

The Good Shepherd Catholic Primary School

Music Progression

EYFS

Expressive arts and design

ELG 16 - Exploring and using media and materials

Sing songs, make music and dance, and experiment with ways of changing them.

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

ELG 17 - Being imaginative:

Use what they have learnt about media and materials in original ways, thinking about uses and purposes.

Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Perform	<p>Understand that thinking about pulse, rhythm and pitch can improve my performance.</p> <p>Understand that we have to work as a team when we perform.</p> <p>Confidently perform in front of my friends.</p> <p>Understand that the audience needs to hear our performance.</p> <p>Pay attention when my friends are performing and show respect.</p>	<p>Understand that thinking about pulse, pitch, rhythm and dynamics can improve my performance.</p> <p>Discuss what went well in my own performance and can suggest improvements for next time.</p> <p>Discuss what went well in a friend's performance and can suggest improvements for next time.</p>	<p>Understand that thinking about pulse, pitch, rhythm, dynamics and tempo can improve my performance.</p> <p>Understand that when we perform as a group, we must listen to each other carefully and follow our leader.</p> <p>Feel confident and can confidently perform to an audience.</p> <p>Assess my own performance and discuss what we can do better.</p> <p>Assess a friend's performance and discuss what they could do better.</p> <p>Understand why we warm up our voices.</p>	<p>Understand that everyone has a responsibility when performing to an audience.</p> <p>Take on a number of roles when performing a song (sing and play an instrument).</p> <p>Show the feeling and meaning of a song to the audience.</p> <p>Give feedback about performances using technical language.</p> <p>Understand how to breathe properly whilst singing.</p>	<p>Explain why we work together in an ensemble and what it means to do so. Be confident in my role within a performance and I feel secure in my class ensemble.</p> <p>Feedback to a peer's performance using technical language.</p> <p>Sing in tune pronouncing words correctly.</p>	<p>Use the interrelated dimensions of music to make my performance better.</p> <p>Explain why it is important to think about the audience when we are performing.</p> <p>Self-assess a recording of my own performance to make it better for next time.</p>

<i>Compose</i>	<p>Make up simple rhythms.</p> <p>Feel confident in playing my improvisations to the class.</p>	<p>Enjoy creating and exploring sounds that my instrument makes.</p> <p>Make up simple improvisations on my own.</p> <p>Make up a rhythm with my group and then add notes to it.</p> <p>Feel confident using up to 3 notes when improvising.</p>	<p>Create simple improvisations with my voice and instrument.</p> <p>Understand that when I improvise, I make up my own tune and rhythm with notes that are given to me.</p> <p>Make up simple rhythmic patterns.</p>	<p>Understand that if we write down our improvisations, they become composition.</p> <p>Improvise confidently.</p> <p>Make up more complex rhythms thinking about the pulse.</p>	<p>Feel confident creating improvised melodies with my voice and instrument.</p> <p>Feel confident improvising on my own and in a group.</p> <p>Use a range of 5 notes to improvise with.</p>	<p>Explain clearly what improvisation is.</p> <p>Use a wide range of notes to improvise with, choosing ones that will sound right.</p> <p>Feel confident using harder rhythms which lead to harder melodies.</p>
<i>Transcribe</i>	<p>Write my own rhythms and tunes.</p> <p>Write down my composition by drawing pictures or shapes.</p>	<p>Compose tunes in a group.</p> <p>Use 3 or more notes to compose a piece of music.</p> <p>Write my music down using notation, pictures or diagrams.</p>	<p>Compose my own simple tunes as part of the song we are learning.</p> <p>Use dynamics to make my composition more interesting to listen to.</p> <p>Draw pictures to represent my composition.</p>	<p>Explain how pulse, rhythm and pitch fit together to make a song.</p> <p>Compose using more than 3 notes.</p> <p>Write down my composition in a variety of ways.</p>	<p>Be confident creating my own tunes within the song we are learning as part of a group and on my own.</p> <p>Record my music in different ways (notation, graphic/pictorial notation, ICT).</p>	<p>Be confident in using a wide range of notes when I am composing.</p> <p>Record my music in different ways (notation, graphic/pictorial notation, ICT).</p> <p>Experiment with ways of making my composition sound more interesting (interrelated dimensions of music).</p>
<i>Describe Music</i>	<p>Enjoy listening to music from other parts of the world.</p> <p>Start to use musical words when talking about music.</p> <p>Understand what pulse, rhythm and pitch mean.</p> <p>Find the pulse of a song.</p> <p>Pay attention when my friends talk about the music we have listened to and show respect.</p>	<p>Discuss the music I listen to by using the words: pulse, pitch, rhythm and dynamics.</p> <p>Sometimes recognise where in the world music comes from.</p> <p>Sometimes identify the style of music.</p> <p>Discuss what musical instruments I can hear in a piece of music.</p>	<p>Discuss the music I listen to by using the words: pulse, pitch, rhythm, dynamics and tempo.</p> <p>Enjoy listening to a variety of music from all over the world, different times and traditions.</p> <p>Understand that every piece of music has a pulse, but it can be different.</p> <p>Pay attention and show respect when my friends</p>	<p>Discuss the music I listen to by using the words: pulse, pitch, rhythm, dynamics, tempo and timbre.</p> <p>Sometimes place songs in their historical context.</p> <p>Recognise a wider variety of musical instruments.</p> <p>Discuss how a piece of music makes me feel.</p>	<p>Discuss the music I listen to by using the words: pulse, pitch, rhythm, dynamics, tempo, timbre and structure.</p> <p>Enjoy listening to a variety of music from all over the world, different times and traditions.</p> <p>Easily find the pulse on my own when I am listening to a piece of music.</p>	<p>Discuss the music I listen to by using the words: pulse, pitch, rhythm, dynamics, tempo, timbre, structure and texture. (interrelated dimensions of music)</p> <p>Place pieces of music in their historical context.</p> <p>Confidently recognise/identify different style indicators and different instruments.</p>

			<i>talk about the music we have listened to.</i>			
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