

# Learn together, grow together

## Progression in Music



*Music at Medina enables children to take part in a creative activity which allows them to express themselves as individuals and as part of a group. Pupils will learn how music is constructed and will be able to talk about it knowledgeably. Children will have the opportunity to compose their own music and develop the talent to play instruments, including ones with increasing confidence. Singing is at the heart of the music curriculum; children will confidently perform both individually and as part of a choir enjoying and reflecting on their success.*

Skill		Reception	Year 1	Year 2
<b>Topics</b> The music curriculum will, when appropriate, reflect the topics that are being followed by the year groups.		<ul style="list-style-type: none"> <li>• It's good to be me</li> <li>• Out of an egg</li> <li>• Fairy Tales</li> <li>• People who help us</li> <li>• Rumble in the Jungle</li> <li>• Mini beasts</li> </ul>	<ul style="list-style-type: none"> <li>• Animal Fever</li> <li>• School Grounds</li> <li>• Florence Nightingale</li> <li>• Where do we live?</li> <li>• Fire Fire</li> <li>• Seaside</li> </ul>	<ul style="list-style-type: none"> <li>• Our Environment</li> <li>• Victorians</li> <li>• Forests</li> <li>• Brazil</li> <li>• Titanic</li> <li>• Castles</li> </ul>
<b>Performing skills</b>	<b>Singing</b>	<ul style="list-style-type: none"> <li>• Remember and sing entire songs</li> <li>• Accompany a song with actions</li> <li>• Sing loudly and quietly in response to visual cues</li> <li>• Sing the pitch of a tone sung by another person</li> <li>• Sing the melodic shape (moving melody such as up and down)</li> <li>• Create own songs or improvise a song around one they know</li> <li>• Have to be aware of correct posture for singing <i>e.g. sit or stand straight with shoulders relaxed, arms by the sides</i></li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody</li> </ul>	<ul style="list-style-type: none"> <li>• Sing action songs from memory following the contour of the melody and showing an understanding of the tuning</li> <li>• Begin to control breathing and sing loudly and quietly</li> <li>• Develop correct posture for singing</li> <li>• Perform an action or a sound on a steady beat whilst singing</li> </ul>	<ul style="list-style-type: none"> <li>• Sing simple songs with broadly accurate tuning</li> <li>• Sing with a sense of control of dynamics and tempo</li> <li>• Express different emotions with the voice <i>e.g. happy, sad, thoughtful</i></li> <li>• Use correct posture for singing</li> <li>• Control breathing to make sense of musical phrases</li> <li>• Identify if pitch is getting higher or lower or staying the same and copy with their voices</li> <li>• Follow a leader, starting and stopping together</li> </ul>
	<b>Instrumental</b>	<ul style="list-style-type: none"> <li>• Keep a steady pulse <i>e.g. marching in time to music, performing actions in time to the beat of the music</i></li> <li>• Play loudly, quietly, fast or slow</li> <li>• Add body percussion to songs <i>e.g. clapping, stamping, tapping knees</i></li> </ul>	<ul style="list-style-type: none"> <li>• Copy simple rhythms and patterns on instruments and body percussion <i>e.g. clap, clap, tap, tap</i></li> <li>• Recognise sounds played on different percussion instruments</li> <li>• Sing songs whilst performing a steady pulse</li> <li>• Name and play a range of percussion instruments with correct technique</li> </ul>	<ul style="list-style-type: none"> <li>• Play simple instrumental parts using a steady pulse and simple rhythms</li> <li>• Play a range of percussion instruments with developing control</li> <li>• Work and perform in small groups</li> </ul>
<b>Listening</b>		<ul style="list-style-type: none"> <li>• Listen with increased attention to sounds</li> <li>• Move to music, changing movements to match the music</li> <li>• Identify and name a range of percussion instruments and their sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that there are different kinds of music and respond to different types of mood and character in music by changing the movement</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with increased concentration</li> <li>• Recognise the difference between tuned and untuned percussion</li> </ul>
<b>Reviewing and Evaluating</b>		<ul style="list-style-type: none"> <li>• Listen attentively and talk about music expressing their feelings and responses</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on sounds and music they have made or heard using their own descriptive words <i>e.g. lively, peaceful, funny</i></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast sounds and music they have heard using simple musical terms <i>e.g. louder, quieter, tempo, faster, slower, pitch, higher, lower</i></li> </ul>

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	<ul style="list-style-type: none"> <li>• Talk about sounds they have made and heard using descriptive words <i>e.g. exciting, spooky, loud, busy, calm</i></li> <li>• Use simple musical vocabulary (<i>e.g. long, short, fast, slow</i>) and describe the way that different instruments are played</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to describe how to change their music to improve it</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how improvements can be made to their own work</li> </ul>
<b>Creating and composing</b>	<ul style="list-style-type: none"> <li>• Explore a wide range of sound sources <i>e.g. shakers, tappers, scrapers, tuned percussion (chime bars, xylophones/glockenspiels)</i></li> <li>• Make up simple actions to songs <i>e.g. clapping, body percussion</i></li> <li>• Choose sounds to accompany songs and stories</li> </ul>	<ul style="list-style-type: none"> <li>• Create simple musical patterns using body percussion</li> <li>• Participate in musical question and answer games and create simple sound patterns <i>i.e. One child plays a pattern or musical phrase and the second child plays an answering pattern (there are no rights or wrongs!)</i></li> <li>• Create music by improvisation <i>i.e. make up music on the spot!</i></li> </ul>	<ul style="list-style-type: none"> <li>• Compose simple music using sounds, symbols and IT as a stimulus and as a means of notating their music</li> <li>• Compose music that conveys different moods</li> </ul>
<b>Skill</b>	<b>Year 3</b>	<b>Year 4</b>	
<b>Topics</b> The music curriculum will, when appropriate, reflect the topics that are being followed by the year groups.	<ul style="list-style-type: none"> <li>• Ancient Egypt</li> <li>• Greece</li> <li>• Ancient Greece</li> <li>• S.E England</li> <li>• Stone Age</li> <li>• Iron Age</li> </ul>	<ul style="list-style-type: none"> <li>• Biomes</li> <li>• The Romans</li> <li>• Southern Italy</li> <li>• Anglo Saxons</li> <li>• Vikings</li> <li>• The South Coast</li> </ul>	
<b>Performing skills</b>	<b>Singing</b>	<p>Children, as a class, will perform, across the year to the following:</p> <ul style="list-style-type: none"> <li>• Partner class</li> <li>• Key Stage</li> <li>• Parent/Carer</li> </ul>	<ul style="list-style-type: none"> <li>• Sing partner songs</li> <li>• Sing rounds in two or three parts</li> <li>• Sing in tune</li> <li>• Sing with expression, conveying the meaning of the words and the mood/character of the song</li> <li>• Sing as part of a small group or solo</li> <li>• Be aware of posture, diction and breathing</li> </ul>
	<b>Instrumental</b>	<ul style="list-style-type: none"> <li>• Play simple patterns to accompany songs ;</li> <li>• Use tuned instruments to accompany songs <i>e.g. use the chords</i></li> <li>• Develop simple instrumental compositions using tuned and untuned instruments <i>e.g. play repeating patterns building layers</i></li> <li>• Begin to use two beaters with control on tuned percussion instruments;</li> <li>• Perform with an awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>• Create instrumental compositions using tuned and untuned instruments</li> <li>• Play a range of tuned and un-tuned instruments demonstrating correct technique</li> <li>• Play music that includes rests</li> <li>• Read and play from staff notation</li> <li>• Perform with an awareness of audience and occasion</li> </ul>

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<b>Listening</b>	<ul style="list-style-type: none"> <li>Recognise and identify instruments and the musical family they belong to</li> <li>Identify similarities and differences in live and recorded music</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify some characteristics of music from different times and cultures</li> <li>Recognise the sound of familiar instruments including classroom instruments and any orchestral instruments that are played in school</li> </ul>
<b>Reviewing and Evaluating</b>	<ul style="list-style-type: none"> <li>Talk about different types of music heard using some appropriate musical vocabulary</li> <li>Use musical vocabulary to describe their own compositions</li> </ul>	<ul style="list-style-type: none"> <li>Express opinions using musical vocabulary and an awareness of the music's context and purpose Listen to other pupils' ideas and review their music constructively</li> </ul>
<b>Creating and composing</b>	<ul style="list-style-type: none"> <li>Compose music in response to stories and poems using changes in the music to reflect changes in the text</li> <li>Compose words and actions to go with songs</li> </ul>	<ul style="list-style-type: none"> <li>Compose a simple melody from a selected group of notes</li> <li>Compose a piece of music in response to visual stimuli and achieve an appropriate atmosphere</li> </ul>

Skill	Year 5	Year 6
<b>Topics</b> The music curriculum will, when appropriate, reflect the topics that are being followed by the year groups.	<ul style="list-style-type: none"> <li>Rivers</li> <li>The Mayans</li> <li>Mountains</li> <li>Tudors</li> <li>Trade</li> </ul>	<ul style="list-style-type: none"> <li>Volcanoes and Earthquakes</li> <li>Monarchs</li> <li>Crime and Punishment</li> <li>Deserts of North America</li> <li>Battle of Britain</li> </ul>
<b>Performing skills</b>	<b>Singing</b>	<p>Children, as a class, will perform, across the year to the following:</p> <ul style="list-style-type: none"> <li>Partner class</li> <li>Key Stage</li> <li>Parent/Carer</li> </ul>
	<b>Instrumental</b>	<ul style="list-style-type: none"> <li>Sing more complex rounds, two-part songs and partner songs maintaining their part in a large group</li> <li>Follow a conductor's gestures to alter singing accordingly</li> </ul>
	<ul style="list-style-type: none"> <li>Play a melody on a tuned instrument</li> <li>Improvise rhythmic patterns on instruments</li> <li>Create pitched musical phrases on tuned instruments; <i>give the children a selection of notes – how many different ways can they combine them?</i></li> <li>Accompany songs using chords</li> <li>Read musical notation and play with confidence</li> <li>Lead/conduct a group of instrumental performers</li> <li>Know what makes a good performance</li> </ul>	<ul style="list-style-type: none"> <li>Sing rounds and songs with three or four parts with extended phrases</li> <li>Individuals can lead parts/groups of children</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>Identify musical sections in live or recorded music</li> </ul>	<ul style="list-style-type: none"> <li>Be able to use musical vocabulary accurately to describe live and recorded music</li> <li>Identify how composers use elements of music to change the mood</li> </ul>
<b>Reviewing and Evaluating</b>	<ul style="list-style-type: none"> <li>Compare and contrast different styles of music</li> </ul>	<ul style="list-style-type: none"> <li>Compare the performance of the same music in different styles</li> </ul>

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	<ul style="list-style-type: none"><li>• Use appropriate musical vocabulary to review and evaluate their own and others' music</li><li>• Compare two pieces of instrumental music from different countries/times</li></ul>	<ul style="list-style-type: none"><li>• Compare and contrast music by different composers</li></ul>
<b>Creating and composing</b>	<ul style="list-style-type: none"><li>• Create music to convey a particular atmosphere or mood</li><li>• Create own simple songs, reflecting the meaning of the words</li><li>• Use ICT (computer/I pads/tablets/MP3 recorders etc) to record, sample, sequence, loop and manipulate sound to create soundscapes/compositions</li></ul>	<ul style="list-style-type: none"><li>• Compose music for an intended purpose</li><li>• Be able to perform with others showing an awareness of their own part and its contribution to the group composition</li></ul>