



THE
ROBERT DRAKE
PRIMARY SCHOOL

CURRICULUM PROGRESSION FOR MUSIC

EYFS	YEARS 1 and 2	YEARS 3 and 4	YEARS 5 and 6
<p>Children will sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Move energetically when dancing.</p>	<p>Pupils will find and try to keep a steady beat.</p> <p>They will copy back very simple melodic patterns using high and low notes.</p> <p>They will create simple rhythms.</p> <p>They will read and respond to chanted rhythm patterns, including minims, crotchets, quavers.</p> <p>They will create and perform own chanted rhythm patterns.</p> <p>They will improvise and compose with tuned instruments using 3 notes.</p> <p>They will practise, rehearse and share a song that has been</p>	<p>Pupils will play and understand the time signatures: 2/4, 3/4 and 4/4.</p> <p>They will find and keep a steady beat.</p> <p>They will listen and copy rhythmic patterns made of semibreves, minims, crotchets, quavers, semiquavers and their rests, by ear or from notation.</p> <p>They will copy back melodic patterns using the notes: A,B,C,D,E</p> <p>They will play and perform an instrumental part from standard notation as part of a song being learnt .</p> <p>They will improvise to a known song using 3 - 5 notes</p>	<p>They will play and understand the time signatures 2/4, 3/4 and 5/4</p> <p>They will play along to a steady beat.</p> <p>They will listen and copy rhythmic patterns made up of minims, dotted minims, dotted crotchets, crotchets, quavers, semiquavers, and their rests by ear and from notation.</p> <p>They will recognise and/or reading simple notation and tonic sol-fa.</p> <p>The playing of chosen instrument is secure with the notation provided.</p> <p>They will explore musical styles through the style indicators of the music and its performers.</p>

	<p>learned in the lesson, from memory and with confidence.</p>	<p>They will compose a simple melody whilst also developing creativity and being able to draw on wider influences from songs played and learnt.</p> <p>They will rehearse and enjoy the opportunity to share what has been learned in the lessons.</p> <p>They will perform, with confidence, a song from memory or using notation.</p> <p>They will explain why the song was chosen, including its composer and the historical and cultural context of the song.</p>	<p>They will practise improvising along to a known song using a set of 6 notes.</p> <p>They will create and explain a simple melody with a musical shape using three, five or seven notes from a range of 5 notes.</p> <p>They will perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p> <p>They will create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts.</p> <p>They will perform from memory or with notation.</p>
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