







Fulbourn Primary School Music Content Areas and Progression

Content Areas	Singing	Performing	Composing and Improvising	Listening and Responding
Symbol	 singing	 performing	 composing and improvising	 listening and responding

Content Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<p>Sing a range of well-known nursery rhymes and songs</p> <p>Sing the pitch of a tone sung by another person</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Repeat short, easy rhythmic and melodic patterns singing back from memory.</p> <p>Sing with basic correct posture and singing technique, including: diction breathing basic dynamics</p> <p>Sing songs that: have a range of a fifth pitch notes by step and small intervals, generally with accuracy are in unison</p> <p>Sing with the teacher and/or other learners, demonstrating some basic ensemble skills by listening, watching, and</p>	<p>Explore and begin to extend their vocal range using humming and sliding exercises, and through experimentation with different character voices e.g. scary voice, squeaky voice, low voice.</p> <p>Develop basic posture with relaxed shoulders, freedom of movement, dynamic contrasts and breathing to control phrases.</p> <p>Be able to show when pitch changes by moving their hands [sol-fa hand signs].</p> <p>Begin to sing songs that:</p>	<p>Demonstrate increased singing technique and control over the voice. This can include singing with the following:</p> <ul style="list-style-type: none"> -open mouth, relaxed jaw. -increasing control over breathing -clear pronunciation – with precise beginnings and endings of words -accuracy of pitch -some attempt at taught breathing techniques <p>Recognise simple melodic patterns with growing confidence.</p> <p>Sing songs with a range of an octave that</p>	<p>Communicate with more expression across a wider range of music from different genres, traditions, and cultures. This will be aided by the inclusion of:</p> <ul style="list-style-type: none"> -dynamics -tempo changes -varying time signatures -varying key signatures <p>Explore and discuss the character of the music and its intended effect</p> <p>Sing a range of repertoire that includes both small and large leaps between notes in the melody line, and sometimes includes simple vocal harmonies</p>	<p>Communicate more expressively across a wider range of music from different genres, traditions, and cultures, and include:</p> <ul style="list-style-type: none"> -dynamics -tempo changes -actions/movement (where applicable) -three-part songs -a sense of performance and ensemble -phrasing and articulation <p>Explore and discuss the character of the music and its intended effect</p> <p>Transition between the lower and upper register with increasing control and support</p>	<p>Communicate expressively across a wider range of music from different genres, traditions, and cultures. This should include observing rhythm, phrasing, accurate pitching, vocal support, and appropriate style</p> <p>Discuss the character and mood of the music and begin to suggest improvements to convey the stylistic features of the piece. (e.g., dynamics, tempo)</p> <p>Discuss the quality of their singing and learn from their performance</p>

	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p>	<p>keeping in time with the group.</p>	<p>Have a range of up to a sixth. Are in unison and some basic rounds/canons Perform short songs from memory to an audience</p>	<p>include greater intervals in the melody line (up to a 5th). Sing short, unison and simple part songs from their repertoire with increasing accuracy. Read and sing at sight short, simple phrases.</p>		<p>Sing songs in a range beyond an octave</p>	<p>Perform to others demonstrating an awareness of mood and growing sense of occasion and ability to project the character of the music Sing with increasing control over the following: -Breathing -Placement of the voice -Intonation -Articulation and diction</p>
<p>Performing</p>	<p>Play instruments with increasing control to express their feelings and ideas Explore and engage in music making and dance, performing solo or in groups</p>	<p>Use different classroom percussion instruments (including voice) to contribute to unison performances. Play and perform broadly following the shape of the music and with some basic use of the elements of music Identify high/low sounds using graphic and symbol notation. Start / stop using copycat, repetition, call and response, sequencing, and question and answer exercises – generally with accuracy. Perform using a limited range of notes, different rhythmic patterns, and with some aural</p>	<p>Begin to develop control, accuracy and awareness of the sound they make within a group. Perform with some inclusion of and increasing control over the following: -basic posture. -basic dynamics. -rhythm, metre and tempo -pitching – step and interval Follow basic instructions from a conductor or ensemble leader</p>	<p>Play instruments with correct posture and some technique Develop control, accuracy, and awareness of the sound they make within a group. Use instruments beyond classroom percussion Sing and perform a wider range of repertoire both in unison and in parts, including actions or instrumentation where appropriate, with increasing levels of confidence and skill. Perform as part of a larger group to an audience (e.g. class performance in</p>	<p>Explore part singing/playing and be able to hold their own part in smaller groups in simple music such as rounds / part songs Perform using a range of instruments with basic posture, correct technique, and clear tone Play and sing longer and more complex rhythmic and melodic patterns within a range of repertoire. These might include the following: -pentatonic scales -major/minor -ternary form -intro/verse/chorus... -music with multiple sections</p>	<p>Perform longer and more complex rhythms and melody lines in different metres, tempos and time signatures Analyse, discuss and refine performances deciding on necessary adjustments Perform in more musically complex situations, including in unison and in smaller groups with increasing musical awareness Perform music to an audience demonstrating an awareness of the mood and shape of the music</p>	<p>Develop their experience of different roles in group performance, including performing simple additional parts within small and larger group ensembles Play with more musical awareness, increasingly adjusting their parts to fit in musically Perform range of music beyond an octave in more than one key</p>

		perception of the music.		assembly), including some dynamic and tempo variation			
Composing and Improvising	Create their own songs, or improvise a song around one they know. Begin to use non-standard symbols to represent vocal sounds	<p>Play with and explore the different sounds made by tuned and untuned percussion instruments.</p> <p>Improvise simple rhythms and phrases through question-and-answer exercises.</p> <p>Experiment with and create sound effects and short rhythmic and melodic patterns both within basic structures and in response to stimuli e.g. a rainstorm or a train journey.</p> <p>Use music technology, where available to capture, change and combine sounds.</p> <p>Recognise how graphic notation can represent sounds. Explore and invent own symbols</p>	<p>Experiment creatively with and explore different sounds with growing purpose using given musical and non-musical stimuli within basic structures</p> <p>Use different notations (dot, stick and graphic score) to record compositions</p>	<p>Experiment with and explore sounds with intent and purpose using a wider variety of given stimuli</p> <p>Compose and improvise using a range of musical structures and devices, including:</p> <ul style="list-style-type: none"> -Echo -Question and answer -AB -Ostinato <p>Develop improvisation skills using voice, tuned and untuned percussion and additional instruments (either learned inside or outside the classroom)</p>	<p>Deepen understanding of the effective combination of sounds for given stimuli</p> <p>Organise composition and improvisation material with increasing coherence</p> <p>Improvise on the instrument they are learning on a small range of pitches, focussing on keeping playing smooth (legato) and detached (staccato) where applicable</p> <p>Capture and record compositions through music technology and through a range of notations.</p>	<p>Make conscious decisions about revising and refining composition material</p> <p>Improvise freely, keeping a sense of character and shape, using tuned and untuned percussion and/or other melodic instruments</p> <p>Improvise with increasing confidence and intent using the elements of music to bring shape to their playing</p> <p>Compose over given devices and structures (e.g. drone, baseline, 12 bar blues, ternary form), with increasing confidence and intent</p>	<p>Deepen understanding of the effective combination of sounds for given and chosen stimuli, and with increasing intent of the creative choices made</p> <p>To develop creative ideas and musical material for specific occasions/purposes e.g. for a school concert</p> <p>Improvise over given structures (e.g. ostinato, 12 bar blues) using given notes and include musical techniques to help shape their work</p> <p>Compose using a musical software programme</p>
	Listen attentively, move to and talk about music, expressing their thoughts,	<p>Listen to a variety of music and reflect on how it makes them feel</p> <p>Respond to changes in music using movement and simple observations</p> <p>Begin to recognise and discriminate between</p>	<p>Explore how different symbols will sound explaining the changes and differences between them</p> <p>Begin to discuss thoughts and feelings about pieces listened to</p>	<p>Use language to express their personal thoughts and feelings about pieces of music and include greater use of musical vocabulary</p> <p>Explore ideas around musical character, discussing the</p>	<p>Use technical language and musical vocabulary with increasing accuracy</p> <p>Have an emotional response to music through movements, responses and words</p>	<p>Share their ideas about pieces they listen to using more developed musical vocabulary and technical language to explain their thoughts</p> <p>Show awareness and understanding of simple</p>	<p>Develop their aural skills in order to use notation to write down what they hear</p> <p>Use appropriate musical vocabulary to discuss and explain stylistic features within pieces e.g. dynamics,</p>

<p>Listening and Responding</p>	<p>feelings and responses.</p>	<p>the musical elements of pulse, pitch, rhythm, tempo, dynamics and texture</p> <p>Describe music using a range of adjectives e.g. sad, scary, excited, happy and some basic musical keywords e.g. loud, quiet, fast, slow</p>	<p>with some reference to the elements of music</p> <p>Increasingly recognise the direct link between sounds and symbols</p> <p>Recognise repetition in melodic patterns</p> <p>Analyse and understand the meaning of lyrics to simple songs</p>	<p>expressive possibilities and what that means to the listener</p> <p>Use appropriate notations to make a written record of their own musical experimentation, further establishing the link between sounds and symbols</p>	<p>and explain their reasons</p> <p>Use appropriate notations to make a written record of their own musical experimentation, further establishing the link between sounds and symbols</p> <p>Describe and compare music from a range of different genres, traditions and cultures in terms of history, culture and purpose with musical vocabulary</p>	<p>chord changes and progressions.</p>	<p>structure, devices such as ostinato, riff and groove</p>
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