



### Progression in Music at Sandhills Primary School

The criteria are cumulative, previous criteria will continue to be refined according to the context of the musical learning.

	EYFS	KS1	Lower KS2	Upper KS2	End Y6
Singing - Range	A range of less than an octave.	Natural: Middle C-G Trained: C-G Chorister: C-C (Range of a sixth, by ear.)	Natural: Middle C-C Trained: C-E Chorister: C-G (Range of an octave)	Natural: Middle C-E 8ve Trained: Middle C-G Chorister: C-B flat (Range of an octave with leaps or beyond an octave)	All children to sing with a range of an octave or more.
Singing - technique	Basic posture with relaxed shoulders.	Basic posture with relaxed shoulders with dynamic contrasts (high to low, quiet to loud.) Maintain overall shape of melody. Sing in time (with the pulse) Can sing loud or quiet Can use different 'types' of voice.	Open mouth, relaxed jaw and clear pronunciation. Dynamic range.  Mostly reliable pitch matching. Can control basic dynamics (loud, medium, quiet). Able to take breath correctly.	Accurate pitch-making Developing breath support Developing vocal focus Subtle control of dynamics (loud, medium, loud, medium quiet, quiet, very quiet) Able to sing in 2/3 parts. To sing with an even tone across the dynamic range with clear open vowels.	All children to use the correct posture of open mouth, relaxed jaw and clear pronunciation. To breath in between phrases.
Listening	Respond to different moods and sounds in music.  Listen to children's song and singing	There is an awareness of the expressive gestures in music, moods and character in a musical passage. Children may easily relate music to story, visual images or other external associations.	Children recognise established musical conventions and may be able to identify metre, repetitions and other musical features.	Children will be able to recognise deviations in the music's structure, what is unusual or unexpected, identify changes in character by reference to musical concepts such as timbre,	Children answer a wide range of questions and will be able to justify their answers.

	games from local, national and pupil's own heritage.			dynamics, speed, pitch and rhythm.	Children will use a wide range of musical terminology.  Children will show strong expression of opinion and will be able to identify stylistic features.
Composing and improvising	Rambling exploration of physical potential of voice or instrument.	(Melody) Free exploration of pitch and rhythm. (Harmony) Exploring a wider combination of sounds. (Expression) Explore dynamic choices and instrument choices.	Able to use sound for expressive purposes.  Improvise a 1-bar rhythm. Improvise a 1 bar melodic phrase (3 pitches.)	Conventional structures and 'rules' derived from the culture have appeared. Improvise a riff (ostinato) and melodic phrase (up to 5 pitches.) Indicate tempo.	Children will incorporate all of the interrelated dimensions of music. They will be able to create music 'fit for the purpose' in which it was intended.
Sequencing notation reading			Orientation – Staff notation (understanding) Graphic notation – (understanding)	Rhythm – Graphic notation (using) Stick Notation (reading) Stick notation (using)	Pitch Graphic notation (using) Sol fa notation (reading/using) Staff notation (reading)
Playing instruments – technique	Playing untuned instruments in time to simple rhythms.	Playing untuned instruments in time to more complex rhythms. Basic posture to be used.	Playing tonal instruments with greater accuracy and control.	Playing tonal instruments with greater accuracy, fluency, expression and control.	Children perform mostly accurate notes and rhythms with a stable temp. They show control and consistent tone and are responsible to the music of other

Range	Limited range, rhythms patterns by ear.	Beginning to play tuned instruments using two or three notes per piece of music.	First four or five notes (or 3 chords) rhythms with two note lengths.	Range about an octave or 6 chords. Rhythmic playing with at least three note lengths.	performers. They are able to communicate the character and style through appropriate use of technical and musical skills.
Performing with others	Singing together in unison.	Singing/playing instruments in a group/class.	Simple additional part with others (e.g. a round, or ostinato accompaniment.	Simple addition part(s) on own (E.G. a round, ostinato, bass or chord accompaniment.)	
Musical Knowledge (Aural and Theoretical Knowledge)	Awareness and control of sound materials.	Awareness and control of expressive characteristics.	Awareness and control of musical form.	Awareness of the personal and cultural value of music.	Children answer a wide range of questions and will be able to justify their answers.
<ul style="list-style-type: none"> <li>Rhythm</li> </ul>	Pulse (moving in time with the music.)	Simple rhythmic patterns aurally (identify/repeat)	Crotchets and rests (in four beat rhythms) Quaver pairs or minims and minim rests (in four beat rhythms.)	To begin to understand 4/4, bars and bar lines (strong and weak beats) Crotchets, quaver pairs, minims, semibreves and rests.	To know 4/4, bars and bar lines (strong and weak beats) Crotchets, quaver pairs, minims, semibreves and rests.
<ul style="list-style-type: none"> <li>Melody and Harmony</li> </ul>	High and low	Single or multiple sounds	Three note melody	First five notes of a major scale on a clef.	
<ul style="list-style-type: none"> <li>Form</li> </ul>		Phrase (breathing points.)	Simple structure (introduction, verse and chorus)		
<ul style="list-style-type: none"> <li>Expression</li> </ul>	Dynamics (loud and soft)	Timbre of different instruments.		Contrasting dynamics (forte/piano) and articulation (staccato/legato)	

Evaluation	Respond to different moods in music.	Use of musical choices to create an effect.	Use of staff notation		Children answer a wide range of questions and will be able to justify their answers.  Children will use a wide range of musical terminology.  Children will show strong expression of opinion and will be able to identify stylistic features.
		Use of a graphic score.	Features of music for different purposes.	How music changes over time.	
		Identify good features.	Improve own work.	How music demonstrates cross cultural influences.	
Cultural Development	Children's song and singing games from local, national and pupil's own heritage.	Music for national and other heritages represented in the school Music from western classical tradition. Popular music.	Traditional music from other parts of the world.	Music from baroque, classical, romantic and modern periods. Music from a fusion of styles.	To have listened to and critiques a wide range of genres, musical traditions and styles. Children to also recall a range of male and female composers from varied cultural backgrounds.
Personal Development  <ul style="list-style-type: none"> <li>● Making a contribution</li> <li>● Self-esteem</li> <li>● Independence</li> </ul>	Take turns.  Show enjoyment of music.	Perform to an audience  Perform with a class in a school assembly.	Support other musicians (play or sing a part to accompany others.  Perform a solo to teacher or in a group.	Play or create music for a specific purpose or occasion.  Perform in an ensemble (with more than one part) in a school assembly or concert	Without teacher's guidance learn a piece of music or create own composition.  Able to take the lead and to respond to

<ul style="list-style-type: none"> <li>• Team Work</li> <li>• Emotional Development</li> </ul>			<p>Following teacher's guidance, practise at home to improve an aspect of playing.</p> <p>With teacher's guidance work in a group to improve a group performance or composition.</p>		<p>the leadership of others.</p>
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Other things to think about:

- A spiral curriculum
- Developing mastery and expertise in stages through practical activity – epistemic ascent.
- Focus on skill not activities
- Bear in mind that music is personal – children developing their skills will take criticism more personally than in other subjects which are more quantifiable.
- Allow pupil to select their own music to explore.
- Introduce them to other similar music.
- Encourage their investigative and research skills and present to the class.
- Assess pupils in the separate skills of performing, composing, listening and understanding notations for KS2.

- Evidencing assessment using teacher knowledge, pupil knowledge, audio files, video files, technology for composing if applicable, some written work for history or notation.