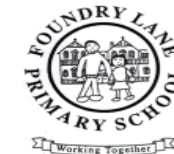


Music: Progression and End Points at Foundry Lane Primary School



The National Curriculum for Primary subject covers the following areas:

Predominant area of music*: (*most units will include aspects of all strands)

- **Singing:** using their voices with increasing accuracy, fluency, control and expression
- **Play, perform and improvise:** using body percussion, voice and tuned/untuned instruments with accuracy, fluency, control and expression.
- **Composition:** knowledge and compose: melody, harmony, rhythm, timbre, pitch, duration, dynamics, tempo, timbre, texture, structure, phrasing, articulation
- **Listening:** appreciation for traditions, composers, musicians

Singing

By the end of the year learners will know and can:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Sing in chorus - Exploring different voice and environmental sounds - Singing Nursery Rhymes (repetition)	- Join in with group singing, building a repertoire of songs. - Use chants and rhymes to build rhythmic capability.	- Sing unison songs with control and simple rounds with an awareness of how the part should fit - Sing with increasing awareness of pitch, demonstrating the shape of the melody	- Maintain parts with support in songs, rounds and part songs - Confidently sing a variety of songs from different genres with accuracy of pitch	- Maintain part in more difficult songs/part songs - Confidently and fluently sing in tune with clear diction, breath control and tone	- Sing part songs and simple harmony lines with an awareness of how the part fits with others - Sing with increasing understanding of expression	- Sing more complex songs including simple harmony parts - Pupils sing with confidence and expression

Playing

By the end of the year learners will know and can:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Child initiated playing of musical instruments. - Watch and talk about music expressing their feelings and responses – playing instruments to match feeling/expression.	- Can hold and play a range of percussion instruments - Play tuned and untuned instruments experimenting with sounds, timbre and melody - Perform using simple graphic notation	- Can play simple patterns on tuned percussion instruments with increasing control - Play tuned and untuned instruments with a sense of tempo and dynamics - Perform using graphic scores and other simple notations	- Pupils can perform confidently, both on their own and as part of a group, with an understanding of how their part fits with others - Understand the effect of rhythm, pitch and dynamics - Pupils can perform from basic notation, reading rhythms confidently	- Pupils can play using a range of tuned and untuned percussion, showing good rhythmic and melodic control - Demonstrate correct techniques when playing melodic and rhythmic patterns with expression - Pupils can read from basic western notation, with a growing sense of pitch	- Confidently perform a piece of music as a group, using a range of different instruments, including those learnt outside the classroom - Performances show a clear awareness of expression and balance - Pupils can read and perform from a range of different notations	- Maintain own part where appropriate within a group performance. - Pupils can play confidently demonstrating musical quality eg clear starts and ends, phrases, technical accuracy. - Pupils can read and perform from a range of different notations

Improvising using Body, voice, tuned/untuned instruments

By the end of the year learners will know and can:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Child initiated playing of musical instruments. - Exploring pitch through voice.	- Experiment with tuned and untuned instruments	- Experiment with tuned and untuned instruments, improvising with a theme in mind.	- Experiment with tuned and untuned instruments, improvising using rhythms and melody	- Create and refine musical improvisations using more complex rhythms and melody	- Create and refine musical improvisations with awareness of musical structure	- Create and refine melodic and rhythmic improvisations with an awareness of different styles and genres

Composing

By the end of the year learners will know and can:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Child initiated playing of musical instruments. - Create collaboratively, sharing ideas, resources and skills. - Create music pieces in small groups – using a pictorial score	- Create and choose sounds in response to given starting points - Create simple representations and short pieces using tuned and untuned percussion. - Use simple symbols to represent sound	- Create short sequences of sound in response to given starting points - Create simple soundscapes for intended effect - Use simple symbols to represent sounds	- Communicate thoughts, ideas and feelings through simple musical compositions - Create layered compositions and soundscapes using simple rhythmic patterns and melodies - Use musical symbols and notation to record and create compositions	- Create melodic and rhythmic patterns, melodies using voice, instruments and technology - Create layers of sound within musical structures, showing an understanding of how sounds fit together - Use musical symbols and notation to record and create compositions	- Create music which demonstrates an understanding of structure - Select, discuss and refine creative choices - Use different notations to record and create	- Explore, select, combine and manipulate a range of different sounds, including technological to create stylised compositions. - Compose rhythmic and melodic ideas within clear structures - Use different kinds of notations to record and create

Listening

By the end of the year learners will know and can:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Listening to a range of simple nursery rhymes - Listening to music from different cultures and talk about similarities and differences.	- Listens to a range of live and recorded pieces identifying key instruments. - Identify changes in music and respond with movement - Listens to own performances providing simple constructive comments.	- Listens to a range of high-quality live and recorded music identifying changes in pitch and tempo, leading to understanding the effect of these changes on the piece itself. - Listens to their own compositions and that of others and suggests improvements	- Listen and respond to own and others work offering and accepting feedback and suggestions. - Listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.	- Aurally identify, recognise and respond to standard and invented composition. - Offer comments from own and others work and ways to improve, accept feedback and suggestions from others. - Listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.	- Critique own and other's work offering specific comments, eg explaining the effects of different musical elements and justify opinions - Listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.	- Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. - Critique own and others' work, offering specific comments and justifying these.

