

Selby Community Primary School Music Progression

This document aims to track expectations for music at Selby Community Primary School. School employs a music instructor to deliver a variety of high quality music lessons to all classes to cover class teacher PPA time.

What the National Curriculum Says

Key Stage 1	Key Stage 2
<ul style="list-style-type: none">• Use their voices expressively 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. • Make and combine sounds using the inter-related dimensions of music.	<ul style="list-style-type: none">• Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. • Improvise and compose music using the inter-related dimensions of music separately and in combination. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand the basics of the stave and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. • Develop an understanding of the history of music.

Musical Skills

Our skills and milestone document is taken from the Chris Quigley Essentials and then made bespoke to our school.

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

Musical Offer in Year Groups

Nursery & Reception – Music in free flow, music through development work and specialist music input for singing and rhymes once per week.

Year 1 & 2 – Specialist music teaching each week. Key Stage 1 singing lead by Music Specialist.

Years 3 & 4 - Specialist music teaching each week. Key Stage 2 singing lead by Music Specialist. Choir each week and chance to join Young Voices choir to sing at Sheffield Arena.

Years 5 & 6 - Specialist music teaching each week. Key Stage 2 singing lead by Music Specialist. Choir each week and chance to join Young Voices choir to sing at Sheffield Arena. Voice Academy to build confidence and self-esteem. All children will learn to play a brass or woodwind instrument through whole class tuition by the Music Service.

Expectations in Music

	Milestone 1 by Year 2	Milestone 2 by Year 4	Milestone 3 by Year 6	More and Most Able
To perform	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument). 	<ul style="list-style-type: none"> • Identify and use expressively the inter-related dimensions of music with increasing sophistication (such as through extended use of tonalities, different types of scales and other musical devices). • Develop vocal and/or instrumental fluency, accuracy and expressiveness.
To compose	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. 	<ul style="list-style-type: none"> • Compose and perform melodic songs. 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. 	<ul style="list-style-type: none"> • Compose, extend and develop musical ideas by drawing on a range of

	<ul style="list-style-type: none"> • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. 	<ul style="list-style-type: none"> • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music. 	<p>musical structures, styles, genres and traditions.</p>
<p>To transcribe</p>	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how 	<ul style="list-style-type: none"> • Use the stave and other relevant notations appropriately and accurately in a range of musical styles, genres and

		<p>EGBDF and FACE on the musical stave.</p> <ul style="list-style-type: none"> • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<p>many beats to play.</p> <ul style="list-style-type: none"> • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and b (flat) symbols. • Use and understand simple time signatures. 	<p>traditions.</p>
<p>To describe music</p>	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre 	<ul style="list-style-type: none"> • Listen with increasing discrimination to a wide range of music from great composers. • Develop a deep understanding of the music that they perform and listen to, and its history. • Understand musical structures, styles, genres and traditions and identify the expressive use of musical elements.

			<ul style="list-style-type: none">• texture• lyrics and melody• sense of occasion• expressive• solo• rounds• harmonies• accompaniments• drones• cyclic patterns• combination of musical elements• cultural context. <p>• Describe how lyrics often reflect the cultural context of music and have social meaning.</p>	<ul style="list-style-type: none">• Appreciate and understand a wide range of musical contexts and styles to inform judgments.
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