



2020-2021-Music progression – NC objectives

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Nur						
Rec						
Y1	<ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes <i>(Sing Up – <b>Who Stole my Chicken and my Hens</b>, link to <b>The Little Red Hen</b>)</i></li> </ul>	<ul style="list-style-type: none"> <li>play tuned and untuned instruments musically <i>(The Animals went in two by two, link to <b>Animals in Science and Topic</b>)</i></li> </ul>	<ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes <i>(Sing Up – <b>The King is in his Castle</b>, link to <b>Castle Topic for spr i. The Farmer Plants his Seed</b>, link to <b>Plants in Science for spr ii</b>)</i></li> </ul>	<ul style="list-style-type: none"> <li>listen with concentration and understanding to a range of high-quality live and recorded music <i>(Listen to music from different cultures, link to <b>Around the world for Topic, Art and Meerkat Mail</b>)</i></li> </ul>	<ul style="list-style-type: none"> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music. <i>(Creating and playing of instruments using different materials, link to <b>The Three Little Pigs and Materials in Science</b>)</i></li> </ul>	
Y2	<ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes <b>(Sing Up)</b></li> </ul>		<ul style="list-style-type: none"> <li>listen with concentration and understanding to a range of high-quality live and recorded music (Link to studying different countries)</li> </ul>	<ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes <b>(Sing Up)</b></li> </ul>	<ul style="list-style-type: none"> <li>play tuned and untuned instruments musically (Use to tell a story)</li> </ul>	<ul style="list-style-type: none"> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>



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<p>Rationale for KS2 'history of music':</p> <ul style="list-style-type: none"> <li>Each year group (Y3, 5 and 6), will focus on a different aspect of music in their 'history of music' unit, making comparisons and links:           <ul style="list-style-type: none"> <li>* Y3 – <b>progression and evolution of one genre</b> (Blues) – followed up with songs of this style taken from Sing Up planning</li> <li>* Y5 – chronological study of <b>classical composers</b> (from a range of times and backgrounds)</li> <li>* Y6 – study of <b>one genre across the world</b></li> </ul> </li> <li>This will ensure a wide range of musical experiences and encourage the children to appreciate music from a range of cultures, as well as increasing their ability to draw comparisons and discuss music in greater depth each year</li> </ul>				
Y3	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>listen with attention to detail and recall sounds with increasing aural memory <i>(African drumming x3/4 lessons)</i> <i>(Sing Up x5/6 lessons – Big Sing Up Mambo and Mexican Wave)</i></li> </ul>	<ul style="list-style-type: none"> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music  <i>(Music for video/to tell a story – Tom and Jerry etc.)</i></li> </ul>	<ul style="list-style-type: none"> <li>develop an understanding of the history of music</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  <i>(Dance: blues → jazz → swing music)</i></li> </ul>	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  <i>(Sing Up – Barbeque Blues and Make That Sound, following from blues/swing learning sum i)</i></li> </ul>
Y4	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>use and understand staff and other musical notations</li> <li>listen with attention to detail and recall sounds with increasing aural memory <i>(Cello WCET)</i> <i>Summer term – Sing Up – Like a Roman (linked to Romans topic)</i></li> </ul>			
Y5	<ul style="list-style-type: none"> <li>develop an understanding of the history of music</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <i>(Classical composers – chronological?)</i></li> </ul>	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>listen with attention to detail and recall sounds with increasing aural memory  <i>(Sing Up)</i></li> </ul>	<ul style="list-style-type: none"> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul>	



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Y6	<ul style="list-style-type: none"><li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>• listen with attention to detail and recall sounds with increasing aural memory</li></ul> <p>(Sing Up)</p>	<ul style="list-style-type: none"><li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li></ul> <p>(Pop music around the world)</p>	<ul style="list-style-type: none"><li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>• use and understand staff and other musical notations</li></ul> <p>(Recorders)</p>
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End of KS goals:

EYFS - Move appropriately to music

- Repeat and join in with music making, copying simple patterns and chants

KS1 - Keep time with the pulse of different pieces of music (clap/step/count/with instruments etc.)

- Repeat and join in with simple phrases, songs and chants back (copying a 'leader' – staff or pupil)
- Use instruments appropriately (safely and musically) to create patterns

KS2 - Keep time with the pulse of different pieces of music with no support

- Compose and perform simple tunes (vocal or instrumental)
- Perform to an audience