

Music long term planner – skills progression – assessment points

Rotation A	Autumn	Spring	Summer
EYFS	<p>Untuned percussion (nursery rhymes) Experiments with a range of percussion instruments.</p> <p>Nativity Joins in with singing familiar songs.</p>	<p>Multicultural percussion and world music African drums Compose, copy and play a rhythm.</p> <p>Spring assembly (song and poem) Rehearses and performs songs and action.</p>	<p>Responding to music (dance and improvise) Moves in time to the music.</p> <p>Composing (changing sounds) Invents and adapts sounds.</p>
Year 1/2	<p><b>Music express Age 5-6 ourselves</b> Year 1 assessment point <b>Controlling sounds</b> Make and control long and short sounds (duration). Imitate changes in pitch– high and low Year 2 assessment point <b>Controlling sounds</b> Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).</p> <p><b>Music express Age 6-7 seasons (+nativity)</b> Year 1 assessment point <b>Controlling sounds</b> Make and control long and short sounds (duration). Imitate changes in pitch– high and low <b>Knowledge and understanding</b> Use voice in different ways to create different Year 2 assessment point <b>Controlling sounds</b> Understanding the importance of warming up first.</p>	<p><b>Music express Age 6-7 Toys</b> (linked to history unit on toys) Year 1 assessment point <b>Appraisal and respond</b> Identify texture– one sound or several sounds? <b>Developing musical ideas</b> Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre). Year 2 assessment point <b>Knowledge and understanding</b> Change sounds to suit a situation. <b>Developing musical ideas</b> Carefully choose sounds to achieve an effect</p> <p><b>Music express Age 6-7 Our land</b> (linked to Geog on UK) Year 1 assessment point <b>Developing musical ideas</b> Make a sequence of long and short sounds with help (duration). Year 2 assessment point</p>	<p><b>Ocarinas</b> – notation, learning an instrument and performance (school planned unit) Year 1 assessment point <b>Controlling sounds</b> Follow instructions on how and when to sing/play an instrument. Year 2 assessment point <b>Knowledge and understanding</b> Start to look at basic formal notation- play by ear first. <b>Controlling sounds</b> Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).</p>

	<p>Sing songs in ensemble following the tune (melody) well (nativity)</p> <p><b>Developing musical ideas</b> Start to recognise and name different instruments.</p>	<p><b>Developing musical ideas</b> Create short musical patterns.</p>	
<p>Year 3/4</p>	<p>L2me</p> <p><b>Hampshire music service. Assessment points identified once instruments allocated.</b></p> <p><b>Year 3 assessment point</b></p> <ul style="list-style-type: none"> <li>• <b>Responding and reviewing</b> Start to use musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure. Internalise the pulse in music.</li> <li>• <b>Controlling sounds</b> Maintain a simple part within an ensemble.</li> <li>• <b>Controlling sounds</b> Play notes on instruments clearly and including steps/ leaps in pitch.</li> <li>• <b>Developing performing</b> Compose and perform melodies using two or three notes.</li> <li>• <b>Listening and applying (K&amp;U)</b> Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration).</li> <li>• <b>Listening and applying (K&amp;U)</b> Use silence for effect and know symbol for a rest (duration).</li> </ul> <p><b>Year 4 assessment point</b></p> <ul style="list-style-type: none"> <li>• <b>Responding and reviewing</b> Use more musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.</li> <li>• <b>Controlling sounds</b> Perform with control and awareness of what others are singing/ playing.</li> <li>• <b>Controlling sounds</b> Improvise within a group using more than 2 notes.</li> <li>• <b>Developing performing</b> perform melodies using three or four notes.</li> <li>• <b>Applying</b> Know that sense of occasion affects performance.</li> </ul>		

<p>Year 5/6</p>	<p><b>Year 5 roundabout Music express</b>  <b>Year 5 assessment point</b>  <b>Controlling sounds</b> Hold part in a round (pitch/structure).  <b>Year 6 assessment point</b>  <b>Controlling sounds</b> Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing.</p> <p><b>Year 5 Cyclic patterns – African drums</b>  <b>Music express</b>  <b>Year 5 assessment point</b>  <b>Responding and reviewing</b> Use musical words to identify strengths and weaknesses in own and others' music.  <b>Year 6 assessment point</b>  <b>Listening and applying (K&amp;U)</b> Use increased aural memory to recall sounds accurately.</p>	<p><b>Recorders</b> – instrumental teaching – notation, learning an instrument, performance.  <b>Year 5 assessment point</b>  <b>Knowledge and understanding</b> Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it  <b>Controlling sounds</b> Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.</p> <p><b>Year 6 assessment point</b>  <b>Controlling sounds</b> Sing or play from memory with confidence.  <b>Listening and applying (K&amp;U)</b> Know and use standard musical notation to perform and record own music</p>	<p><b>Year 6 who knows – musical compositions and scores</b>  <b>Music express</b>  <b>Year 5 assessment point</b>  <b>Listening and applying (K&amp;U)</b>  Read/ work out the musical stave (notes as Year 4).  <b>Listening and applying (K&amp;U)</b>  Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure).</p> <p><b>Year 6 assessment point</b>  <b>Developing musical ideas</b>  Compose and perform melodies using five or more notes.</p>
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Rotation B	Autumn	Spring	Summer
EYFS	<p><b>Untuned percussion (nursery rhymes)</b> Experiments with a range of percussion instruments.</p> <p><b>Nativity</b> Joins in with singing familiar songs.</p>	<p><b>Multicultural percussion and world music</b> <b>African drums</b> Compose, copy and play a rhythm.</p> <p><b>Spring assembly (song and poem)</b> Rehearses and performs songs and action.</p>	<p><b>Responding to music (dance and improvise)</b> Moves in time to the music.</p> <p><b>Composing (changing sounds)</b> Invents and adapts sounds.</p>
Year 1/2	<p><b>Music express Age 5-6 number</b> <b>Year 1 assessment point</b> <b>Appraisal skills</b> Hear the pulse in music. Show the beat by tapping along. <b>Year 2 assessment point</b> <b>Appraisal skills</b> Identify the pulse in music and hold the steady beat</p> <p><b>Music express Age 6-7 Animals</b> <b>Year 1 assessment point</b> <b>Knowledge and understanding</b> Make sounds with a slight difference, with help. <b>Developing musical ideas</b> Clap longer rhythms with help.</p> <p><b>Year 2 assessment point</b> <b>Appraisal skills</b> Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).</p>	<p><b>Soundscapes</b> <b>Year 1 assessment point</b> <b>Knowledge and understanding</b> Listen for different types of sounds. Know how sounds are made and changed.</p> <p><b>Year 2 assessment point</b> <b>Knowledge and understanding</b> Make own sounds and symbols to make and record music. <b>Knowledge and understanding</b> Use changes in dynamics, timbre and pitch to organise music.</p> <p><b>Ocarinas</b> – notation, learning an instrument and performance <b>Year 1 assessment point</b> <b>Controlling sounds</b> Follow instructions on how and when to sing/play an instrument. <b>Appraisal skills</b> Hear the pulse in music.</p>	<p><b>Ocarinas</b> – notation, learning an instrument and performance <b>Year 1 assessment point</b> <b>Controlling sounds</b> Follow instructions on how and when to sing/play an instrument. <b>Year 2 assessment point</b> <b>Knowledge and understanding</b> Start to look at basic formal notation- play by ear first. <b>Controlling sounds</b> Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).</p> <p><b>Carnival of the animals (listening and composing)</b> <b>Year 1 assessment point</b> <b>Appraisal and respond</b> Identify texture– one sound or several sounds?</p>

	<p><b>Developing musical ideas</b> Use pitch changes to communicate an idea.</p> <p><b>Nativity</b></p> <p><b>Year 1 assessment point</b></p> <p><b>Performing skills</b> Take notice of others when performing</p> <p><b>Year 2 assessment point</b></p> <p><b>Performing skills</b> Perform in ensemble with instructions from the leader</p>	<p><b>Year 2 assessment point</b></p> <p><b>Knowledge and understanding</b> Start to look at basic formal notation- play by ear first.</p> <p><b>Controlling sounds</b> Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).</p>	<p><b>Developing musical ideas</b> Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre).</p> <p><b>Year 2 assessment point</b></p> <p><b>Knowledge and understanding</b> Change sounds to suit a situation.</p> <p><b>Developing musical ideas</b> Carefully choose sounds to achieve an effect</p>
Year 3/4	<p>L2me</p> <p><b>Hampshire music service. Assessment points identified once instruments allocated.</b></p> <p><b>Year 3 assessment point</b></p> <ul style="list-style-type: none"> <li>• <b>Responding and reviewing</b> Start to use musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure. Internalise the pulse in music.</li> <li>• <b>Controlling sounds</b> Maintain a simple part within an ensemble.</li> <li>• <b>Controlling sounds</b> Play notes on instruments clearly and including steps/ leaps in pitch.</li> <li>• <b>Developing performing</b> Compose and perform melodies using two or three notes.</li> <li>• <b>Listening and applying (K&amp;U)</b> Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration).</li> <li>• <b>Listening and applying (K&amp;U)</b> Use silence for effect and know symbol for a rest (duration).</li> </ul> <p><b>Year 4 assessment point</b></p> <ul style="list-style-type: none"> <li>• <b>Responding and reviewing</b> Use more musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.</li> <li>• <b>Controlling sounds</b> Perform with control and awareness of what others are singing/ playing.</li> <li>• <b>Controlling sounds</b> Improvise within a group using more than 2 notes.</li> <li>• <b>Developing performing</b> perform melodies using three or four notes.</li> <li>• <b>Applying</b> Know that sense of occasion affects performance.</li> </ul>		

<p>Year 5/6</p>	<p><b>Holst the planets – listening and appraising focus</b> (school planned) <b>Year 5 assessment point</b> <b>Responding and reviewing</b> Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo).  <b>Year 6 assessment point</b> <b>Responding and reviewing</b> Know how the other dimensions of music are sprinkled through songs and pieces of music. • Use musical vocabulary confidently to describe music.  <b>Pentatonic scales – improvisation and composition focus</b> (school planned) <b>Year 5 assessment point</b> <b>Responding and reviewing</b> Use musical words to identify strengths and weaknesses in own and others' music. <b>Year 6 assessment point</b> <b>Controlling sounds</b> Play more complex instrumental parts. Improvise using 5 notes of the pentatonic scale.</p>	<p><b>Recorders</b> – instrumental teaching – notation, learning an instrument, performance.  <b>Year 5 assessment point</b> <b>Knowledge and understanding</b> Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it <b>Controlling sounds</b> Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.  <b>Year 6 assessment point</b> <b>Controlling sounds</b> Sing or play from memory with confidence. <b>Listening and applying (K&amp;U)</b> Know and use standard musical notation to perform and record own music</p>	<p><b>Year 6 songwriter – singing and the Blues</b> <b>Music express</b> <b>Year 5 assessment point</b> <b>Controlling sounds</b> Show control, phrasing and expression in singing. <b>Developing musical ideas</b> Compose and perform melodies using four or five notes.  <b>Year 6 assessment point</b> <b>Controlling sounds</b> Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. <b>Developing musical ideas</b> Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea.</p>
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