



# Progression in Music at Brimpton

| Strand  | Early Years  | Year 1  | Year 2 | Year 3  | Year 4 | Year 5  | Year 6 |
|---|--|---|--------|---|--------|---|--------|
| Singing songs with control and using the voice expressively | <ul style="list-style-type: none"> <li>❖ To enjoy singing</li> <li>❖ Learn by heart simple songs</li> <li>❖</li> </ul> | <ul style="list-style-type: none"> <li>❖ To find their singing voice and use their voices confidently.</li> <li>❖ Sing a melody accurately at their own pitch.</li> <li>❖ Sing with a sense of awareness of pulse and control of rhythm.</li> <li>❖ Recognise phrase lengths and know when to breathe.</li> <li>❖ Sing songs expressively.</li> <li>❖ Follow pitch movements with their hands and use high, low and middle voices.</li> <li>❖ Begin to sing with control of pitch (e.g. following the shape of the melody).</li> <li>❖ Sing with an awareness of other performers.</li> </ul> |        | <ul style="list-style-type: none"> <li>❖ Sing with confidence using a wider vocal range.</li> <li>❖ Sing in tune.</li> <li>❖ Sing with awareness of pulse and control of rhythm.</li> <li>❖ Recognise simple structures. (Phrases).</li> <li>❖ Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</li> <li>❖ Sing songs and create different vocal effects.</li> <li>❖ Understand how mouth shapes can affect voice sounds.</li> <li>❖ Internalise sounds by singing parts of a song 'in their heads.'</li> </ul> |        | <ul style="list-style-type: none"> <li>❖ Sing songs with increasing control of breathing, posture and sound projection.</li> <li>❖ Sing songs in tune and with an awareness of other parts.</li> <li>❖ Identify phrases through breathing in appropriate places.</li> <li>❖ Sing with expression and rehearse with others.</li> <li>❖ Sing a round in two parts and identify the melodic phrases and how they fit together.</li> <li>❖ Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</li> </ul> |        |

| Strand                         | Early Years   | Year 1  | Year 2 | Year 3  | Year 4 | Year 5  | Year 6 |
|--------------------------------|---|---|--------|---|--------|---|--------|
| Listening, Memory and Movement | <ul style="list-style-type: none"> <li>❖ Identify different sound sources</li> <li>❖ Create simple sequences</li> </ul> | <ul style="list-style-type: none"> <li>❖ Recall and remember short songs and sequences and patterns of sounds.</li> <li>❖ Respond physically when performing, composing and appraising music.</li> <li>❖ Identify different sound sources.</li> <li>❖ Identify well-defined musical features.</li> </ul>  |        | <ul style="list-style-type: none"> <li>❖ Identify melodic phrases and play them by ear.</li> <li>❖ Create sequences of movements in response to sounds.</li> <li>❖ Explore and chose different movements to describe animals.</li> <li>❖ Demonstrate the ability to recognise the use of structure and expressive elements through dance.</li> <li>❖ Identify phrases that could be used as an introduction, interlude and ending.</li> </ul> |        | <ul style="list-style-type: none"> <li>❖ Identify melodic phrases and play them by ear.</li> <li>❖ Create sequences of movements in response to sounds.</li> <li>❖ Explore and chose different movements to describe animals.</li> <li>❖ Demonstrate the ability to recognise the use of structure and expressive elements through dance.</li> <li>❖ Identify phrases that could be used as an introduction, interlude and ending.</li> </ul> |        |
| Controlling pulse and rhythm   | <ul style="list-style-type: none"> <li>❖ Move in response to a strong pulse</li> </ul>                                  | <ul style="list-style-type: none"> <li>❖ Identify the pulse in different pieces of music.</li> <li>❖ Identify the pulse and join in getting faster and slower together.</li> <li>❖ Identify long and short sounds in music.</li> <li>❖ Perform a rhythm to a given pulse.</li> <li>❖ Begin to internalise and create rhythmic patterns.</li> <li>❖ Accompany a chant or song by clapping or playing the pulse or rhythm.</li> </ul> |        | <ul style="list-style-type: none"> <li>❖ Recognise rhythmic patterns.</li> <li>❖ Perform a repeated pattern to a steady pulse.</li> <li>❖ Identify and recall rhythmic and melodic patterns.</li> <li>❖ Identify repeated patterns used in a variety of music. (Ostinato).</li> </ul>   |        | <ul style="list-style-type: none"> <li>❖ Identify different speeds of pulse (tempo) by clapping and moving.</li> <li>❖ Improvise rhythm patterns.</li> <li>❖ Perform an independent part keeping to a steady beat.</li> <li>❖ Identify the metre of different songs through recognising the pattern of strong and weak beats.</li> <li>❖ Subdivide the pulse while keeping to a steady beat.</li> </ul>                                       |        |

| Strand                                     | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|-------------|--------|--------|--------|--------|--------|--------|
| Exploring sounds, melody and accompaniment |             |        |        |        |        |        |        |
| Control of instruments                     |             |        |        |        |        |        |        |

| Strand                       | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------------------|-------------|--------|--------|--------|--------|--------|--------|
| Composition                  |             |        |        |        |        |        |        |
| Reading and writing notation |             |        |        |        |        |        |        |

| Strand                    | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------|-------------|--------|--------|--------|--------|--------|--------|
| Performance skills        |             |        |        |        |        |        |        |
| Evaluating and appraising |             |        |        |        |        |        |        |