








# Hartington C of E Primary School



## Progression in Music

|   | Phase 1   | Phase 2   | Phase 3   |
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| <p>Singing and Voice</p>  | <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> |




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| <p>Listening,<br/>Memory and<br/>Movement.</p>  | <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>• Internalise short melodies and play these on pitched percussion (play by ear).</li> <li>• Create dances that reflect musical features.</li> <li>• Identify different moods and textures.</li> <li>• Identify how a mood is created by music and lyrics.</li> <li>• Listen to longer pieces of music and identify features.</li> </ul>                          |
| <p>Rhythm</p>                                   | <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> |

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| <p><b>Sounds and melody.</b></p>  | <ul style="list-style-type: none"> <li>• To explore different sound sources.</li> <li>• Make sounds and recognise how they can give a message.</li> <li>• Identify and name classroom instruments.</li> <li>• Create and chose sounds in response to a given stimulus.</li> <li>• Identify how sounds can be changed.</li> <li>• Change sounds to reflect different stimuli.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify ways sounds are used to accompany a song.</li> <li>• Analyse and comment on how sounds are used to create different moods.</li> <li>• Explore and perform different types of accompaniment.</li> <li>• Explore and select different melodic patterns.</li> <li>• Recognise and explore different combinations of pitch sounds.</li> </ul> | <ul style="list-style-type: none"> <li>• Skills development for this element are to be found within 'Control of instruments' and 'Composition'.</li> </ul>  |
| <p><b>Instruments</b></p>        | <ul style="list-style-type: none"> <li>• Play instruments in different ways and create sound effects.</li> <li>• Handle and play instruments with control.</li> <li>• Identify different groups of instruments.</li> </ul>  | <ul style="list-style-type: none"> <li>• Identify melodic phrases and play them by ear.</li> <li>• Select instruments to describe visual images.</li> <li>• Choose instruments on the basis of internalised sounds.</li> </ul>  | <ul style="list-style-type: none"> <li>• Identify and control different ways percussion instruments make sounds.</li> <li>• Play accompaniments with control and accuracy.</li> <li>• Create different effects using combinations of pitched sounds.</li> <li>• Use ICT to change and manipulate sounds.</li> </ul> |

## Composition



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| <ul style="list-style-type: none"><li>• Contribute to the creation of a class composition.</li><li>• Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.</li></ul> | <ul style="list-style-type: none"><li>• Create textures by combining sounds in different ways.</li><li>• Create music that describes contrasting moods/emotions.</li><li>• Improvise simple tunes based on the pentatonic scale.</li><li>• Compose music in pairs and make improvements to their own work.</li><li>• Create an accompaniment to a known song.</li><li>• Create descriptive music in pairs or small groups.</li></ul> | <ul style="list-style-type: none"><li>• Identify different starting points or composing music.</li><li>• Explore, select combine and exploit a range of different sounds to compose a soundscape.</li><li>• Write lyrics to a known song.</li><li>• Compose a short song to own lyrics based on everyday phrases.</li><li>• Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.</li></ul> |
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| <p><b>Reading and writing notation</b></p>  | <ul style="list-style-type: none"> <li>• Perform long and short sounds in response to symbols.</li> <li>• Create long and short sounds on instruments.</li> <li>• Play and sing phrase from dot notation.</li> <li>• Record their own ideas.</li> <li>• Make their own symbols as part of a class score.</li> </ul> |   | <ul style="list-style-type: none"> <li>• Perform using notation as a support.</li> <li>• Sing songs with staff notation as support.</li> </ul> |
| <p><b>Performance skills</b></p>            | <ul style="list-style-type: none"> <li>• Perform together and follow instructions that combine the musical elements.</li> </ul>   | <ul style="list-style-type: none"> <li>• Perform in different ways, exploring the way the performers are a musical resource.</li> <li>• Perform with awareness of different parts.</li> </ul> | <ul style="list-style-type: none"> <li>• Present performances effectively with awareness of audience, venue and occasion.</li> </ul>           |
| <p><b>Evaluating and appraising</b></p>   | <ul style="list-style-type: none"> <li>• Choose sounds and instruments carefully and make improvements to their own and others' work.</li> </ul>  | <ul style="list-style-type: none"> <li>• Recognise how music can reflect different intentions.</li> </ul>   | <ul style="list-style-type: none"> <li>• Improve their work through analysis, evaluation and comparison.</li> </ul>                            |