



Music Progression at St Minver School

Pupils will:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.	Children sing songs and make music, experimenting with ways of changing them. In relation to song and music children will know about similarities and differences between themselves and others, and among families, communities and traditions; listen attentively in a range of situations; respond to what they hear with relevant comments; talk about their ideas	The children will begin to recognise very basic style indicators and start to recognise different instruments. Have fun finding the pulse together and start to understand what pulse is/does/means etc. Start to use correct musical language during discussion and when describing feelings. They will begin to recognise the sound of the musical instruments used, basic musical structure, the purpose of the song and context within history. How music makes them feel. About the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics. They will start to use correct musical language and describe how the music makes them feel through safe and respectful discussion.	The children will begin to recognise very basic style indicators and start to recognise different instruments. Styles include: South African, Rock, Reggae, Early Classical, 20th Century Contemporary Classic. Find the pulse and start to understand what pulse is/does/means etc. Start to use correct musical language during discussion and when describing feelings. Begin to recognise: *the sound of the musical instruments used and basic musical structure. *the purpose of the song and context within history. *how music makes them feel. *about the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics. Pupils will start to use correct musical language and describe how the music makes them feel through safe and respectful discussion.	The children will begin to recognise very basic style indicators and start to recognise different instruments. Styles include: RnB, Rock, Reggae, Pop, Film/Classical, Musicals, Motown, Soul, Disco, Funk, Hip Hop, Big Band Jazz. Find the pulse and deepen their understanding of what pulse is/does/means. Continue to recognise: *the sound of the musical instruments used and basic musical structure *correct musical language and how it can be used to describe how music makes us feel. *the purpose of the song and context within history. Continue to deepen their understanding of the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, structure.	The children will continue to recognise basic style indicators and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles (ABBA, Grime, Beatles, Gospel, Classical Romantic, Tango, Hip Hop, Early Classical Music, 20th Century Contemporary Classical Music) through listening to more examples of the same styles and understanding its musical structure and style indicators. Find the pulse together and deepen their understanding of what pulse is/does/means. Continue to recognise *the sound of the musical instruments used and basic musical structure. *basic style indicators *recognise different instruments. *the purpose of a song and context within history. Continue to deepen their understanding of the dimensions of music and how they fit into music, giving specific reference to musical dimensions: pulse, rhythm patterns, pitch, texture, tempo, dynamics, timbre, structure.	The children will continue to recognise features of key musical styles and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles (Pop, Motown, Country, A Capella Music, 80s Rock, Funk, The Beatles, Latin, Early Classical Music, 20th Century Classical Music, Contemporary Classical Music) through listening to more examples of the same styles and understanding its musical structure and style indicators. When listening to the music: *find and internalise the pulse using movement. *listen with security and confidently recognise/identify different style indicators and different instruments and their sounds. *use correct musical language consistently to describe the music you are listening to and your feelings towards it. *comment on and discuss with confidence, ideas together as a group. *discuss other dimensions of music and how they fit into the music you are listening to.	Children will continue to show their increasing depth of knowledge and understanding, recognising style indicators and different instruments with increasing knowledge and confidence, deepening knowledge and understanding of specific musical styles (21st Century Classical Music, Electronic Music, Turntables, Jazz, the music of Benjamin Britten, Rock music, the music of Carole King, Early Classical Music, 20th Century Contemporary Classical Music) through listening to more examples of the same styles and understanding its musical structure and style indicators. When listening to the music: *find and internalise the pulse using movement confidently and independently. *understand the pulse and its role as the foundation of music. *listen with security/confidently recognise/identify different style indicators and different instruments and their sounds. *use correct musical language to confidently describe the music you are listening to and your feelings towards it. *listen, comment on and discuss with confidence, ideas together as a group. *appropriately and confidently discuss other dimensions of music and how they fit into the music you are listening to.

Pupils will:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Learn to sing, use voices and compose music on their own and as part of an ensemble; understand the terms: pitch, duration, dynamics, tempo, timbre, texture, structure and musical notation.	Children sing songs and make music, experimenting with ways of changing them.	<p>Begin to understand how pulse, rhythm and pitch work together to create music</p> <p>Start to sing songs/ raps together in a group/ensemble.</p> <p>Use glocks recorders or band instruments if appropriate.</p> <p>Start to learn to play together in a band or ensemble.</p> <p>Begin to learn that improvisation is when you make up your own tune or rhythm and that it is not written down or notated. Start to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way.</p>	<p>Continue to understand how pulse, rhythm and pitch work together to create music</p> <p>Continue to sing songs/raps together in a group/ ensemble.</p> <p>Use glocks, recorders or band instruments if appropriate.</p> <p>Learn to play together in a band or ensemble.</p> <p>Continue to learn that improvisation is when you make up your own tune or rhythm and that it is not written down or notated.</p> <p>Continue to learn that composition is creating simple rhythms and melodies that are notated or recorded in some way.</p>	<p>Continue to understand how pulse, rhythm and pitch work together to create</p> <p>Continue to sing songs/raps together in a group/ensemble.</p> <p>Use glocks, recorders or band instruments if appropriate.</p> <p>Learn to play together in a band or ensemble.</p> <p>Continue to learn that improvisation is when you make up your own tune or rhythm.</p> <p>Continue to learn that composition is creating simple rhythms and melodies that are notated or recorded in some way.</p>	<p>Continue to build on previous learning about how pulse, rhythm and pitch work together to create music</p> <p>Learn and understand more about preparing to sing.</p> <p>Explore a range of vocal activities: eg rapping, beatboxing.</p> <p>Sing as a soloist and as part of a larger group and/or in parts.</p> <p>Perform as a soloist and as part of a band or ensemble, by ear and/or from different notations.</p> <p>Play pieces in unison and in two parts.</p> <p>Continue inventing musical ideas within improvisation.</p> <p>Continue inventing musical ideas within composition, either recorded in sound or written using any appropriate notation.</p>	<p>The children will have an understanding of how pulse, rhythm and pitch work together to create</p> <p>Understand more about preparing to sing songs/raps together in a group/ensemble, sometimes in parts and confidently.</p> <p>Use glocks, recorders or band instruments to play together with confidence and understanding in a band or ensemble</p> <p>Know and understand that when you make up your own tune or rhythm it's called improvisation.</p> <p>Have the knowledge and understanding that an improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.</p> <p>Know and understand that composition is creating your own melody within given boundaries.</p> <p>It can be notated or recorded in some way.</p>	<p>The children will have a deeper understanding of how pulse, rhythm and pitch work together to create music</p> <p>Understand with greater depth about preparing to sing songs/raps together in a group/ensemble, sometimes in parts and confidently.</p> <p>Use glocks, recorders or band instruments to play together with more confidence and deeper understanding in a band or ensemble.</p> <p>Understand with greater depth that when you make up your own tune or rhythm it's called improvisation.</p> <p>Have the knowledge and understanding that an improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.</p> <p>Understand with greater depth that composition is creating your own melody within given boundaries.</p> <p>It can be notated or recorded in some way.</p>

Pupils will:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Perform and understand how music is created, produced and communicated	Represent their own ideas, thoughts and feelings through music.	<p>Work together as part of an ensemble/band. Remember the importance of starting and ending together. Try to follow the conductor/ band leader.</p> <p>Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence as possible. Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. Practise, rehearse and present performances with some awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</p>	<p>Continue to work together as part of an ensemble/band. Remember the importance of starting and ending together. Try to follow the conductor/ band leader.</p> <p>Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence as possible. Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others</p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> ● use their voices expressively and creatively by singing songs and speaking chants and rhymes. 	<p>Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible. Perform with an understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others</p> <p>Children will be taught to:</p> <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 	<p>Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece through the performance. Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible. Perform with a deeper understanding. A performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</p> <p>Children will be taught to:</p> <ul style="list-style-type: none"> ● Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 	<p>Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance. Perform what you have learnt to your audience. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible. Perform with a deeper understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Communicate your ideas, thoughts and feelings through simple musical demonstration. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <ul style="list-style-type: none"> ● Listen with attention to detail and recall sounds with increasing aural memory. ● Use and understand staff and 	<p>In greater depth, present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance. Perform what you have learnt to your audience. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible. Perform with a deeper understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Communicate your ideas, thoughts and feelings through simple musical demonstration. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <ul style="list-style-type: none"> ● Listen with attention to detail and recall sounds with increasing aural memory.

		<p>Children will be taught to:</p> <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. 	<ul style="list-style-type: none"> ● play tuned and un-tuned instruments musically. 	<p>and understanding to a range of high-quality live and recorded music.</p> <ul style="list-style-type: none"> ● Experiment with, create, select and combine sounds using the interrelated dimensions of music. 	<ul style="list-style-type: none"> ● 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 interrelated dimensions of music. 	<p>other musical notations.</p> <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. 	<ul style="list-style-type: none"> ● Use and understand staff and other musical notations. ● Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
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