

MUSIC

Early Years: Physical Development & Expressive Art and Design & Communication

<u>3 & 4-year-olds will be learning to:</u>	<u>Children in Reception will be learning to:</u>	<u>ELG:</u>
<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> Sing a large repertoire of songs. <p><u>Physical Development</u></p> <ul style="list-style-type: none"> Use large muscle movements to wave flags and streamers, paint and make marks. <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match') Sing the melodic shape of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. 	<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Memorise rhymes, poems and songs. <p><u>Physical Development</u></p> <ul style="list-style-type: none"> Combine different movements with ease and fluency. <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas. Return to and build on their previous learning, refining ideas and developing their ability to present them. Create collaboratively sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. 	<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; <p><u>Physical Development</u></p> <ul style="list-style-type: none"> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.



GREENVALE PRIMARY SCHOOL
Progression of Knowledge and Skills



MUSIC

Performing

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Children can:</p> <p>a. sing with good diction;</p> <p>b. begin to be able to sing in tune songs with a limited range;</p> <p>c. sing in time to a steady beat.</p> <p>Pupils should be taught to play tuned and untuned instruments musically.</p> <p>Children can:</p> <p>a. name a variety of instruments;</p> <p>b. perform with a good sense of beat and rhythm;</p> <p>c. perform together in an ensemble;</p> <p>d. change the tempo or dynamics while playing an instrument.</p>		<p>Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Children can:</p> <p>a. sing with good diction;</p> <p>b. sing in tune songs with a limited range;</p> <p>c. sing a song with two or more parts;</p> <p>d. perform with expression;</p> <p>e. use correct technique to play instruments.</p>		<p>Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Children can:</p> <p>a. sing with good diction;</p> <p>b. sing in tune;</p> <p>c. sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch;</p> <p>d. perform with accuracy and expression, showing an understanding of the context of the music;</p> <p>e. use correct technique to play instruments with improved confidence and accuracy.</p>	

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Listening

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Children can:</p> <ul style="list-style-type: none"> a. begin to recognise different genres of music; b. begin to recognise instruments being played in a piece of music; c. express their opinion about pieces of music. 		<p>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Children can:</p> <ul style="list-style-type: none"> a. find the beat in a piece of music; b. explain the tempo, dynamics and duration of a piece of music; c. begin to recognise some orchestral instruments in a piece of music. <p>Pupils should be taught to 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>Children can:</p> <ul style="list-style-type: none"> a. recognise a range of music genres; recognise instruments being played in a piece of music; b. express their opinion about pieces of music using appropriate musical vocabulary; c. discuss similarities and differences in pieces of music. 		<p>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Children can:</p> <ul style="list-style-type: none"> a. find the beat in a piece of music; b. explain the tempo, dynamics, metre, timbre and duration of a piece of music; c. recognise orchestral instruments and describe their effect in a piece of music. <p>Pupils should be taught to 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>Children can:</p> <ul style="list-style-type: none"> a. recognise a range of music genres (including from around the world) and describe their characteristics; b. name a variety of composers and artists associated with different genres of music; c. recognise instruments being played in a piece of music; d. express their opinion about pieces of music using appropriate musical vocabulary; e. discuss similarities and differences in pieces of music and explain how composers and performers achieve this. 	



MUSIC

Composing

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Children can:</p> <ul style="list-style-type: none">a. compose a simple tune using three or four notes;b. create sound effects for a picture or story, thinking about how music can create a mood;c. write down their compositions using symbols, pictures or patterns.		<p>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children can:</p> <ul style="list-style-type: none">a. compose a tune using eight notes;b. compose music that has a recognisable structure (beginning, middle and end).		<p>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children can:</p> <ul style="list-style-type: none">a. create more complex tunes, thinking about their audience;b. add lyrics to a composition;c. compose music that has a recognisable structure (beginning, middle and end) that shows variation in timbre and dynamics.	



MUSIC					
Notation					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Pupils should be taught to use and understand staff and other musical notations.</p> <p>Children can:</p> <p>a. recognise crotchets, quavers, semibreves and crotchet rests;</p> <p>b. begin to be able to recognise some notes on a treble clef staff.</p>		<p>Pupils should be taught to use and understand staff and other musical notations.</p> <p>Children can:</p> <p>a. recognise crotchets, quavers, semibreves, crotchet and quaver rests; recognise notes on a treble clef staff;</p> <p>b. understand that notes are positioned differently on a bass clef;</p> <p>c. read, and play from, music notation; record their own compositions using music notation</p>	

MUSIC					
Knowledge of Music					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Pupils should be taught to develop an understanding of the history of music.</p> <p>Children can:</p> <p>a. name some composers and genres of music from different eras.</p>		<p>Pupils should be taught to develop an understanding of the history of music.</p> <p>Children can:</p> <p>a. name some composers and genres of music from different eras;</p> <p>b. name different musical periods.</p>	