Iqra Primary School
Progression in Music

Aspect	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Singing and performing	• Sing a range of well-known nursery rhymes and songs; • Explore singing at different speeds and pitch to create moods and feelings • Discover how to use the voice to create loud and soft sounds Sings familiar songs Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments	Sing and play with expression, from memory and using simple notations as appropriate • Develop ability to internalise a steady pulse – e.g. 'sing' short extracts 'in your head' • Begin to recognise rhythmic patterns found in speech e.g. saying/chanting names, counting syllables in names etc	Sing new repertoire increasingly in tune within a limited pitch range. Pitch small intervals with a good degree of accuracy • Perform songs, chants and rhymes with a good sense of pulse and rhythm • Follow and lead simple performance directions, demonstrating understanding of these through singing, movement and playing	Sing and play appropriate material confidently and fluently • Be aware of posture when singing and playing • Accurately maintain a pulse • Use rehearsals to develop musical quality – e.g. clear starts, ends of pieces/phrases, technical accuracy etc • Coordinate words and actions when singing/moving to music. Suggest and try out suitable actions/movements • Demonstrate a good level of control and expression when singing and creating sounds	Sing with an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing • Maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple singing part etc) • Experiment vocally/instrumentally in drafting, rehearsing and performing situations using a wide range of stimuli • Learn repertoire/ musical ideas in different ways as appropriate (e.g. aurally, copying, from simple notation)	Use voice, sounds, technology and instruments in creative ways and exploring new techniques • Maintain a strong sense of pulse and recognise when going out of time • Maintain good posture when singing/playing • Sing and play with increasing control, confidence, expression and fluency • Sing with an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style	Maintain an independent part in a group or as a soloist when singing or playing • Explore harmonies and melodies through engaging as a musician • Experiment vocally/instrumentally in drafting, rehearsing and performing situations using a wide range of stimuli • Use rehearsal to develop musical quality, pointing out areas which need improving and offering strategies
Experiment with, create, select and combine sounds	Choose different instruments, including the voice, to create sound effects in play. Investigate a variety of ways to create sound with different materials. Experiment performing songs and music together with body movements to a steady beat. Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes	Explore sounds and music through play • Join in and stop as appropriate • Contribute to performance on a range of given and chosen instruments • Begin to perform appropriate material with a good sense of pulse and rhythm					

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Listening	• Express feelings in music by responding to different moods in a musical score. • Listen to music and respond by using hand and whole-body movements. • Listen to different sounds (animal noise, water etc) and respond with voice and movement. Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences	Listen with concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music through movement, sound based and other creative responses		• Listen to and compare a wide repertoire of music • Consider and mimic sounds they hear, identify instruments or voices used and use musical language to describe style, how piece is structured, eg. in terms of its beginning, middle and ending, or the use of instruments and effects created		Listen to, think about and discuss a wide repertoire of music; e.g. offer suggestions about performance or the appropriateness of the accompaniment; become familiar with the sounds of instruments e.g. flute, violin, trumpet, different guitars, brass instruments .	
		• Use the correct musical language to describe a piece of music • Understand that tempo describes how fast or slow the music is and dynamics describe how loud or quiet the music is • Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse	• Build an understanding of the pulse and internalise it when listening to a piece of music • Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions	• Find the pulse within the context of different songs/music with ease • Listen to live and recorded music from a wide range of influences, responding appropriately to the context	• Listen to live and recorded music from a wide range of influences, responding appropriately to the context • Discuss how the elements of music are used in pieces from different periods, styles and cultures	• Listen with increased concentration to live and recorded music from different traditions, genres, styles and times, responding appropriately to the context • Be perceptive to music and communicate personal thoughts and feelings, through discussion, movement and visual arts	• Listen with increased concentration to live and recorded music from different traditions, genres, styles and times, responding appropriately to the context • Share opinions about music and be willing to justify these

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		• Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions • Learn about the lives and works of the great composers and musicians					
Develop an understanding of the history of music				Understand that improvisation is when a composer makes up a tune within boundaries • Begin to listen to and recall sounds with increasing aural memory • Describe the different purposes of music throughout history and in other cultures. Understand that the sense of occasion affects the performance	• Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators • Use musical language to appraise a piece or style of music • Understand that the sense of occasion affects the performance. • Combine sounds expressively	• Develop an increasing understanding of the history and context of music • Understand the different cultural • meanings and purposes of music, • including contemporary culture.	• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Listen with increasing discrimination to a wide range of music from great composers and musicians • Develop a deeper understanding of the history and context of music • Understand • and express opinions on the different cultural meanings and purposes of music
		Classical: Mozart **Nasheed:** Faith – Iqra Choir song **Culture:** Middle eastern culture – Arabic poetry	**Classical:** Anna Clyne – Night Ferry **Nasheed:** United we stand – Iqra choir song **Culture:** Trinidad – Calypso (Steel drums) Indonesia – Baris – Gong Kebyr of Peliatan	**Classical:** Beethoven 5th Symphony **Nasheed:** Spiderman – Omar Esa **Culture:** Brazil – Fanfarra - Sérgio Mendes/Carlinhos Brown	**Classical:** Mussorgsky – Night on Bald Mountain (Geography link – How do rivers and mountains shape life?) **Nasheed:** Mountains of Makkah – Zain Bhika **Culture:** Mediterranean – Spanish flamenco (castanets) https://www.youtube.com/watch?v=ncPPVha9T6c (body percussion part)	**Classical:** Ralph Vaughan Williams (English Folk Song) **Nasheed:** **Culture:** Nigeria: Babatunde Olatunji Circle of Drums (Drumming)	**Classical:** Tchaikovsky – 1812 Overture – Fill with the cannons (History link – how have the events of WWII impacted leadership styles?) **Pop:** Blues (History link – Break the chains: 16th Century Slavery) **Culture:** Reem Kelani – Sprinting Gazelle

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Composing	Create sounds by rubbing, shaking, tapping, striking or blowing Develop an understanding of how to create and use sounds intentionally	• Enjoy making, playing, changing and combining sounds; try out different ways of producing sounds with voice, musical instruments, simple music technology, 'body sounds' (tapping, clicking, marching, stamping etc)	• Creatively experiment with different ways to produce and change sound • Create, repeat, adapt and extend simple rhythmic and melodic patterns and words to given stimuli or in play context	• Create simple rhythmic patterns, melodies and accompaniments • Manipulate sounds, music and structures to explore changes to the 'inter - related dimensions' of music • Develop an understanding of formal, written notation which includes crotchets and rests	• Create short improvisations, arrangements and compositions from a broad range of given or chosen musical and non-musical stimuli • Organise music into simple structures showing awareness of the content and purpose • Develop an understanding of formal, written notation which includes minims and quavers	• Use voice, body percussion and music technology to experiment creatively with sounds, taking creative risks and justifying decisions • Work out and develop simple rhythmic, melodic and harmonic accompaniments and patterns (e.g. ostinato, drones, pentatonic melodies etc) • Show an awareness of how different parts fit together • Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets	• Demonstrate a good ability to plan, revise and refine material • Create increasingly more complex, effective and coherent improvisations, arrangements and compositions which respond appropriately to a range of given or chosen stimuli, showing consideration of musical structures • Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets • Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions

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Musicianship (inter related dimensions)	• Exploration of speed and pitch to understand the mood of songs • Recognise and make loud and soft sounds	• Listen to, copy and repeat a simple rhythm or melody • Find the pulse whilst listening to music and using movement (pulse/beat, rhythm)	•Understand that timbre describes the character or quality of a sound •Understand that texture describes the layers within the music	• Recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations, physical movements etc • Begin to recognise how short rhythmic patterns found in speech have a musical 'rhythm' and how this relates to basic symbols	• Aurally identify, recognise, respond to and use musically basic symbols (standard and invented), including rhythms from standard notation (crotchets, quavers) and basic changes in pitch within a limited range	• Use standard and invented notations as appropriate when working as a musician in a range of different contexts • As appropriate, follow basic shapes of music (including standard and invented notation) through singing and playing short passages of music	• Use standard and invented notations as appropriate when working as a musician in a range of different contexts • As appropriate, decode and encode short rhythmic patterns using standard and invented notation • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices