

Progression In Music - Holy Trinity NW3

Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing	Perform with reason for audience or other purpose	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Composing	Experiment with, create, select and combine sounds using simple inter-related dimensions of music.	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Improvise and compose music for a range of purposes using the inter-related dimensions of music.	Improvise and compose music for a range of purposes using the inter-related dimensions of music.	Improvise and compose music for a range of purposes using the inter-related dimensions of music.	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
Listening and appraising	Listen with concentration and understanding to a range of high-quality live and recorded music.	Listen with concentration and understanding to a range of high-quality live and recorded music.	Listen with concentration and understanding to a range of high-quality live and recorded music.	Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great	Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great	Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great	Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great

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				composers and musicians.	composers and musicians.	composers and musicians.	composers and musicians.
Use of notation	Responding to simple shapes	Graphical notation High and low body shapes	Graphical notation Transition from high, middle and low shapes to notes on two line staff (s-m)	Graphical notation Read and write 2, 3, 4 and 5 lines of staff notation with treble clef	Graphical notation Read and write staff notation with treble clef	Read notation with treble clef	Read and write staff notation with treble clef
Dalcroze, Solfege and pitch Progression in Solfege	Developing different voice sounds Vocalising and hearing higher and lower sounds Pitch matching Physical movements as a response to rhythmic patterns S-m (with action)	Head voice/chest voice s-m s-m-l (with actions)	s-m s-m-l s-m-d (with actions)	s-m s-m-l s-m-d m-r-d (with actions)	s-m s-m-l s-m-d m-r-d s-m-r-d (with actions)	Consolidation and sight-singing from stave	Consolidation and sight-singing from stave
Singing	Action songs and chants Chances to sing solo	Call and response	Rounds Songs with Chorus and verse	Songs with greater pitch changes and dynamic variation	Songs that use different timbres	Songs for occasions and events	Songs for occasions and events
Rhythm	Spider, fly. Make up own patterns to be copied by peers.	Spider, fly, moth	Spider, fly, moth, Te-te, tah, zah	Tikka-tikka, ta-ah, ta-ah-ah-ah	Te-tikka, tikka-te, te-te-te (3/8 and 6/8) Semiquavers, quavers, crotchets, minims, semibreves	Consolidation of previous years and	

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Learning a tuned instrument			Tuned percussion	Recorder Tuned percussion	Tuned percussion Ukelele?	Tuned percussion Ukelele?	Tuned percussion

Also to include - long term map of composers and musicians; sticky learning ideas/songs/chants; links to Model Music Curriculum; Long Term Curriculum Map