



Music

Skills progression overview at Sixpenny Handley First School and Nursery

National curriculum/EY curriculum			
Year N (ages in brackets)	Year R	KS1	KS2
<p>Children aged 0-3 will be learning to: (Development matters)</p> <p>Enjoy singing, music and toys that make sounds.</p> <p>Respond emotionally and physically to music when it changes.</p> <p>Move and dance to music.</p> <p>Explore their voices and enjoy making sounds.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of sound makers and instruments and play them in different ways</p> <p>Children aged 3-4 will be learning to: (Development matters)</p> <p>Sing a large repertoire of songs. Know many rhymes. Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>Reception children will be learning to:</p> <p>Early Learning Goals from Expressive arts and design:</p> <p>Children sing a range of well-known nursery rhymes and songs.</p> <p>Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p> <p>Development matters: Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance,</p>	<p>Key stage one children will be learning to:</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Key stage two children will be learning to:</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>



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<p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>performing solo or in groups.</p>		
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Pupils will learn to:

Themes within subject	Year N (ages in brackets)	Year R	Year 1	Year 2	Year 3	Year 4
	As a musician a nursery child will be able to:	As a musician a year R child will be able to:	As a musician a year 1 child will be able to:	As a musician a year 2 child will be able to:	As a musician a year 3 child will be able to:	As a musician a year 4 child will be able to:
Performance	<p>Learn and enjoy singing a range of songs and rhymes.</p> <p>Know how to start and stop and match actions to words.</p> <p>Clap simple patterns.</p>	<p>Sing in small groups of individually.</p> <p>Sing a simple round with some support.</p> <p>Begin to hear the gaps in music through singing games e.g. heads shoulders knees and toes.</p>	<p>Play untuned instruments correctly.</p> <p>Play a tuned instrument.</p> <p>Sing songs from memory using different volume.</p> <p>Sing with simple dynamics (loud and soft).</p> <p>Speak in time to the beat.</p> <p>Use my voice to chant.</p> <p>Perform 8 beats on a tuned instrument using my own notation.</p> <p>Stay in time with my group.</p>	<p>Perform our own musical notation.</p> <p>Perform 16 beats including rests on a tuned instrument using my own notation. Play untuned instruments correctly. Play a short sequence of beats from simple graphic notation. Sing songs from memory using expression.</p> <p>Watch the leader to stay in time.</p>	<p>Learn an instrument.</p> <p>Perform as part of a large group in BSO concert.</p> <p>Perform a 16 beat rhythm using your body.</p> <p>Perform your tune notation including rests on a tuned instrument.</p> <p>Perform your tune in time using rhythmic notation.</p> <p>Perform a traditional song with voices and instruments.</p> <p>Play melody parts on tuned instruments with accuracy. Play in time as part of a group.</p> <p>Develop vocal technique (accuracy, breathing, dimension of music)</p>	<p>Learn an instrument.</p> <p>Perform as part of a large group in BSO concert</p> <p>Sing in parts and confidently hold a melody.</p> <p>Perform the blues scale on an instrument.</p> <p>Perform a 16 beat rhythm on untuned percussion using standard rhythmic notation.</p> <p>Perform melodic notation including rests on a tuned instrument.</p> <p>Add elements to own composition for effect (e.g. dynamics, duration, pace)</p> <p>Play syncopated rhythms – focussing on accuracy, fluency and control.</p>



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<p>Listening and Appraising</p>	<p>Recognise and respond to dimensions of music (see below) Repeat patterns (follow my leader) Listen to music from different cultures and explore how this makes them feel.</p>	<p>Play sound matching games Respond to music through movement and active listening games. Match pitch using hands to represent pitch movement. Listen to songs from different cultural celebrations. Hear the speed of the music using fast and slow.</p>	<p>Explore the sounds of different untuned instruments. Identify high and low notes on a tuned instrument. Listen to classical music from different composers. Understand what expression is by hearing different singers – Watching live and recorded performances Listen to a variety of British folk songs. Understand that music is made up of different notes. Appraising: Say what I liked or didn't like about my piece of music.</p>	<p>Explore the sounds of different untuned instruments. Identify when an orchestra is playing. Understand what a rest is in music. Understand that music is made up of different notes. State the mood of a song. Pick out the beats for the words in a song. Clap a set of beats as a response to a call. Appraising: Evaluate what worked well in my piece and say why. Say why I like or dislike a piece of music using known musical vocabulary. Relate feelings to music – How did it make them feel and why. Describe music using known musical vocabulary.</p>	<p>Identify different rhythms. Identify an Ostinato. Understand what rhythm is. Listen to different note lengths – crotchet, minim and semibreve. Recognise the use of motifs in music. Appraising: Evaluate what worked well in my piece and say why. Say why I like or dislike a piece of music using known musical vocabulary. Describe music using known musical vocabulary. Compare and contrast 2 orchestral pieces of music and focus on 2 dimensions (structure/ dynamics).</p>	<p>Hear when songs play the 12 bar blues in them. Recognise the features of rock n roll music. Recognise the stylistic features of Swing music. Identify and discuss features of 'The Beatles' repertoire. Appraising: Evaluate what worked well in my piece and say why. Say why I like or dislike a piece of music using known musical vocabulary. Describe music using known musical vocabulary. Compare and contrast 2 orchestral pieces of music and focus on 2 dimensions (timbre/ texture).</p>
<p>Composition</p>	<p>Explore different sounds in the environment and experiment with playing different sound makers. Explore high and low notes.</p>	<p>Create simple rhythmic and melodic patterns using pitched and non pitched instruments. To listen and explore how sounds can be changed. Explore different ways to express emotions through nursery rhymes and simple songs. Experiment with volume. Make actions to show different words or sections of music.</p>	<p>Create notation for 2 instruments using different colours, pictures or shapes. Create a tune using 2 notes, G and C (high and low note). Create an 8 beat notation using words and non-standard rhythmic notation (X xx). Create and select appropriate sounds to tell a story.</p>	<p>Create notation for 4 instruments using different colours, pictures or shapes. Create a call and response as a set of repeated of beats. Create a Soundscape and make improvements. Create a graphic score to for a character's feelings or journey using pictures to show mood. Create a tune using 3 notes C, E and G. Create a 16 beat notation by writing letter names and leaving a blank space to show a rest. Explore how to show the length of different notes. Explore loud and quiet notes.</p>	<p>Create a motif using pentatonic scale for a rainforest creature (CDEGA) Create a battle fanfare using our voices and untuned percussion.</p>	<p>Use fragments of a well-known song to create your own remix. Experiment with the use technology to help make our own dance music. Improvise notation as a response to music using colours and shape (whilst listening). Read basic staff notation on a tuned instrument (Use colours/name the keys or notes to help children learn). Create a 'Stomp' inspired rhythmic composition using everyday objects.</p>



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Dimensions of music	Dynamics -loud and quiet Tempo – fast and slow Pitch – high and low Rhythms – clapping patterns of sound		Dynamics Pulse (steady beat) Pitch (pitchscapes) Duration (long and short) Tempo Timbre (wooden, metallic) Explore non-standard notation		Dynamics (graduated pianissimo – fortissimo) Duration (semibreve, minim, crotchet and quaver) Pitch Tempo (changing speed) Timbre Texture Rhythm Pulse Structure Standard Rhythmic notation including crotchet rest	
History of Music/ Composers		Begin to recognise music from the past and the present. Start to understand that music can be live or recorded.	Traditional folk songs of the UK Saint Saens – Carnival of the animals Victorian composers (Tchaikovsky and Elgar) Know that ballet is a story told through dance. The Planet Suite – Holst	Medieval music Ceremonial music Young person’s guide to the orchestra Peter and the Wolf – Prokoviev	Fanfares (film music) Aaron Copland Star Wars – John Williams Pirates of the Caribbean- Hans Zimmer	History of music 1940s -1980s Louis Armstrong The Beatles Sea shanties Ancient music
<p>Whole school focus: Y1 2021/22 Orchestral families Y2 2022/23 Music from around the world Y3 2023/24 Films and musicals</p>						