Stranton Primary School

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Progressive Music Objectives

EYFS	3-4 year olds	Reception	Early Learning Goal
	Communication and Language • Sing a large repertoire of songs. **Physical Development** • Use large-muscle movements to wave flags and streamers, paint and make marks **Expressive Art and Design** • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.	**Communication and Language** • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. **Physical Development** • Combine different movements with ease and fluency **Expressive Art and Design** • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.	**Expressive Art and Design – Being Imaginative and Expressive** • 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 music

	Singing	Listening and Appraising	Composing	Musicianship
3-4 year olds	• **To remember and sing entire nursery rhymes.** • To sing the melodic shape of a song using actions to show	• To listen with increased attention to sounds (eg. listen to nature music and think about what animals they can	• To improvise songs around ones they know (eg. 'Twinkle Twinkle Little Star' could be 'Twinkle Twinkle Big Bright Moon').	• **To add instruments to their own songs.** • To play instruments with increasing control to express their feelings and ideas.

Key Knowledge ■ Key Skills ■

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	the music moving up and down. • **To add actions to songs.** • To begin to pitch match to songs they have heard.	hear/what weather they can hear). • **To respond to what they can hear by expressing how it makes them feel (dancing, moving, showing a sad/happy face etc.)**	• To create their own songs (eg. a song about the area they are playing in etc.)	
Reception	• To sing a range of well-known nursery rhymes, poems and stories. • **To sing in a group or on their own.** • To increasingly match the pitch and follow the melody.	• To pay attention to how each rhyme or song sounds. • To move to and talk about music. • **To express their feelings and responses to music verbally.**	• **To create music collaboratively in the Music area with their peers.** • To explore and use a range of musical effects (instruments, iPads, magic microphones) to express their ideas and feelings.	• To explore and engage in music making and dance. • To perform solo or in groups. • **To try to move in time with the music.**

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	Singing	Listening and Appraising	Composing	Musicianship
Year 1	• To join in with singing. • To sing simple songs, chants and rhymes from memory. • To sing at the same pitch. • To follow instructions about when to play or sing. • **To respond to simple visual directions (start, stop, loud, quiet)** • **To count in to a song following the beat.** • **To know that the chorus keeps being repeated.** • To make loud and quiet sounds.	• To say whether they like or dislike a piece of music and how it makes them feel. • To recognise repeated patterns. • **To tell the difference between a fast and slow tempo.** • To tell the difference between loud and quiet sounds. • **To identify two types of sound happening at the same time.**	• To create musical sound effects. • To create short sequences of sounds in response to stimuli, eg. a rainstorm or a train journey. • To give a reason for choosing an instrument. • To invent, retain and recall rhythm patterns and perform these for others. • **To recognise how stick notation can represent the sounds.** • To explore and invent own symbols for notation.	• **To walk, move or clap a steady beat.** • To change the speed of the beat as the tempo of the music changes. • To use body percussion and classroom percussion to play repeated rhythm patterns. • To respond to the pulse in recorded/live music through movement and dance. • To perform short copycat rhythm patterns accurately. • To perform short repeating rhythm patterns while keeping in time with a steady beat. • To listen to sounds in the local school environment, comparing high and low sounds.

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	Singing	Listening and Appraising	Composing	Musicianship
Year 2	• To sing songs regularly with a pitch range of do-so. • To sing with increasing vocal control. • **To sing songs with a small pitch range and pitch accurately.** • **To know the meaning of dynamics and tempo.** • **To be able to be able to demonstrate dynamics and tempo when singing.** • **To respond to the leader's directions of how to sing.** • To respond to visual symbols of crescendo, decrescendo and pause.	• To listen to a range of music from different periods. • **To begin to identify some musical periods of time.** • **To explain why they like or dislike a piece of music.** • To listen out for particular things when listening to music. • To improve their own work.	• To create music in response to a non-musical stimulus (eg. a storm, a car race). • To choose sounds that will create an effect. • To work collaboratively to improvise simple question and answer phrases, to play on untuned percussion. • To use graphic symbols, dot notation and stick notation to keep a record of composed pieces. • To use music technology to capture, change and combine sounds.	<u>Beat</u> • To understand that the speed of the beat can change. • To create a faster or slower pace. • To recognise tempo and changes in the tempo. <u>Rhythm</u> • **To play copycat rhythms and invent rhythms for others to copy on untuned percussion.** • To read and respond to chanted rhythm patterns and represent them with stick notation including crotchets, quavers and crotchet rests. • To create and perform chanted rhythm patterns with their own stick notation. <u>Pitch</u> • To play a range of singing games based on the cuckoo interval (so-mi). • To match voices accurately supported by a melody. • To sing short phrases independently to pitch changes heard in short melodic phrases.

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	Singing	Listening and Appraising	Composing	Musicianship
Year 3	• To sing a wide range of unison songs of varying styles and structures. • To sing with a pitch range of do-so, tunefully and with expression. • To perform forte and piano (loud and soft). • To perform actions confidently and in time. • To perform as a choir in performances. • **To control voice when singing.**	• To improve their work; explaining how it was improved. • To use musical words (the elements of music) to describe a piece of music and compositions. • To use musical words to describe what they like and dislike. • **To recognise the work of at least one famous composer.**	Improvising • To invent short responses using a limited note range. • To structure musical ideas to create music that has a beginning, middle and end. • To compose in response to different stimuli, eg. stories, verse, images and musical sources. Compose • To combine known rhythmic notation with letter names to create rising and falling phrases using do, re and mi. • **To compose song accompaniments on untuned percussion using knows rhythms and note values.**	Performing • **To develop facility in playing tuned percussion or a melodic instrument.** • To play and perform melodies following staff notation, using a small range, as a whole class or in small groups. • **To play clear notes on instruments.** • To use listening skills to correctly order phrases using dot notation. • To individually copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio (fast and slow). Reading Notation • **To introduce the stave, lines and spaces, and clef.** • To use dot notation to show higher or lower pitch. • **To introduce and understand the difference between crotchets and paired quavers.** • To apply word chants to rhythms, understanding how to link each syllable to one musical note.

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	Singing (Autumn)	Listening and Appraising (Autumn)	Composing (Spring)	Musicianship (Summer)
Year 4	• To sing a broad range of unison songs with the range of an octave (do-do). • To pitch voice accurately. • **To follow directions for getting louder and quieter (crescendo and decrescendo).** • To begin to sing repertoire with small and large leaps. • **To perform a range of songs to an audience.**	• To explain the place of silence and say what effect it has. • To start to identify the character of a piece of music. • To describe and identify the different purposes of music. • **To recognise the work of more than one famous composer.**	Improvising • To improvise on a limited range of pitches on the instrument they are learning. • To make use of musical features including smooth (legato) and detached (staccato). • To begin to make compositional decisions about the overall structure of improvisations. Compose • To combine known rhythmic notation with letter names. • To sing and play phrases using a limited range of 5 pitches. • **To arrange individual notation cards of known note values to create sequences arranged into bars.** • To explore developing knowledge of musical components by composing music to create a specific mood. • To introduce major and minor chords.	Instrumental Performance • To develop facility in basic skills of a selected musical instrument. • To play and perform melodies following staff notation, using a small range, as a whole class or in small groups. • To perform in two or more parts from simple notation. • To copy short melodic phrases, including those from the pentatonic scale. Reading Notation • **To introduce and understand the differences between minims, crotches, paired quavers and rests.** • To read and perform pitch notation within a defined range. • To follow and perform simple rhythmic scores to a steady. • To maintain individual parts accurately within the rhythmic texture.

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	Singing	Listening and Appraising	Composing	Musicianship
Year 5	• To sing a broad range of songs with accurate pitching. • To sing three-part rounds, partner songs and songs with a verse and a chorus. • **To perform a range of songs to an audience.** • **To breathe in the correct place when singing.**	• **To describe, compare, and evaluate music using musical vocabulary.** • To explain why they think their music is successful and unsuccessful. • To suggest improvements to their own or others' work. • **To contrast the work of famous composers and show preferences.**	Improvising • To improvise freely using tuned percussion and melodic instruments. • To improvise over a simple groove, responding to the beat, creating a satisfying melodic shape. • To experiment with a wider range of dynamics (fortissimo – pianissimo). Compose • To compose melodies from pairs of phrases in either C major or A minor. • To work in pairs to compose a short ternary piece. • To use chords to compose music to evoke a specific atmosphere, mood or environment.	Instrumental Performance • To play melodies on tuned percussion, melodic instruments or keyboards following staff notation written on one stave. • To understand how triads are formed and play them on instruments. • Perform simple chordal accompaniments to familiar songs. • To develop the skill of playing by ear through copying. Reading Notation • **To understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.** • To understand the differences between 2/4, 3/4 and 4/4 time signatures. • **To read and perform pitch notation within an octave.** • To read and play short rhythmic phrases at sight.

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	Singing	Listening and Appraising	Composing	Musicianship
Year 6	• To sing a broad range of songs that involve syncopated rhythms as part of a choir. • To sing three-part rounds, partner songs and songs with a verse and a chorus. • **To perform a range of songs to an audience.** • To sing a harmony part confidently and accurately. • **To take on a solo part.**	• To refine and improve their work. • To analyse features within different pieces of music. • To evaluate how the venue, occasion and purpose affects the way a piece of music is created. • **To compare and contrast music over different periods of time and traditions.**	Improvising • To create music with multiple sections that include repetition and contrast. • To use chord changes as part of an improvised sequence. • To extend improvised melodies beyond 8 beats over a fixed groove. Compose • To plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale. • To compose a ternary piece, using a variety of different musical devices in their composition. • To use different forms of notation.	Instrumental Performance • To play a melody following staff notation. • To accompany a melody using block chords or a bass line. • **To engage with others through ensemble playing (choir) with pupils taking on melody or accompaniment roles.** Reading Notation • **To further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.** • **To further develop the skills to read and perform pitch notation within an octave.** • To read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. • To read and play from notation a four-bar phrase, confidently identifying note names and durations.

Key Knowledge ■ Key Skills ■