

Singing Progression Map

Red- skills Blue- knowledge

		Keys Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Big Idea- Creativity Aspect- Sing	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Learn rhymes, poems and songs.</p> <p>Sing a range of well-known nursery rhymes and songs (ELG).</p>	<p>Sing traditional songs, nursery rhymes and chants clearly.</p> <p>These songs usually contain repeated rhythms or melodies, strong pulse and rhyming words.</p>	<p>Sing simple songs and chants with a simple melody and shape.</p> <p>A melody of notes arranged to create a musical shape and is the dominant tune of the composition.</p>	<p>Use their voice in different ways, including using a loud or soft voice.</p> <p>Identify simple repeated patterns in songs.</p> <p>Voices can be used to create notes of different pitches, duration and dynamics.</p> <p>Voice can be used to add interest to the music or highlight different lyrics or moods.</p>	<p>Sing songs accurately, both solo and as part of an ensemble.</p> <p>To show the ability to listen to others, sing at the same time and volume as them.</p>	<p>Maintain a part within an ensemble when singing in a round or harmony.</p> <p>Rounds consist of the same melody being sung at different times in a group.</p> <p>Harmony singing consists of a melody line accompanied by other lines of music made up of different pitched notes that give a pleasing effect.</p> <p>Harmonies can have the same words at the same time, or 'oo' and 'ah' sung under a melody.</p>	<p>Use gesture and expression to create a finished, polished performance.</p> <p>Include gestures in time to music i.e. nodding the head in time to a beat.</p> <p>Expression is the addition of personal nuances to evoke feelings in music.</p>

Creativity Performance	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music (ELG).	Sing pieces of music starting and finishing together.	Use your voice with awareness of others.	Sing a part with increased control, fluency, expression and accuracy. Control in music can include breath control. To sing accurately the pitch, rhythm and dynamics of notes should match the intent of the music score.	Sing music from notation. Sing music from memory. Sing with increasing accuracy, fluency, control and expression.		
Big Idea- Investigation Aspect- Music Appreciation	Listen attentively, move to and talk about music, expressing their feelings and responses. Listen carefully to rhymes and songs, paying attention to how they sound.	Listen and respond to a range of high-quality live and recorded music/songs. Respond to music by clapping the pulse or rhythm. Create actions and dance movements. Use adjectives to describe music.	Listen and respond to songs i.e. through movement, words. Listen and respond to music which tells a story. Identify instruments within music. Describe key events and changes in sound inspired by the music.	Listen and respond to pieces of music written around the same theme. Discuss the instruments, rhythm and dynamics within the music.		Use descriptive words and relevant vocabulary when talking about elements of music. Use musical vocabulary including pitch, duration, tempo, timbre.	Identify and explain patterns in live and recorded music. Describe how the music makes you feel. A motif in music is a short musical idea and is developed.

<p>Big idea- Investigation Aspect- listening</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Listen to a piece of music/songs and identify features i.e. tempo/dynamics. Instruments in music can convey feelings. (Mars from The Planets, Holst and Brazil, Samba, Fanfarra)</p>	<p>Describe how an instrument has been used to represent a sound. (Indonesia, Gamelan, Baris) (Blues, Runaway Blues)</p>	<p>Recognise and describe changes in a piece of music using technical vocabulary. Use vocabulary- pitch, timbre, dynamics and tempo. (India, Indian classical, Sahela Re) (Night Ferry, Anne Clyne)</p>	<p>Describe how different instruments are used throughout a piece of music to add interest and meaning. Discuss how composers choose instruments to represent mood and feelings. (Jai Ho, A R Rahman) (Trinidad, calypso, Tropical bird)</p>	<p>Explain how pitch, tempo, dynamics etc. create feelings in the listener. Know that all music is written in a major or minor key; major is happy and minor is sad. (South Africa, Choral, Inkanyezi, Nezazi) (English Folk Song Suite, Vaughan Williams)</p>	<p>Listen and comment on a wide range of music styles using musical vocabulary. Discuss the distinguishing features of each piece of music. (England, Folk, Sea Shanties) (Argentina, tango, Libertango)</p>
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