

# Music Objective Progression

## Christleton Primary School



	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Context For Learning	A Toy Story	Marvellous Medicines	Digging through Time	The Rotten Romans	A wave of Invasions	We'll Meet Again
	Out of Africa	Giants and where to find them	The Place Between	Imaginary Worlds	Journeys	King Kong
	We're All Going on a Summer Holiday	A Japanese Journey	Secrets of the Rainforest	Great British Icons	Exploring; Coast to Coast	An adventure of exploration

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<p><b>KEY STAGE ONE</b></p> <p>Use voices expressively</p> <p><b>KEY STAGE TWO</b></p> <p>Sing songs in unison and two parts</p>	Use voices in different ways such as speaking, singing and chanting	Use voices expressively and creatively.  To sing with the sense of shape of the melody	To sing in unison, becoming aware of pitch.	To sing in unison maintaining the correct pitch and using increasing expression.	To sing in unison with clear diction, controlled pitch and sense of phrase.	To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase
<p><b>KEY STAGE ONE</b></p> <p>Play tuned and un-tuned instruments</p> <p><b>KEY STAGE TWO</b></p> <p>To play tuned and un-tuned instruments with control and accuracy</p>	To create and choose sounds  To perform simple rhythmical patterns, beginning to show an awareness of pulse.	To create and choose sounds for a specific effect.  To perform rhythmical patterns and accompaniments, keeping a steady pulse.	To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.	To play and perform with accuracy, fluency, control and expression
<p>Key Stage One</p> <p>Rehearse and perform with others</p> <p>Key Stage Two</p> <p>To practise, rehearse and present performances with an awareness of the audience</p>	To think about others when performing	To think about others while performing	To think about others while performing.	To think about others while performing.	To maintain my own part and be aware how the different parts fit together.	To think about the audience when performing and how to create a specific effect.

<p><b>Key Stage One</b></p> <p>Create musical patterns</p> <p><b>Key Stage Two</b></p> <p>Improvise, developing rhythmic and melodic material when performing</p>	<p>To know about and experiment with sounds</p>	<p>Repeat short rhythmic and melodic patterns</p>	<p>To create simple rhythmical patterns that use a small range of notes.</p>	<p>To create rhythmical and simple melodic patterns using an increased number of notes</p>	<p>To create increasingly complicated rhythmic and melodic phrases within given structures.</p>	<p>To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.</p>
<p><b>Key Stage One</b></p> <p>Explore, choose and organise sounds and musical ideas</p> <p><b>Key Stage Two</b></p> <p>Explore, choose, combine and organise musical ideas with musical structures</p>	<p>To recognise and explore how sounds can be organised,</p> <p>To identify and organise sounds using simple criteria</p> <p>e.g. loud, soft, high low.</p>	<p>To Begin to explore and choose and order sounds using the inter-related dimensions of music*.</p>	<p>To begin to join simple layers of sound,</p> <p>e.g. A background rhythm and a solo melody.</p>	<p>To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</p>		
<p><b>Key Stage One</b></p> <p>Explore and express ideas and feelings about music using movement, dance and expressive and musical language.</p> <p><b>Key Stage Two</b></p> <p>Analyse and compare sounds. Explore and explain ideas and feelings about music using movement, dance and expressive and musical language.</p>	<p>To talk about how music makes you feel or want to move.</p> <p>e.g. it makes me want to jump/sleep/shout etc.</p>	<p>To respond to different moods in music and explain thinking about changes in sound</p>	<p>To explore and comment on the ways sounds can be used expressively.</p>	<p>To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.</p>	<p>To describe, compare and evaluate different types of music beginning to use musical words.</p>	<p>To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*</p>
<p><b>Key Stage One</b></p> <p>To make improvements to my own work</p> <p><b>Key Stage Two</b></p> <p>To reflect on and improve own and others work in relation to its intended effect</p>	<p>To think about and make simple suggestions about what could make their own work better.</p> <p>e.g: play faster or louder.</p>	<p>To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments</p>	<p>To comment on the effectiveness of own work, identifying and making improvements.</p>	<p>To comment on the effectiveness of one's work, identifying and making improvements based on its intended outcome.</p>	<p>To comment on the success of own and others work, suggesting improvements based on intended outcomes.</p>	<p>To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.</p>

<p><b>Key Stage One</b></p> <p>To listen with concentration and recall sounds within increasing aural memory.</p> <p><b>Key Stage Two</b></p> <p>To listen with attention to detail and to internalise and recall sounds.</p>	<p>To begin to identify simple repeated patterns and follow basic musical instructions.</p>	<p>To identify and recognise repeated patterns and follow a wider range of musical instructions</p>	<p>To listen with attention and begin to recall sounds.</p>	<p>To listen to and recall patterns of sounds with increasing accuracy.</p>	<p>To listen to and recall a range of sounds and patterns of sounds confidently.</p>	<p>To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.</p>
<p><b>KEY STAGE ONE</b></p> <p>To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures</p> <p><b>KEY STAGE TWO</b></p> <p>To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects</p>	<p>To begin to understand that musical elements can be used to create different moods and effects.</p>	<p>To understand how musical elements create different moods and effects.</p>	<p>To begin to understand how different musical elements are combined and used to create an effect.</p>	<p>To understand how different musical elements are combined and used expressively.</p>	<p>To begin to identify the relationship between sounds and how music can reflect different meanings</p>	<p>To identify and explore the relationship between sounds and how music can reflect different meanings.</p>
<p><b>KEY STAGE ONE</b></p> <p>To understand that sounds can be made in different ways and described using given and invented signs and symbols.</p> <p><b>Key Stage Two</b></p> <p>To know that music is produced in different ways and described through relevant established and invented notations.</p>	<p>To begin to represent sounds with simple sounds including shapes and marks.</p>	<p>To confidently represent sounds with a range of ymbols, shapes and marks.</p>	<p>To begin to recognise simple notations to represent music, including pitch and volume.</p>	<p>To understand and begin to use established and invented musical notations to represent music.</p>	<p>To recognise and use a range of musical notations including staff notation</p>	<p>To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.</p>

<p><b>KEY STAGE ONE</b></p> <p>To know how music is used for particular purposes</p> <p><b>KEY STAGE TWO</b></p> <p>To understand how time and place can influence the way music is created.</p>	<p>To listen to short, simple pieces of music and talk about when and why they may hear it.</p> <p>E.g: a lullaby or Wedding march.</p>	<p>To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary.</p> <p>E.g. It's quiet and smooth so it would be good for a lullaby</p>	<p>To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p>	<p>To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p>	<p>To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.</p>	<p>To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed</p>
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**\*Inter-related dimensions of music (dynamics):**

- PULSE:** The steady beat of a piece of a piece of music
- PITCH:** The melody and the way the notes change from low to high and vice versa.
- RHYTHM:** Or duration is the pattern of long and short sounds in a piece of music
- DYNAMICS:** Loud and soft
- TEMPO:** Fast and slow
- TIMBRE:** The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)
- TEXTURE:** Layers of sound (number of instruments or voices playing together)
- STRUCTURE:** The way the music is laid out –e.g. Verse, chorus, verse.