

Pillars Progression taught in Music at Dorchester Primary School

Enquiry, Collaboration, Connectivity, Learners for Life and Ambition & Fairness for All

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| EYFS | | | | | | |
| Year 1 | <p>Introducing Beat</p> <p>Listen and respond appropriately to adults and their peers, and begin to consider respectful interactions.</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> | <p>Adding Rhythm and pitch</p> <p>Being encouraged to link what they read or hear read to their own experiences</p> <p>Be keen to start new learning and draw upon past experience /knowledge to help them.</p> | <p>Introducing tempo and dynamics</p> <p>Understand that linking ideas helps to improve them.</p> | <p>Combining pulse, Rhythm and Pitch</p> <p>Draw cross-curricular links between subjects of the curriculum: Music and History</p> | <p>Having fun with improvisation</p> <p>Talk about different jobs that people they know do and find out what a typical day looks like for them - Musical artists as role models</p> | <p>Explore sound and create a story</p> <p>Starting to consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> |
| Year 2 | <p>Exploring simple patterns</p> <p>Listen and respond appropriately to adults and their peers, and begin to consider respectful interactions.</p> <p>Drawing on what they already know or on background information and</p> | <p>Focus on dynamics and Tempo</p> <p>Being encouraged to link what they read or hear read to their own experiences</p> <p>Be keen to start new</p> | <p>Exploring Feelings through Music</p> <p>Listen and respond appropriately to adults and their peers, and begin to consider respectful interactions</p> | <p>Inventing a musical story</p> <p>Draw cross-curricular links between subjects of the curriculum: Music and History</p> | <p>Music that makes you dance</p> <p>Talk about different jobs that people they know do and find out what a typical day looks like for them - Musical artists as</p> | <p>Exploring improvisation</p> <p>Starting to consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> |

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| | vocabulary provided by the teacher | learning and draw upon past experience /knowledge to help them. | Understand that linking ideas helps to improve them. | | role models | |
| Year 3 WCET Ukulele | Begin to challenge themselves and develop skills to do so. Know about a variety of different careers. | Use prior knowledge to help investigate and explore new ideas and concepts. | Start to check their work independently to ensure accuracy. | Be able to recall key facts from previous learning that can contribute to new learning. | Maintain concentration throughout a group task and ensure that discussions reflect this. | Listen and respond appropriately to adults, showing respect, and begin to demonstrate respectful listening with their peers. |
| Year 4 | Interesting Time signatures Begin to recognise each other's strengths and contributions to a group task and use them to complete a task. Use prior knowledge to help investigate and explore new ideas and concepts. | Combining musical elements Recognise the subject-specific threads and use them to link areas of learning from previous topics/years, with support where appropriate. | Developing pulse and groove through improvisation Evaluate past experiences and strategies in order to base their new ideas and methods to ensure next steps or success. | Creating simple melodies together Start to break down tasks into smaller chunks, which they can solve. | Connecting notes and feelings Use the subject-specific threads to begin to form their own predictions about new learning, with support where necessary. Know about a variety of different careers. | Purpose, identity and expression in Music Be able to recall key facts from previous learning that can contribute to new learning. Begin to challenge themselves and develop skills to do so. |
| Year 5 | Getting started in music tech | Emotions and | Exploring key and | Introducing chords | Words, meaning | Identifying important |

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| | <p>Have high aspirations for themselves in the future.</p> | <p>musical styles Listen to each other respectfully and respond appropriately, when working without adult support.</p> | <p>time signatures Evaluate past experiences and be able to dissect and understand why things did or did not work. Use this information to set the next level of learning and questioning.</p> | <p>Use the subject-specific threads and their prior knowledge to discuss new ideas and topics.</p> | <p>and expression Independently make connections between different areas of learning, using the subject-specific threads, to draw conclusions and innovate.</p> | <p>Musical elements Work successfully together to complete a task to a high standard, without adult support.</p> |
| Year 6 | <p>Developing melodic phrases Listen to each other respectfully and respond appropriately, when working without adult support.</p> | <p>Understanding structure and form Pose appropriate questions independently.</p> | <p>Gaining confidence through performance Work successfully together to complete a task to a high standard, without adult support.</p> | <p>Exploring notation further Independently make connections between different areas of learning, using the subject-specific threads, to draw conclusions and innovate.</p> | <p>Uses chords and structure Use the subject-specific threads and their prior knowledge to discuss new ideas and topics.</p> | <p>Respecting each other through composition Be able to tackle any new learning with the necessary strategies.</p> |

