



Leigh and Bransford Primary School



Progression of Skills

Music

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Subject content	<ul style="list-style-type: none"> * Children sing songs, make music and dance, and experiment with ways of changing them. * Begins to build a repertoire of songs and dances. 	<ul style="list-style-type: none"> * Use their voices expressively and creatively by singing songs and speaking chants and rhymes * Play tuned and un-tuned instruments musically. * Listen with concentration and understanding to a range of high-quality live and recorded music. * Experiment with, create, select and combine sounds using the inter-related dimensions of music. * Exploring the great composers. 	<ul style="list-style-type: none"> * Use their voices expressively and creatively by singing songs and speaking chants and rhymes * Play tuned and un-tuned instruments musically * Listen with concentration and understanding to a range of high-quality live and recorded music * Experiment with, create, select and combine sounds using the inter-related dimensions of music. * Exploring the great composers. 	<ul style="list-style-type: none"> * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Improvise and compose music for a range of purposes using the inter-related dimensions of music * Listen with attention to detail and recall sounds with increasing aural memory. * Use and understand staff and other musical notations * Appreciate and understand a wide range of 	<ul style="list-style-type: none"> * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Improvise and compose music for a range of purposes using the inter-related dimensions of music * Listen with attention to detail and recall sounds with increasing aural memory * Use and understand staff and other musical notations 	<ul style="list-style-type: none"> * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Improvise and compose music for a range of purposes using the inter-related dimensions of music * Listen with attention to detail and recall sounds with increasing aural memory * Use and understand staff and other musical notations 	<ul style="list-style-type: none"> * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Improvise and compose music for a range of purposes using the inter-related dimensions of music. * Listen with attention to detail and recall sounds with increasing aural memory * Use and understand staff and other musical notations

				<p>high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> * Develop an understanding of the history of music and great composers. 	<ul style="list-style-type: none"> * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Develop an understanding of the history of music and great composers. 	<ul style="list-style-type: none"> * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Develop an understanding of the history of music and great composers. 	<ul style="list-style-type: none"> * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Develop an understanding of the history of music and great composers.
<p>Curriculum design</p>	<ul style="list-style-type: none"> * Use movement on a daily basis linking it to music. * Use the musical elements of: * Pitch, duration, and timbre to explore percussion instruments * Tidy up songs * Wake and shake on a daily basis also incorporating instruments * Take natural elements from outside (leaves etc.) to stick onto a grid to use as a starter to compose a tune - using percussion instruments. 	<ul style="list-style-type: none"> * Singing songs to do with class theme. Embedded in daily learning. Tidy up songs, songs related to our environment and the seasons * Call and response clapping, singing and percussion. Move on to playing tuned percussion instruments (xylophones, chimes and glockenspiels) * Graphic scores * Singing chair - then apply it to other areas of the curriculum * Talk about the musical elements when listening to 	<ul style="list-style-type: none"> * Singing songs to do with class theme. Embedded in daily learning. Tidy up songs, songs related to our environment and the seasons: Clapping rounds progressing to singing rounds. * Use the musical elements in their performances (variations in pitch, duration, volume, timbre, dynamics, rhythm) * Using percussions instruments (untuned) to accompany singing. 	<ul style="list-style-type: none"> * Singing songs to do with class theme. Embedded in daily learning. Tidy up songs, songs related to our environment and the seasons * Clapping rounds progressing to singing rounds. * Use the musical elements in their performances (variations in pitch, duration, volume, timbre, dynamics, rhythm) * Using percussions instruments (untuned) to accompany singing. 	<ul style="list-style-type: none"> * Learn whole class ukulele * Compose rhythms using correct staff notations. Clap these rhythms as a soloist and in an ensemble situation. Apply these to instruments. Compose soundscapes relating to a story or the outside environment. * Learn songs e.g.: The drum is going round that allow for an improvisatory interlude to encourage free music making 	<ul style="list-style-type: none"> * Compose rhythms using correct staff notations. Clap these rhythms as a soloist and in an ensemble situation. Apply these to instruments. Progress onto composing short melodies using the correct staff notation and play these on tuned percussion instruments. * Exploration of body percussion and composing body percussion pieces: Focus on Anna Meredith * Look at the journey through the ages of the 	<ul style="list-style-type: none"> * Song writing linked to performance poetry * Learn about the great composers and also how minimalist and contemporary composers have changed the way we explore music. * Listening skills: Refer to the musical elements of pitch, duration, dynamics and timbre when doing musical appreciation. * Daily singing related to class theme. * Progress onto composing short

	<ul style="list-style-type: none"> * See what happens when a different person tries to read your composition. * What happens when you change the order of some of the manipulative resources? * When writing stories use musical instruments to express the words. * Discuss why that is a good choice of instrument. * Always refer to the musical elements 	<p>tunes:</p> <p>Discussing pitch, duration, timbre, dynamics. Use these to conduct children as they perform a chant.</p> <ul style="list-style-type: none"> * Begin talking about rhyme and clap their names and that of others. 	<ul style="list-style-type: none"> * Making geographical links with music * Manipulate sounds using grids to compose using graphic notation - seeing links between language (syllables) and rhythm * Clapping and playing continuous rhythms. 	<ul style="list-style-type: none"> * Making geographical links with music * Manipulate sounds using grids to compose using graphic notation - seeing links between language (syllables) and rhythm * Begin to combine different rhythms in small groups to compose a musical piece. 	<ul style="list-style-type: none"> * Daily singing related to class theme. * Singing and clapping of rounds to encourage effective listening skills and adhering to the pulse in an ensemble situation * Learn about the great composers and also how minimalist and contemporary composers have changed the way we explore music. * Listening skills: Refer to the musical elements of pitch, duration, dynamics and timbre when doing musical appreciation. 	<p>composers from baroque, classical, renaissance, romantic and contemporary. Focus to minimalist composer and links to expressionist artist.</p> <ul style="list-style-type: none"> * Daily singing related to class theme. * Singing and clapping of rounds to encourage effective listening skills and adhering to the pulse in an ensemble situation * Listening skills: Refer to the musical elements of pitch, duration, dynamics and timbre when doing musical appreciation. * Performance poetry using the elements of music 	<p>melodies using the correct staff notation and play these on tuned percussion instruments.</p>
<p>SMSC opportunities</p>	<ul style="list-style-type: none"> • Stories with songs from other countries ○ Storytelling using 	<ul style="list-style-type: none"> * Look at some of the famous festival around the world and explore how they are celebrated. 	<ul style="list-style-type: none"> * Look at some of the famous festival around the world and explore how they are celebrated. 	<ul style="list-style-type: none"> * Exploration of the purpose of music across the world. * Note how music in different 	<ul style="list-style-type: none"> * Exploration of the purpose of music across the world. * Note how music in different 	<ul style="list-style-type: none"> * A focus on indigenous music across the globe. Look at the migration of music alongside 	<ul style="list-style-type: none"> * A focus on indigenous music across the globe. Look at the migration of music alongside

	<p>instruments and props</p> <ul style="list-style-type: none"> Listens to music from other countries 	<ul style="list-style-type: none"> Learn some traditional songs and dance but also investigate the meaning behind the lyrics and movements Understanding and awareness of the purpose of music in different societies. Celebrations, rituals, customs, religion and work songs. Start to compare to modern music from the same place by discussing. 	<ul style="list-style-type: none"> Learn some traditional songs and dance but also investigate the meaning behind the lyrics and movements Understanding and awareness of the purpose of music in different societies. Celebrations, rituals, customs, religion and work songs. Explore how music is used in religion across the world Start to compare to modern music from the same place by discussing. 	<p>countries may have different purposes. For example celebratory, ritual, ceremonies, work songs, festival and religious celebrations.</p> <ul style="list-style-type: none"> Learn some different songs that people have used across the globe to help them work the land/other work. Talk about the common features of these songs. Use key words: Repetition, strong pulse, driving rhythms Explore how instruments across the globe vary and discuss the ones that are created out of natural materials. For example the Kora in Africa made from a gourd. 	<p>countries may have different purposes. For example celebratory, ritual, ceremonies, work songs, festival and religious celebrations.</p> <ul style="list-style-type: none"> Learn some different songs that people have used across the globe to help them work the land/other work. Talk about the common features of these songs. Use key words: Repetition, strong pulse, driving rhythms Explore how instruments across the globe vary and discuss the ones that are created out of natural materials. For example the Kora in Africa made from a gourd 	<p>its people and how the people have migrated and brought with them their music and culture, enriching another country.</p> <ul style="list-style-type: none"> Talk about the schisms and fractions in some countries for example: How Bulgaria used to be much larger until the Greeks occupied large parts of it. This meant that their music was split. The result of this is they have the same songs but sung in two different languages - each country claiming its right over the song. Explore how music is interlinked with dance in some countries Africa and large parts of Eastern Europe for example. Compare and contrast how music is used in Britain in comparison. Learn songs and dances from other cultures. 	<p>its people and how the people have migrated and brought with them their music and culture, enriching another country.</p> <ul style="list-style-type: none"> Talk about the schisms and fractions in some countries for example: How Bulgaria used to be much larger until the Greeks occupied large parts of it. This meant that their music was split. The result of this is they have the same songs but sung in two different languages - each country claiming its right over the song. Explore how music is interlinked with dance in some countries Africa and large parts of Eastern Europe for example. Compare and contrast how music is used in Britain in comparison. Learn songs and dances from other cultures.
--	--	--	---	--	---	---	---

						Focus on Eastern European dances	Focus on Eastern European dances
MBV opportunities	<ul style="list-style-type: none"> * Talk about what music and dance they used to listen to years ago. 	<ul style="list-style-type: none"> * Talk about what music and dance they used to listen to years ago. * Discuss why it has changed? * Look at the instruments we have in school and discuss their origin 	<ul style="list-style-type: none"> * Talk about what music and dance they used to listen to years ago. Play some music and videos of dances and note the differences in clothing, fashion, instruments, culture, food and sounds. * Discuss why it has changed? * Look at the instruments we have in school and discuss their origin 	<ul style="list-style-type: none"> * Compare and contrast music across the ages. What similarities and differences can we spot in our culture? Look at the various ensembles in Britain today and discuss their backgrounds and influences and how they have enriched British culture and music. * For example: Samba, African Drumming, Gospel Music and Salsa 	<ul style="list-style-type: none"> * Compare and contrast music across the ages. What similarities and differences can we spot in our culture? Look at the various ensembles in Britain today and discuss their backgrounds and influences and how they have enriched British culture and music. * For example: Samba, African Drumming, Gospel Music and Salsa 	<ul style="list-style-type: none"> * Discuss how British culture has changed and alongside this has been its music and dance. * Look at how that is manifested in its rich variety of customs cultures, dances and music. * Focus on the origin of some of our music and instrumentation and look at other influences from other cultures. 	<ul style="list-style-type: none"> * Discuss how British culture has changed and alongside this has been its music and dance. * Look at how that is manifested in its rich variety of customs cultures, dances and music. * Focus on the origin of some of our music and instrumentation and look at other influences from other cultures.