



**PROGRESSION IN MUSIC: Reception – year 6**

**Reception**

- Learning to sing: both in a group and as a soloist, speaking chants and short phrases, using voices expressively
- Learning about orchestral instruments families: strings, brass, woodwind, percussion
- Playing instruments in a group: responding to hand signs, sense of purpose and enjoyment
- Learning simple notation: playing along to percussion charts
- Learning to play simple rhythms
- Learning about different composers: e.g. Vivaldi, Haydn, Bartok
- Adding sounds to a story
- Listening to music: responding with actions or dance, talking about the music – what was it like, how did it feel?
- Learning musical terms – pitch, dynamics, duration, structure, tempo, articulation, tonality, timbre
- Performing in school

**Year 1**

- Singing – extending musical memory, vocal control, adding actions, different moods
- Playing instruments in a group
- Reading more complicated notation
- Introduction to recorder – learn 3 notes – B A G
- Focus on composers
- Stories with music – composing, creating a sequence of sounds within a simple structure
- Listening to music – communicating ideas
- Dancing to music
- Extending knowledge of musical terms and ideas: pitch, dynamics, duration, structure, timbre, tempo, articulation, tonality
- Performing in school

**Year 2**

- Singing more expressively, phrasing, echoes, following a conductor, identify pitch
- Rhythm games – keeping the beat
- Playing instruments more musically in a group
- Recorder – learn 5 notes – B A G C D



- Reading more complicated notation
- Learning to compose music on a theme, structure and sequence
- Listening to music and learning about different composers, describing mood of music heard, identifying instruments heard
- Musical elements: pitch, dynamics, duration, structure, tempo, articulation, tonality, timbre
- Performing in school

### Year 3

- Singing – awareness of posture and breathing, songs with chorus and a verse
- Rhythm games – keeping the beat
- Playing together – forming an orchestra with recorders and percussion
- Recorder – learn 7 notes B A G C D E and low D
- composing a song on a topic, using ostinatos, structure of composition
- explore elements of music: pitch, dynamics, duration, structure, texture, tempo, articulation, tonality
- Listening to music and stories in music – Opera
- Performing in school

### Year 4

- Singing
- Rhythm games – keeping the beat
- Listen to music – discuss feelings about music and composers
- Recorder – learn 8 notes B A G C D E low D F#
- Reading traditional notation
- Rhythm games – improving playing together
- Writing own rhythms
- Full orchestra – percussion, recorders, strings, brass, clarinets
- Performing in school

### Year 5

- Singing in two parts, performing from memory
- Rhythm games – keeping the beat
- Full orchestra – percussion, recorders, strings, brass, clarinets playing with a conductor
- Reading traditional notation



- Create music using unusual instruments, use pentatonic scale and ostinatos. Perform music to classmates and record performance. Make changes where necessary.
- Listen to music from established composers before playing their pieces
- Look at European music – instruments, singing and writing own music on topic
- Musical elements: pitch, dynamics, duration, structure, texture, tempo, articulation, tonality, timbre
- Performing at St Mary Redcliffe Church

### **Year 6**

- Singing: in parts and rounds, perform a song from memory linked to topic
- Rhythm games – keeping the beat
- Full orchestra- percussion, recorders, strings, brass, woodwind playing more complicated pieces with dynamics and a conductor
- Compose Blues, look at other styles of music rap, gospel, folk, world music and record performance
- Improvising and discuss with class
- Listen to selected composers and discuss their music
- Musical elements: pitch, dynamics, duration, structure, texture, tempo, articulation, tonality, timbre
- Performing in and out of school