

Curriculum Progression – Music

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Listen & appraise</u>	<ul style="list-style-type: none"> Find the pulse of a piece of music through movement, Identify some higher and lower pitches. Identify when music gets louder or quieter. Start to talk about how the music makes them feel. 	<ul style="list-style-type: none"> Move and dance with music Find a steady beat Talk about feelings created by music Recognise some band and orchestral instruments. Describe tempo as fast or slow. Describe dynamics as loud and quiet Begin to understand where music fits in the world Begin to understand about different styles of music. 	<ul style="list-style-type: none"> Mark the beat of a listening piece by tapping or clapping. Recognise tempo changes. Walk in time to a beat of a piece of music, Talk about how the music makes them feel. Find different steady beats. Describe tempo as fast or slow Describe dynamics and loud or quiet Start to talk about the style of a piece of music Recognise some band and orchestral instruments. Start talking about how music fits into the world. 	<ul style="list-style-type: none"> Share thoughts and feelings about music. Find the beat or groove of the music. Walk, move or clap a steady beat being able to change speed at the tempo of the music changes. Invent different actions to move in time to the music. Talk about what the song or piece of music means. Identify some instruments you can hear playing. Identify if it's a male or female voice singing. Talk about the style of the music, 	<ul style="list-style-type: none"> Talk about the words of a song and what they mean. Find and demonstrate as steady beat. Think about why the song or piece of music was written Identify 2/4, 3/4 and 4/4 time. Recognise the style of music. Discuss the structure of the piece. Recall by ear memorable phrases in the music. Identify major and minor tonality. Describe legato and staccato. 	<ul style="list-style-type: none"> Talk about feelings created by music. Justify personal opinion with reference to musical elements. Identify the musical style of a song or a piece of music. Identify instruments by ear through a range of musical examples. Discuss the structure of the music speaking about call and response, AB form, verse, chorus and bridge. Identify major and minor tonality. Know and understand what a musical introduction is and its purpose. Recall by ear memorable phrases in the music. 	<ul style="list-style-type: none"> Talk about feelings created by music. Justify personal opinion with reference to musical elements. Identify the musical style of a song or a piece of music, using musical vocabulary. Identify instruments by ear through a range of musical examples, including sections of the orchestra, electric organ, congas, pianos, synthesisers and various vocal techniques. Discuss the structure of the music speaking about call and response, AB form, verse, chorus, bridge and instrumental breaks. Recall by ear memorable Phrases in the music. Know and understand what a musical introduction and outro is and its purpose. Recognise musical styles and how to

<p><u>Singing</u></p>	<ul style="list-style-type: none"> • Sing 3 tone songs. • Experiment with different voice types (low/high, loud/quiet, angry, happy, tiger, witch) • Sing simple action songs 	<ul style="list-style-type: none"> • Sing simple songs, chants and rhymes from memory. • Sing as a group responding to simple visual directions and counting in. • Sing a wide range of call and response songs. • Control vocal pitch to match pitch they hear. 	<ul style="list-style-type: none"> • Sing songs with a pitch range of do-so with increasing vocal control. • Know the meaning of dynamics, tempo and be able to demonstrate these when singing by responding to leaders directions and visual symbols. 	<ul style="list-style-type: none"> • Sing a widening range of unison songs in varying styles. • Sing tunefully with expression. • Perform actions confidently to a range of action songs. • Sing, walk, move and clap a steady beat being able to change the tempo as the music changes. • Perform as a choir in school assemblies 	<ul style="list-style-type: none"> • Continue to sing a broad range of unison songs with the range of an octave. • Sing rounds and partner songs. • Sing simple harmonies. • Begin to sing a repertoire with small and large leaps. • Perform a range of songs in school assemblies. 	<ul style="list-style-type: none"> • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. • Use correct phrasing and appropriate style. • Sing three-part, partner songs and songs with a verse and a chorus. • Perform a range of songs in school assemblies. • Performance opportunities. 	<p>distinguish between them.</p> <ul style="list-style-type: none"> • Sing a broad range of songs, including those with a syncopated rhythm. • Sing as part of a choir with a sense of ensemble, performance, rhythm, phrasing, accurate pitching and appropriate style. • Continue to sing three part rounds. • Perform a range of songs as a choir in school assemblies. • Performance opportunities.
<p><u>Composition & Improvisation</u></p>	<ul style="list-style-type: none"> • Invent a 'rhythmic' pattern to go with a song using one note. • Start to explore melodic patterns using two notes. 	<ul style="list-style-type: none"> • Improvise simple vocal chants, using question and answer phrases. • Create musical sound effects and short sequences in response to stimuli. • Combine sounds to make a story choosing and playing classroom instruments. • Understand the difference between a rhythm pattern and pitch pattern. • Invent retain and recall rhythm and pitch patterns. • Recognise how graphic notation can represent created sounds. Explore and create own symbols. 	<ul style="list-style-type: none"> • Create music in response to a non-musical stimulus (rocket launch, planets) • Work with partner to improvise simple question and answer phrases played on untuned percussion. • Use graphic symbols, dot notation and stick notation to keep a record of composed pieces. 	<ul style="list-style-type: none"> • Become more skilled at improvising, inventing short on the spot responses using a limited note range. • Structure music ideas, create a beginning, a middle and an end to pieces. • Combine known rhythmic notation with letter names to create rising and falling phrases using 3 notes. • Compose song accompaniments on untuned percussion using known rhythms and note values. 	<ul style="list-style-type: none"> • Improvise on a limited range of pitches on the instrument they are now learning (keyboard) making use of musical features including legato and staccato. • Begin to make compositional decisions about the structure of improvisations. • Combine rhythmic notation with letter names to create short pentatonic phrases using a range of 5 pitches. Play phrases as a self-standing composition. • Arrange individual notation cards of known note values 	<ul style="list-style-type: none"> • Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. • Improvise over a simple groove responding to the beat, creating melodic shape and experimenting with a wider range of dynamics. • Compose melodies made from pairs of phrases in either c major or a minor. • Work in pairs to create a short ternary piece. • Use chords to compose music to create a specific atmosphere, mood, or environment. • Capture and record creative ideas using graphic symbols, rhythmic notation, time 	<ul style="list-style-type: none"> • Create music with multiple sections that include repetition and contrast. • Extend improvised melodies beyond 8 beats over a fixed groove. • Plan and compose an 8 – 16 beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest. Notate this melody. • Compose melodies made from pairs of phrases in either g major or e minor. • Compose a ternary piece of music.

					<p>to create sequences arranged into bars.</p> <ul style="list-style-type: none"> • Introduce major and minor chords. • Capture and record creative ideas using graphic symbols, rhythm notation, staff notation and technology. • Explore developing knowledge of musical components by composing music to create a specific mood. 	<p>signatures, staff notation and technology.</p>	
<p><u>Musicianship(KS1)</u></p> <p><u>Performing (KS2)</u></p>	<ul style="list-style-type: none"> • Walk or move in time to a steady beat. • Keep the beat of a song with a pitched note. • Copy sort rhythm phrases by clapping or on un-tuned percussion. • Explore high and low pitch. • Explore loud and soft sounds. • Accompany simple songs with 2 notes. 	<ul style="list-style-type: none"> • Walk, move or clap a steady beat with others, changing the tempo of beat as music changes. • Use body percussion and classroom percussion to play repeated patterns and short pitch patterns on tuned instruments. • Respond to the pulse of music through movement. • Perform short copycat, teacher led, rhythm patterns. • Perform short repeating patterns while keeping in time with a steady beat. • Perform word patterns and chants. • Create and perform own their rhythm patterns. • Listen to sounds comparing high and low. • Sing familiar songs in both low and high voices, be able to talk 	<ul style="list-style-type: none"> • Understand that the speed of the beat can change, creating a faster or slower pace. • Mark the beat of a listening piece by tapping or clapping, recognising tempo changes. • Walk in time to the beat of a piece of music, know the difference between left and right to support coordination. • Begin to group beats in twos and threes by tapping knees on the strongest beat. • Identify beat grouping in familiar music. • Play copycat rhythms coping a leader and invent rhythms for others to copy. • Create rhythms using word phrases as a starting point. • Read and respond to chanted rhythm patterns and represent them with stick notation. 	<ul style="list-style-type: none"> • Begin to play a tuned instrument (recorder and glockenspiel) play and perform melodies following staff notation using a small range. • Use listening skills to correctly order phrases using dot notation showing different arrangements of C, D, E. • Individually copy stepwise melodic phrases with accuracy at different speeds (allegro and adagio) • Introduce staves, lines and spaces and clef. • Understand the differences between crochets and paired quavers. • Apply word chants to rhythms, understanding how to link each syllable to one musical note. 	<ul style="list-style-type: none"> • Develop basic skills of a selected musical instrument (keyboard) over a sustained learning period. • Play and perform melodies following staff notation as small groups or as a whole class. • Perform in two or more parts from simple notation using instruments played in whole class teaching. • Identify static and moving parts. • Copy short melodic phrases including those using the pentatonic scale. • Understand the difference between minims, crochets, paired quavers and rests. • Read and perform pitch notation C-G • Follow and perform simple rhythmic 	<ul style="list-style-type: none"> • Play melodies on tuned percussion, melodic instruments following staff notation written on one stave. • Understand how triads are formed and play them. Performing simple chordal accompaniments to familiar songs. • Perform a range of repertoire pieces. • Develop the skill of playing by ear on tuned instruments copying longer phrases and familiar melodies. • Further understand the differences between semibreves, minims, crochets, crochets, paired quavers and semiquavers. • Understand the differences between 2/4, 3/4, 4/4 time signatures. • Read and perform pitch notation within an octave. 	<ul style="list-style-type: none"> • Play a melody following staff notation written on one stave and using notes within an octave, make decisions about dynamics. • Accompany this same melody and others using block chords or a bass line. • Engage with others through ensemble playing, taking on either melody or accompaniment roles. • Further understand the differences between semibreves, minims, crochets, quavers and semiquavers and their equivalent rests. • Further develop the skills to read and perform pitch

		<p>about the difference in sound.</p> <ul style="list-style-type: none"> Explore percussion sounds to enhance storytelling Follow pictures and symbols to guide singing and playing. 	<ul style="list-style-type: none"> Create and perform their own chanted rhythm patterns with the same stick notation. Play a range of singing games based on the cuckoo interval. Sing short phrases independently. Respond independently to pitch changes heard in short melodic phrases. Recognise dot notation and match it to 3 note tunes played. 		<p>scores to a steady beat, maintaining parts within rhythmic texture achieving a sense of ensemble.</p>	<ul style="list-style-type: none"> Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms. 	<p>notation within an octave.</p> <ul style="list-style-type: none"> Read and play confidently from rhythm notation cards. Read and play from notation a four-bar phrase, confidently identifying note names and durations.
<u>Units</u>	All about rhythm, The nutcracker, body percussion, Melodies, Stories, Summertime.	Hiphop, elements of music, carnival of animals, in the groove, musicals, samba	South African music, rap, Chinese music (pentatonic), the planets – Holst, classical, pop	RnB, Glockenspiels, Recorders, disco, reggae, imagery music.	Instrumental focus – keyboards. Ground bass, film music, waltz, ragtime,	Rock music, jazz (bossanova & swing), music technology, gamelan, African drumming, song writing	Pop music, jazz (Dixieland & blues), gospel, romantic era (operas), folk, Rock and Roll.
<u>Musical styles and genres</u>	Classical, pop, nursery rhymes	Hiphop, 21 st century, samba, classical, romantic	South African, rap, Chinese, 20 th century, classical, pop	RnB, reggae, disco, romantic era	Baroque, ragtime (jazz), 21 st century, classical,	Rock, jazz, African, Indonesian, 21 st century,	Pop, jazz, gospel, romantic, 20 th and 21 st century, renaissance,
<u>Composers</u>	Tchaikovsky, Carpenters, Sibelius	Camille Saint-Saens, Tim Minchin, Andrew Lloyd-Webber, Mendes/Brown, Trinidad steel band.	Holst, Mozart, Beethoven The Beatles,	Mussorgsky, Nile Rodgers, Bob Marley, Kenneth Alford	Pachelbel, Johann Strauss II, John Williams, Scott Joplin,	Antonio Carlos Jobim, Louis Armstrong, Duke Ellington, Gong Kebyar, Babatunde Olatunji	Engelbert Humperdinck, BB King, Bill Withers, Vaughan Williams, Chopin, Elvis Presley, Danny and the Juniors