence.</p>	<p>To learn to read formal written staff notation with increasing confidence. To write music using notation with increasing confidence.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Teamwork/Collaboration</p>	<p>To work together as part of a group, to follow instructions that combine the interrelated dimensions of music.</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. To develop leadership skills.</p>	<p>To work together as part of a group with increasing confidence, to follow instructions that combine the interrelated dimensions of music. Increased level of sophistication in evaluation showing an awareness of how to improve.</p>	<p>To work together as part of a group with increasing confidence and showing attention to detail, to follow instructions that combine the interrelated dimensions of music. Increased level of sophistication in evaluation of own work and that of others, showing an awareness of how to improve.</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. 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 awareness of how to improve.</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. 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 awareness of how to improve. Learn how to play in an ensemble developing critical communication skills developing pieces worthy of public performance. Increasing skills in conduction and leadership.</p>	

Listen and Appraise	To listen and appraise famous pieces of classical music, jazz and hip hop and to discuss using musical terminology. To explore feeling and emotions.	To listen, with increasing concentration, and to appraise famous pieces of classical music and music from other cultures and to discuss using musical terminology. To explore feeling and emotions. Develop understanding of the history of music.	To listen and appraise a range of musical styles and genres associated with the simple pieces learnt and to develop an understanding of the music.	To listen, with increasing concentration, and to appraise famous pieces of classical music and music from other cultures and to discuss using musical terminology. To explore feeling and emotions. Develop understanding of the history of music. Understand that music is written in different ways influenced by culture, purpose, tradition and time period. To attend a live concert.	To listen, with increasing concentration, and to appraise famous pieces of classical music and music from other cultures and to discuss using musical terminology. To recognise and explore a range of musical styles and traditions and know their basic style indicators To explore feeling and emotions. Develop understanding of the history of music. Understand that music is written in different ways influenced by culture, purpose, tradition and time period. To attend a live concert and theatre performance with music. Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators	To listen, with increasing concentration, and to appraise famous pieces of classical music and music from other cultures and to discuss using musical terminology. To explore feeling and emotions. Develop understanding of the history of music. Understand that music is written in different ways influenced by culture, purpose, tradition and time period. To attend a live concert. Confidently recognise musical styles and traditions and know their basic style indicators.	
Composition/improvisation	To contribute in the creation of a class composition/ improvisation, to select and combine sounds.	To contribute in the creation of a class composition/ improvisation, to select and combine sounds and make decisions. To explore different ways to play instruments to create sounds.	To improvise in the group and as a soloist, following instructions to use restricted range of notes and rhythms.	To contribute in the creation of a class composition combining the interrelated dimensions of music. To work independently in small groups, making decisions and compromises. To understand that composing is writing down the music using forms of notation and making a record of ideas.	To learn to compose using innovative 20th century techniques. To improvise in a jazz style following instructions to use notes to fit a chord sequence and rhythms to fit a set metre. To use the To understand that composing is writing down the music using forms of notation and making a record of ideas. To understand that improvisation is different every time.	To write and notate using formal staff notation a melody, add expression markings, articulation and dynamics. To learn to compose using innovative 20th century techniques.	
Topics	Mars from The Planets Suite by Gustav Holst Singing Special Booms and Bells The Storm from Peter Grimes by Benjamin Britten - graphic score African drumming Hey You! Hip hop The Carnival of the Animals by Saens Saint The rain forest - gamelan music	Anthology of Fantastic Zoology; A Bao A Qu by Mason Bates Singing Special Connect it by Anna Meredith - Body percussion World music - Samba drumming Sound painting, conduction and graphic score Glockenspiels, written rhythmic notation	Recorders	Violins Singing Special - listening to music from different cultures and learning songs from around the world - two part singing Writing staff notation Becoming composers and using notation to record ideas	Mambo from Symphonic Dances from West Side Story by Leonard Bernstein Classroom jazz Serialism and music notation Sound Painting and conduction Singing Special Gamelan music - patterns	Rondeau from Abdelazar by Henry Purcell Composing a melody Deconstruct/reconstruct for classroom ensemble The Rite of Spring by Stravinsky, Bolero by Ravel Minimalism African drumming Singing Special	