



MUSIC PROGRESSION

Subject Intent

We want all pupils to express themselves creatively, explore musical techniques and skills. We recognise that such skills may be expressed instrumentally, vocally or through music technology.

Children will remember how to use a wide variety of media, explore and experiment and form opinions about music.

- Performing (singing/ playing)
- Composing
- Listening

3 Key Concepts

Performing (singing/ Playing)	Composing	Listening
Across all key stages we want pupils to create opportunities to celebrate, share and experience music of all kinds to consolidate their learning. Pupils to develop the following principles of performance across all key stages: develop stagecraft, consider the programme, encourage peer feedback, seek out opportunities for collaboration.	Pupils to explore the creative process, with its wide horizons of possibility, pupils to have opportunity to contribute to musical culture in unique and valuable ways. As pupils travel through the Key Stages, they will develop the craft of creating melodies and fashioning these into short pieces.	Across all key stages we want pupils to listen to music to support their musical understanding. By learning to listen critically, pupils will not only expand their musical horizons but also gain a deeper understanding of how music is constructed and the impact it can have on the listener.

Milestones

Key Stage One	Key Stage One	Key Stage One
Children will learn to play tuned and un-tuned instruments musically. They will learn to use their voices expressively and creatively by singing songs and speaking in chants and rhymes.	Children will experiment with, create, select and combine sounds using the interrelated dimensions of music. They will understand and explore how music is created, produced and communicated. Children will create and compose music on their own and with others.	Children will listen with concentration to a range of live and recorded music. They will evaluate and review music across a range of genres.
Lower Key Stage Two	Lower Key Stage Two	Lower Key Stage Two
Children will use tuned percussion instruments, including play by ear, whilst incorporating rests, accompanying songs, playing music that follows a beat and performing in front of an audience. As part of a small group or solo, children will sing in a variety of styles, having an awareness of the tone whilst showing musical expression with increasing accuracy.	Children will explore rhythmic patterns, timbre and sounds using dynamics to achieve a desired effect. Children will compose songs and pieces of music to include ostinato patterns, music with recognisable structures and simple melodies including notes from a pentatonic scale. They will have the opportunity to perform to a friendly audience.	Children will listen and reflect on their own compositions and those of others. They will recognise and talk about contrasting styles of music using appropriate musical language. Children will identify the structure of music and recognise the origin of a variety of songs.

Upper Key Stage Two	Upper Key Stage Two	Upper Key Stage Two
Children will play and perform in both solo and ensemble contexts, using their voices and playing musical instruments with increasing control and expression.	Children will use and understand staff and other musical notations. They will be able to comment on how the interrelated dimensions of music can influence or effect their composition.	Children will learn about the history of music making links to their studies within the wider curriculum. They will recall sounds with increasing auditory memory to enable them to mimic what they have heard. Children will be able to show an appreciation of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Vocabulary		

End of EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Sound Sing Song Instrument Loud Quiet Voice	High Low Listen Music Pattern Fast Slow Beat Chant Tempo Dynamics Pitch Repeat Rest Rhythm Sequence Tune/Melody	Rhythm Beat Duration Structure Melody Perform Pitch Solo Tunefully Compose Dynamics Expression Improvise Musician Recall Tempo	Chord Composer Ensemble Harmony Melody Notation Notes Percussion Posture Projection Accompaniments Audience Composition Expressively Notation Variation Phrases Theme Venue