



Music Progression Map



Lockington CE VC Primary School

Level Expected at the End of EYFS

The Early Learning Goals that link most closely to the Music National Curriculum have been selected.

Expressive Arts and Design (Exploring and Using Media and Materials)

Children sing songs, make music, dance and experiment with ways of changing them.

Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Key Stage 1 National Curriculum Expectations

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes;
- play tuned and untuned instruments musically;
- listen with concentration and understanding to a range of high-quality live and recorded music;
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Stage 2 National Curriculum Expectations

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;
- improvise and compose music for a range of purposes using the inter-related dimensions of music;
- listen with attention to detail and recall sounds with increasing aural memory;
- use and understand staff and other musical notations;
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;
- develop an understanding of the history of music.

Intent

Music should be an enjoyable experience for pupils and teachers. Children participate in a range of musical experiences, building up their confidence at the same time. They develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for these elements. As children's confidence builds, they enjoy the performance aspect of music. Children experience listening to music from different cultures and eras.

Implementation

Music is taught as a discrete subject but also across the curriculum. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music. A daily worship allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as Christmas plays, nativities, musical performances by the music hub team and end of year shows, demonstrate that music is important to the life of the school. Extracurricular activities, such as choir, recorders, bell ringing and peripatetic music lessons, also provide children with experience of making music.

Impact

The impact of teaching music will be seen across the school with an increase in the profile of music. Whole school and parental engagement will be improved through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning. Participation in music develops wellbeing, promotes listening and develops concentration. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.

Performing

KS1

Building on EYFS knowledge of exploring and using media and materials and being imaginative, children sing songs, make music, experiment with ways of changing things and represent their own ideas through music.

KS1 Music National Curriculum Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. Children can:

- sing with good diction;
- begin to be able to sing in tune songs with a limited range;
- sing in time to a steady beat.

KS1 Music National Curriculum Pupils should be taught to play tuned and untuned instruments musically. Children can:

- name a variety of instruments;
- perform with a good sense of beat and rhythm;
- perform together in an ensemble;
- change the tempo or dynamics while playing an instrument.

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| LKS2 | <p>KS2 Music National Curriculum Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Children can:</p> <ul style="list-style-type: none"> • sing with good diction; • sing in tune songs with a limited range; • sing a song with two or more parts; d. perform with expression; e. use correct technique to play instruments. |
| UKS2 | <p>KS2 Music National Curriculum Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Children can:</p> <ul style="list-style-type: none"> • sing with good diction; • sing in tune; • sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch; • perform with accuracy and expression, showing an understanding of the context of the music; • use correct technique to play instruments with improved confidence and accuracy |

| Listening | |
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| KS1 | <p>Building on EYFS knowledge of exploring and using media and materials and being imaginative, children think about uses and purposes and represent their own ideas through music.</p> <p>KS1 Music National Curriculum Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music. Children can:</p> <ul style="list-style-type: none"> • begin to recognise different genres of music; • begin to recognise instruments being played in a piece of music; • express their opinion about pieces of music. |
| LKS2 | <p>KS2 Music National Curriculum Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory. Children can:</p> <ul style="list-style-type: none"> • find the beat in a piece of music; • explain the tempo, dynamics and duration of a piece of music; • begin to recognise some orchestral instruments in a piece of music. |

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| | <p>KS2 Music National Curriculum Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Children can:</p> <ul style="list-style-type: none"> • recognise a range of music genres • recognise instruments being played in a piece of music • express their opinions about pieces of music using appropriate musical vocabulary. • Discuss similarities and differences in pieces of music. |
| UKS2 | <p>KS2 Music National Curriculum Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory. Children can:</p> <ul style="list-style-type: none"> • find the beat in a piece of music; • explain the tempo, dynamics, metre, timbre and duration of a piece of music; • recognise orchestral instruments and describe their effect in a piece of music |

| Composing | |
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| KS1 | <p>Building on EYFS knowledge of exploring and using media and materials and being imaginative, children sing songs, make music, experiment with ways of changing things and represent their own ideas through music.</p> <p>KS1 Music National Curriculum Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music. Children can:</p> <ul style="list-style-type: none"> • compose a simple tune using three or four notes; • create sound effects for a picture or story, thinking about how music can create a mood; • write down their compositions using symbols, pictures or patterns. |
| LKS2 | <p>KS2 Music National Curriculum Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music. Children can:</p> <ul style="list-style-type: none"> • compose a tune using eight notes; • compose music that has a recognisable structure (beginning, middle and end). |
| UKS2 | <p>KS2 Music National Curriculum Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music. Children can:</p> <ul style="list-style-type: none"> • create more complex tunes, thinking about their audience • add lyrics to a composition; • compose music that has a recognisable structure (beginning, middle and end) that shows variation in timbre and dynamics. |

| Notation | |
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| KS1 | NA |
| LKS2 | <p>KS2 Music National Curriculum Pupils should be taught to use and understand staff and other musical notations. Children can:</p> <ul style="list-style-type: none"> • recognise crotchets, quavers, semibreves and crotchet rests; • begin to be able to recognise some notes on a treble clef staff |
| UKS2 | <p>KS2 Music National Curriculum Pupils should be taught to use and understand staff and other musical notations. Children can:</p> <ul style="list-style-type: none"> • recognise crotchets, quavers, semibreves, crotchet and quaver rests; • recognise notes on a treble clef staff; • understand that notes are positioned differently on a bass clef; • read, and play from, music notation; record their own compositions using music notation. |

| Knowledge of Music | |
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| KS1 | NA |
| LKS2 | <p>KS2 Music National Curriculum Pupils should be taught to develop an understanding of the history of music. Children can:</p> <ul style="list-style-type: none"> • name some composers and genres of music from different eras. |
| UKS2 | <p>KS2 Music National Curriculum Pupils should be taught to develop an understanding of the history of music. Children can:</p> <ul style="list-style-type: none"> • name some composers and genres of music from different eras; • name different musical periods. |

References: National Curriculum 2014, Twinkl.