

Progression of Staged Objectives **MUSIC**



Introduction (Charanga Musical School)

Ofsted have stated that, "We will not always know the learning outcomes" so segregated learning objectives at the start of each lesson are not appropriate. Instead, the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

National Curriculum objectives

Key stage 1 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 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. 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.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Autumn 'Sing Up' Spring 'Sing Up' Summer 'Sing Up'</p> <p><u>Performing</u></p> <p><u>Pre-school (3-4 year olds)</u> -To remember and sing entire songs. - To sing the pitch of a tone sung by another person ('pitch match'). -To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. -To play instruments with increasing control to express feelings and ideas.</p> <p><u>Reception (4 year olds)</u> -To sing in a group or on own, increasingly matching the pitch and following the melody. -To sing a range of well-known nursery rhymes and songs. -To perform songs, rhymes, poems and stories with others, and (when</p>	<p>Autumn Hey You! Christmas show Spring In the Groove Rhythm in the way we walk Summer Round and Round Your Imagination</p> <p><u>Performing</u> -To sing and chant with others in time, keeping a steady pulse. -To sing songs with some control of tuning, breathing and clarity of words. -To sing songs conveying different moods, eg. happy, sad, angry. -To explore the different sounds that can be produced from a range of instruments. -To control playing to produce a long, short, quiet, loud sound. -To follow hand signals for start/stop and quieter/louder. -To play in time to a steady beat. -To play a repeated pattern to accompany a song. -To copy back a rhythm pattern.</p>	<p>Autumn Hands, Feet and Heart Christmas show Spring I Wanna Play in a Band Zootime Summer Friendship song Reflect, Rewind and Replay</p> <p><u>Performing</u> -To sing a range of songs and perform to an audience: *with accuracy of pitch (over a narrow range and short phrases) *with clear words appropriate to age and ability. *with understanding of when to breathe. *with control over dynamics and tempo. *with co-ordinated actions. -To copy back short phrase from a song. -To identify when pitch rises, falls or stays the same (and copy) -To play percussion instruments with more control, eg. getting louder/quieter, faster/slower, keeping a steady beat at different tempo.</p>	<p>Autumn Glockenspiel 1 Christmas show Spring Three Little birds Glockenspiel 2 Summer The Dragon Song Bringing Us Together</p> <p><u>Performing</u> -To sing songs from different times and places with confidence and several from memory. -To control pitch and tuning accurately within an octave. -To sing with awareness of the shape of a melody, phrases in a song and the character and style of a song. -To copy back phrases of a song with accuracy of rhythm and pitch. -To understand why posture, breathing and diction are important. -To sing a round in 2 parts. -To play an instrument in a class group. -To play melodies and/or rhythm patterns in time with a beat. -To count 'rests' to know when to begin playing.</p>	<p>Autumn Blown Away Recorder 1 Christmas show Spring Mama Mia Stop! Summer Lean on me Blackbird</p> <p><u>Performing</u> -To sing with awareness of breathing to support the voice in longer phrases. -To sing with an increasing awareness of tone of voice and the shape of a melody. -To sing with expression. -To sing in a 2/3 part round with increasing accuracy. -To sing confidently in a small group or as a solo with awareness of posture and diction. -To play a band/orchestra instrument (recorder) and control basic technique. -To pitch notes correctly on an instrument. (recorder) -To develop the skills to play in time with a backing track. -To perform with confidence to an audience. -To follow a conductor to understand the structure of a piece and make</p>	<p>Autumn Brass 1 Christmas show Spring Livin' On A Prayer Make You Feel My Love Summer The Fresh Prince of Bel-Air Dancing in the Street</p> <p><u>Performing</u> -To sing confidently in a wide variety of styles with increased control of longer phrases. -To play or sing in a short piece, in time with a backing track or accompaniment. -To hold a part in an instrumental ensemble (brass) where others are playing a different part. -To identify how to improve own performance. -To follow a conductor to achieve accurate starts and endings. -To memorise, clap, sing and play back straightforward and syncopated rhythms and melodies using 2 or more adjacent notes.</p>	<p>Autumn Ukulele 1 Christmas show Spring Happy You've Got A friend Summer Music and Me Reflect, Rewind and Replay</p> <p><u>Performing</u> -To sing songs and play pieces from a variety of different countries and traditions with accuracy of notes, rhythms and tuning. -To perform with confidence to communicate the essence of music to an audience with expression and a sense of shape and direction. -To hold harmony parts and independent parts. -To adjust performing styles, techniques and expression as appropriate to music from different genres, cultures and traditions. -To show awareness of blending and balancing with other performers. -To hold own part in an instrumental ensemble. -To perform pieces from musical notation and from memory.</p>

<p>appropriate) try to move in time to music.</p>		<ul style="list-style-type: none"> -To perform in a small group to the rest of the class. -To copy back a rhythm pattern on one note on tuned percussion instruments. -To use tuned instruments to perform a two-note repeated pattern. -To follow hand signals from a leader for pitch getting higher, lower or staying the same. -To perform a simple pictorial score interpreting visual representations for changes in duration and dynamics. 	<ul style="list-style-type: none"> -To demonstrate control of simple instruments. -To control playing at different dynamics, eg. loud, soft. -To copy back rhythms and melodies by listening carefully and repeating. 	<p>accurate entries and endings when playing.</p> <ul style="list-style-type: none"> -To play music in a range of styles from different cultures, countries and styles. -Play with expression at a simple level, eg. appropriate dynamics for a piece of music. -To copy back rhythms on instruments. -To learn short melodies by memory and recreate them. -To perform in an extended piece from memory, playing at the correct time within the structure of a piece. 		<ul style="list-style-type: none"> -To follow hand signals from a conductor, responding with accurate timing, entries and with expression.
<p><u>Creating</u> <u>Pre-school (3-4 year olds)</u> -To create own songs, or improvise a song around one they know.</p> <p><u>Reception (4 year olds)</u> -To explore and engage in music making and dance, performing solo or in groups.</p>	<p><u>Creating</u> -To experiment with sound by making different types of sound through voice, body percussion, music ICT and classroom instruments. (timbre). -To experiment with long and short sounds (duration). -To experiment with short and fast sounds (tempo). -To experiment with quiet and loud sounds (dynamics) -To experiment with low and high sounds (pitch). -To experiment with repeated rhythm patterns. -To choose sounds to represent different thoughts, feelings and moods.</p>	<p><u>Creating</u> -To create and combine sounds to illustrate different pictures or ideas. -To create a sequence of different sounds, varying pitch, duration, dynamics, tempo and timbre to accompany the changing moods in a story. -To replace a line in a familiar song, or fill in a gap in an existing piece. -To create a basic music map to show which instruments play when in their composition.</p>	<p><u>Creating</u> -To make musical choices for a reason. -To use tuned and untuned instruments and music ICT to create musical ideas to accompany a story. -To make own picture score to represent and later recreate a composition. -To compose a song or chant over a repeated rhythm pattern on instruments or body percussion. -To use percussion instruments, drums or clapping to improvise a 4-8 beat solo.</p>	<p><u>Creating</u> -To compose, rehearse and record a group piece for a particular purpose. -To compose using inspiration from an existing piece from a great composer or musician. -To create melodic or other ideas played on band instruments (recorder) or music ICT. -To compose a piece with different sections, eg. ABA. -To improvise simple solo rhythms or melodies that fit with a backing track or beat. -To use instruments to record a short musical phrase and manipulate the sound using music ICT.</p>	<p><u>Creating</u> -To use instruments, voice and/or music technology to compose and record a group or class piece that: *is based on an initial stimulus from an existing piece of music or composer, *arranges and combines musical ideas into a carefully planned musical structure, *uses a variety of different textures and timbres. - To suggest ways to refine a piece to help it communicate more effectively to an audience. -To create a visual plan of a piece, combining accurate visual/graphic notation, with elements of</p>	<p><u>Creating</u> -To compose and record an original piece individually or in a small group that: *is suitable for a particular purpose, *uses voices, instruments or music technology inventively, *shows creativity in musical thinking and sense of character, *is well structured with a good balance of repetition and contrast. -To analyse the effectiveness of an initial recording, using musical language to suggest ways of refining the piece for a final version.</p>

	-To use simple music apps to 'create' music.				traditional staff music notation. -To improvise a more extended solo.	
<p><u>Listening</u> <u>Pre-school (3-4 year olds)</u> -To listen with increased attention to sounds. -To respond to what has been heard, expressing thoughts and feelings.</p> <p><u>Reception (4 year olds)</u> -To listen attentively, move to and talk about music, expressing feelings and responses.</p>	<p><u>Listening</u> -To listen to a piece of music and move or clap in time to the pulse. -To begin to understand the difference between pulse and rhythm. -To begin to identify differences in tempo (slow/fast), dynamics (loud/quiet) and pitch (high/low). -To listen for signals to start and stop. -To respond to the mood and character of music through movement/dance/art. -To show awareness of when the mood or character of a piece changes. -To show how a range of music makes them feel.</p>	<p><u>Listening</u> -To pick out and clap along with the pulse of music from different styles. -To identify and name a range of instruments that create sound by hitting, plucking and blowing. -To listen with concentration to recorded or live music, recognising when musical ideas are repeated. -To identify when there are changes in tempo, dynamics and pitch. -To distinguish aurally between pieces of music from different times, places and traditions.</p>	<p><u>Listening</u> -To recognise common instruments in recorded music and identify them as belonging to a specific family, eg. violin = strings, trumpet = brass. -To listen attentively to music from different times and places and use simple musical vocabulary to describe what is heard. -To show through simple movement (conducting) whether there are 2 or 3 beats in a bar. -To memorise musical ideas, eg. a melody or chorus and identify when it repeats in a piece of music. - To show awareness of the meaning of key concepts already explored and relate these to examples in singing, performing, creating and listening.</p>	<p><u>Listening</u> -To identify across a range of music the place, time and cultural tradition that the music comes from. -To identify some key musical features of a time period or tradition. -To identify visually and aurally some of the instruments in an orchestra. -To understand the role of a conductor and be able to conduct in time with the beat using some standard conducting patterns. -To listen attentively to live or recorded music, using aural memory to identify details, eg. when a musical idea repeats, which instrument plays a specific feature.</p>	<p><u>Listening</u> -To show a basic understanding of the history of Western classical music by listening carefully and distinguishing between music from 17th/18th century, 19th century and 20th/21st century. -To identify how developments in musical instrument design and technology have influenced how composers create music. -To recognise types of ensembles from different countries and traditions, identifying instrument combinations and key features that give a unique sound, eg. string quartet, jazz band.</p>	<p><u>Listening</u> -To use musical vocabulary confidently and accurately to identify key features of music from a wide range of different genres, cultures and traditions. -To select a piece of music that they identify with and listen attentively to identify musical features to justify why it is special. -To memorise simple musical phrases by ear and work out how to play them on an instrument.</p>
		<p><u>Notation</u> -To invent pictorial notation to represent different sounds and instruments.</p>	<p><u>Notation</u> -To represent and identify changes in pitch, dynamics and duration using invented pictorial notation. -To link sound with symbol using standard staff rhythmic notation for 1, 2 and 4 beat notes.</p>	<p><u>Notation</u> -To develop use of standard staff rhythmic notation for 1, 2 and 4 beat notes. -To play or clap simple rhythms from staff notation. -To play or sing notes falling or rising in pitch in response to hand signs or on a one-line staff.</p>	<p><u>Notation</u> -To understand the 5 line stave as a way of representing pitch: *linking sound with symbol for rise and fall of pitch with note position on the stave, *identifying notes on specific lines or spaces on the stave with the relevant letter name for pitch,</p>	<p><u>Notation</u> -To work out how to play simple musical phrases from notation. -To be able to follow simple sheet music for a song or musical piece, understanding the link between sound and symbols for: *time signatures *treble clef, bass clef</p>

				- Introduction to stave.	*recognising signs for sharp and flat notes. - To understand how rhythm and pitch can both be represented on a 5-line stave.	*rests for 1 beat and 2 beats *simple dynamic markings, eg. p, pp, f, ff *expression marks, eg. crescendo, diminuendo, staccato, legato
<p><u>Key concepts:</u> Being Imaginative and Expressive (ELG) *Sing a range of well-known nursery rhymes and songs *Perform songs, rhymes, poems and stories with others and when appropriate, try to move in time with the music</p>	<p><u>Key concepts:</u> *Pitch (high/low) *Dynamics (loud/quiet) *Timbre (different sounds from different instruments and voices) *Tempo (slow/fast) *Duration (long/short) *Pulse (regular beat underlying the music)</p>	<p><u>Key concepts:</u> *Pitch (getting higher, lower, stays the same) *Changes in dynamics (getting louder, quieter) *Ostinato (repeated patterns) *Graphic score (visual representation of sound) *Tuned percussion (instruments that can play different pitches) *Timbre (different sounds created by hitting, blowing and plucking) *Difference between pulse and rhythm. *Tempo (music with a slow pulse, fast pulse)</p>	<p><u>Key concepts:</u> *Pitch (differences between higher and lower sounds, represented in music being vertically higher or lower on a board) *Duration (notes lasting for different number of beats) *Rests of one beat or more *Number of beats in a bar, eg. 1- 2, 1- 2 or 1- 2-3, 1-2-3 *Dynamics (graduations from very quiet through to very loud)</p>	<p><u>Key concepts:</u> *Standard notations 4 beat - semibreve 2 beat - minim 1 beat - crochet *Pitch (one line stave to record differences in pitch. *Conductor (standard conducting with hand movements) *Orchestral families (string brass, percussion)</p>	<p><u>Key concepts:</u> *Structure (balance of repetition and contrast) *Pitch (5-line stave, sharp, flat) *Different types of ensembles (linked to different cultures and traditions) *Music history (changes in music across time periods) *Texture (the way different layers of music are laid out)</p>	<p><u>Key concepts</u> *Chords *Signs and symbols in notation (p, pp, f, ff) * Expression (crescendo, diminuendo, legato, staccato) *Sight reading from notation *Musical features and characteristics of different styles, cultures and traditions.</p>