

Music Curriculum Progression

	EYFS (Area/s of Learning)	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Musicianship:</p> <p>Use and understand staff and other musical notation and vocabulary</p> <p>Key concepts (Substantive Knowledge)</p>	<p>Children know how to follow basic signs eg: start, stop, get louder, get quieter and respond to these appropriately.</p> <p>Children know how to make sounds using their bodies eg: clapping, stamping, patting Children know the name of a few basic percussion instruments (eg tambourine, maracas)</p>	<p>Children know the difference between long sounds and short sounds.</p> <p>They can perform short copy cat rhythms</p> <p>They know how to choose sounds using their voice and untuned instruments to represent different effects eg: to accompany a story or song</p> <p>They know how to follow a worded rhythm (eg in topic on Space) and can clap / play the appropriate rhythm.</p> <p>They know that some notes are higher / lower than others</p>	<p>Children know how to compose a sequence of long and short sounds using untuned and tuned percussion instruments to accompany a class story, with emphasis on creating the appropriate mood by changing pitch and dynamics.</p> <p>Children know that music is written down using patterns of notes</p>	<p>Children recognise written musical notation and refer to it as 'stride', 'running', walk</p> <p>Children can clap / walk etc by following a score of this</p> <p>Children can recognise a rhythm aurally and match it to a rhythm written down</p> <p>Children can recognise and respond to key rhythms given aurally (eg: don't clap it back)</p>	<p>Children are shown written sheet music and they know that it is a written representation of music they are hearing.</p> <p>Children can listen to several rhythms and identify and order them (eg: Can Can within WCE)</p> <p>They know how to listen and copy back more complex rhythms</p> <p>Children know the symbol for a rest and use silence for effect in their music.</p> <p>They know how to clap / follow a rhythm using written notation</p> <p>They know how many beats are in each note</p> <p>They know the musical words for loud and quiet (forte, piano) and are able to identify them within a piece of music (eg: William Tell)</p> <p>They know how to beat time when listening to a piece of music</p>	<p>Children know the symbols for semibreve (4), minim (2), crotchet (1) and quaver (1/2)</p> <p>Children know how many beats each one lasts for.</p> <p>Children know the musical names of notes and understand that they alter the pitch of a melody</p> <p>Children can listen to and recognise a written musical rhythm</p> <p>Children can listen to and write down a short 4 beat rhythm with accuracy</p> <p>Children can identify whether a piece of music is in 3 or 4 time and can clap along to the beat</p> <p>Children can listen to a more complicated rhythm and attempt to write it down (eg: Mars ostinato)</p>	<p>Children know the difference between the bass and treble clef and learn how to draw a treble clef in the correct position on the staff.</p> <p>Children know the vocabulary for semibreve, minim, crotchets and quavers and know how many beats each one represents.</p> <p>Children know how to write a musical rhythm that they have heard aurally.</p> <p>Children know how to identify a rhythm they have heard aurally</p> <p>Children know that music uses 'structure' and they can identify repeated phrases</p> <p>They know a wider range of musical vocabulary (structure, texture, orchestration, dynamics)</p>
<p>Disciplinary Knowledge (Skills)</p>	<p>Children can move in time to the music and can create a beat to accompany the music.</p>	<p>With support, children can compose a short sequence (e.g. 8 beats) of long and short sounds using untuned percussion instruments.</p> <p>They can begin to understand the difference between beat and rhythm</p> <p>They can recognise how graphic notation can be used to represent sounds.</p> <p>They can walk / clap to a steady beat</p>	<p>Children begin to compose using a variety of rhythmic patterns (using words or short phrases as an aid)</p> <p>Children can write and follow a basic music map (graphic score) to show which instruments play in their composition.</p> <p>Children can begin to understand the difference between beat and rhythm and that the tempo of a piece can change</p> <p>They can walk / clap to a steady beat and put emphasis on the first beat of the bar</p>	<p>Children are taught and begin to use musical vocabulary such as 'duration', 'timbre', 'pitch', 'beat' and 'tempo'.</p> <p>Children understand the musical alphabet and can use the representation of this (written as a ladder)</p>	<p>Children are introduced to the correct musical vocabulary for quaver, crotchet and minim and can recognise these and identify them within a short musical rhythm</p> <p>They can begin to play / clap rhythms accurately from written notation</p> <p>Children are shown music written on a musical ladder and can work out notes with support.</p> <p>They are shown how this music would be represented on a staff</p>	<p>Children can begin to read the musical staff and learn how to work out the notes on the lines (EGBDF) and in the spaces (FACE)</p> <p>Children who play an instrument will become more adept at reading standard musical notation.</p> <p>Children can hear the difference between major and minor</p>	<p>Children become more confident in writing / reading standard musical notation (within an octave scale) to represent the music they are composing and performing.</p> <p>Instrumental players can read standard musical notation for their own instrument with greater fluency and may understand dotted notes and a variety of rests</p>

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<p>Listening & Appraising: Appreciate and understand a wide range of music drawn from different traditions and from great composers and musicians Key concepts (Substantive Knowledge)</p> <p>Disciplinary Knowledge (Skills)</p>	<p>Children can listen to a variety of pieces of music for a short amount of time and can describe in simple terms eg: fast, slow, loud, quiet</p>	<p>Children are able to listen out for and identify different types of sounds.</p> <p>Children know the name of some orchestral instruments</p> <p>They are able to identify some orchestral instruments when listening to a piece of music</p> <p>Children know whether a piece of music is loud, quiet, fast, slow, smooth, jerky, dramatic, calm</p>	<p>Children know whether a piece of music is fast, slow, quiet, loud, high, low and are introduced to the correct musical vocabulary: tempo (speed), pitch (whether the notes are high or low) and dynamics (volume) within a piece of music</p> <p>Children know a greater range of orchestral instruments (also instruments played in school assemblies)</p> <p>Children can clap along to the beat in a piece of music.</p>	<p>Children know whether a piece of music is loud, quiet, fast, slow etc and begin to use the correct musical vocabulary.</p> <p>Children know a greater range of orchestral instruments and understand that they can be grouped into different families.</p> <p>Children can listen to several layers of sound and talk about the effect on mood and feelings.</p>	<p>Children are able to identify a wider range of individual instruments (eg organ, trombone, clarinet, harp, etc) from more complex recorded pieces of music across a range of genres and specify which family they belong to.</p> <p>Children know how to beat in time to a piece of music and understand that the time signature may be used to create different effects (eg: waltz in $\frac{3}{4}$ time)</p>	<p>Children know a range of technical musical vocabulary to help them describe the music they are listening to (orchestration, texture, dynamics, tempo)</p> <p>Children know the role of the conductor</p> <p>Children can begin to evaluate music using the appropriate musical vocabulary.</p> <p>Children know a wider range of instruments and understand how the choice of instrument affects the sound and mood (eg Holst The Planets Suite)</p> <p>Children know the orchestral families and which instruments belong in which families</p>	<p>Within the topic 'History of Music' the children are exposed to and learn about the main features of a range of pieces by influential composers</p> <p>Children know the names and pieces of some influential composers</p> <p>They know the different types of music composed within certain musical eras (eg difference between Mozart and Grieg) They can listen to a piece of music and attempt to classify it with some justification.</p> <p>Children have greater knowledge of the instruments within an orchestra and can group them into the correct families</p> <p>Children know that certain families are used for different effects (eg brass / percussion for dramatic music)</p> <p>Children have some understanding of how instruments have changed over time</p> <p>Children have some understanding of the structure of a piece of music</p> <p>Children can identify patterns and motifs in music across a range of genres.</p> <p>Children can use appropriate musical vocabulary when analysing a piece of music (eg: orchestration, dynamics, tempo)</p>
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<p>Singing & Performing:</p> <p>Children can use their voices and play instruments with increasing accuracy, fluency and expression</p>	<p>Children can join in with singing and can learn simple songs such as nursery rhymes, counting songs, action songs.</p> <p>Children can begin to sing tunelessly within an interval of a fifth (eg: C-G)</p> <p>Children can use different voices and experiment with sounds using their voices eg: 'say it like a mouse', say it like an elephant'.</p> <p>Children can control their voices and sing quietly / loudly</p>	<p>Children take part in singing, individually and as a group, and sing a wide range of call and response songs.</p> <p>Children are able to follow instructions on how and when to sing or play an instrument.</p> <p>Children know how to make different sounds using their voices and instruments.</p> <p>Children are able to follow hand signals and change the pitch of their voices</p>	<p>Children know the importance of warming up / sitting up straight when singing</p>	<p>Children know that a ukulele has 4 strings and that they all have a different pitch.</p> <p>Children know how to change the pitch of a note by pressing down on the frets</p> <p>Children know that chords are made up of several notes</p> <p>Children know the basic strumming technique</p> <p>Children can learn pieces by heart and understand the structure of a piece.</p> <p>Children can perform a piece altogether (year 3 ukulele concert)</p>	<p>Children know the name of the stringed instruments they use within WCE</p> <p>Children know how to set up / put away their instruments safely and how to loosen / tighten their bows</p> <p>Children know the names of the different parts of the instruments</p> <p>Children know the names of the open strings</p> <p>Children know how to alter the pitch of a note by using their fingers on the finger board</p> <p>Children know how to pluck their instrument and how to use their bow.</p> <p>Children know how to maintain a simple part within a group as part of WCE</p>	<p>Children know the importance of warming up when singing</p> <p>They are taught to breathe well and pronounce words, change pitch and show control in singing.</p> <p>They know key vocabulary related to singing (eg: diction, diaphragm)</p> <p>Children perform songs with an awareness of the meaning of the words.</p>	<p>Children can sing or play from memory or from written music with confidence and expression (eg when performing in assemblies or the Summer concert)</p> <p>Children learn to sing in harmony.</p> <p>Children can hold their part when singing a round / 2 or 3 part song</p>
<p>Disciplinary Knowledge (Skills)</p>	<p>Children can begin to sing tunelessly within an interval of an octave (eg: C-C)</p> <p>Children can listen to and repeat/imitate rhythmical and musical phrases.</p> <p>Children learn by heart and perform different songs, chants and rhymes.</p> <p>Children can respond to the conductor and know when to sing / listen / sing at different volumes</p>	<p>Children can begin to sing tunelessly within an interval of an octave (eg: C-C)</p> <p>Children can listen to and repeat/imitate rhythmical and musical phrases.</p> <p>Children learn by heart and perform different songs, chants and rhymes.</p>	<p>Children take part in singing songs, following the melody (tune) well within a range of an octave</p> <p>Children can rehearse, evaluate and suggest possible improvements within a song</p> <p>Children perform with others, taking instruction from a leader and respond to changes in dynamics and tempo</p> <p>Children learn by heart and perform different songs, chants and rhymes.</p>	<p>Children sing songs from memory with accurate pitch within an octave range</p> <p>Children understand and demonstrate the importance of pronouncing the words in a song well.</p> <p>Children sing songs showing control and expression in their voice.</p> <p>Children can play an accompaniment on an untuned percussion instrument</p>	<p>Children begin to develop a good playing technique.</p> <p>Children can copy stepwise melodic phrases using the notes learnt</p> <p>Children can sing more complex songs from a variety of styles and hold their own part within a round / 2 part song</p> <p>Children can pitch the notes accurately and follow directions for 'crescendo' and 'diminuendo'</p> <p>Children are encouraged to sing in small groups and solos</p>	<p>Children are taught to sing in 2 parts and can hold their own melody line (in class and in singing assemblies).</p> <p>Children are encouraged to sing in small groups, duets or solos</p> <p>For children choosing to have instrument lessons:</p> <p>They perform on their instrument with increasing expression, control and accuracy.</p> <p>They are given the opportunity to perform in assemblies and in the Summer concert</p> <p>Area Band – year 5 children are invited. This gives the children the chance to play with children from other schools and play within in ensemble. They also get the opportunity to perform with Area Band throughout the year.</p>	<p>Those children who learn an instrument can perform with expression, control and accuracy, and with the audience in mind.</p> <p>Children are confident performing in a variety of circumstances (eg individually, as part of a group, live in front of an audience, being recorded etc)</p> <p>They are given the opportunity to perform in assemblies and in the Summer concert</p> <p>Area Band – year 6 children are invited. This gives the children the chance to play with children from other schools and play within in ensemble. They also get the opportunity to perform with Area Band throughout the year.</p>

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<p>Composition: improvise and compose music</p> <p>Key concepts (Substantive Knowledge)</p> <p>Disciplinary Knowledge (Skills)</p>	<p>Children can play a simple percussion instrument faster, slower, louder or quieter.</p> <p>Children can make decisions about using instruments to accompany a song or story</p> <p>Children can use a variety of body sounds to tell a story</p>	<p>Children choose sounds using their voice and untuned instruments to represent different effects eg: to accompany a story or song</p> <p>With support, children can compose a short sequence (e.g. 8 beats) of long and short sounds using untuned percussion instruments. They can suggest ways of how this could be shown.</p> <p>Children are shown how graphic notation can be used to represent sounds.</p> <p>They can reorganise rhythms to create new patterns</p>	<p>Within a group, children can compose a sequence of long and short sounds using untuned and tuned percussion instruments to accompany a class story, with emphasis on creating the appropriate mood by changing pitch and dynamics.</p> <p>Children compose using a variety of rhythmic patterns, they can reorganise rhythmic patterns to create new ones.</p> <p>Children write and follow a basic music map (graphic score) to show which instruments play in their composition.</p>	<p>Children can compose short rhythmical phrases for others to copy</p> <p>Children improvise short phrases on their ukuleles (rhythmic or melodic ideas)</p> <p>Improvise in a 1 / 2 bar gap that fits with the style of song or backing track</p> <p>Use Music technology (Garageband) to create a short piece of music – evaluating and improving – and recording their pieces</p>	<p>Children create short rhythmical phrases and patterns using their stringed instruments</p> <p>Improvise within the notes they have learnt</p> <p>Understand that they can change the nature of their composition using different instruments and different textures.</p> <p>Children can write down their compositions using a combination of symbols and rhythmic notation</p> <p>Children learn about and use drones and ostinato to accompany a melody.</p>	<p>Children compose rhythmical phrases and sentences to tie in with topics (eg: Victorians)</p> <p>Children incorporate knowledge of written music into their compositions and recordings (eg: Polka)</p> <p>Children create music for a purpose (assembly performances)</p> <p>Children create mood in their own music by carefully layering instruments and sounds on top of each other.</p> <p>Children have the opportunity to compose using Music Technology (Garageband) – evaluating, improving, recording their compositions</p>	<p>Children compose using a full range of sounds from vocals, percussion, tuned instruments and orchestral instruments (eg Minimalist music using Michael Nyman's The Piano as a stimulus.)</p> <p>Children compose more complex rhythms using body percussion and vocal sounds (using Anna Meredith's Connect It) as a stimulus</p> <p>Children use IT software (eg Garage Band) to compose and record original music using vocals, brass, percussion instruments and samples. Within this:</p> <p>Children show increasing thoughtfulness in selecting sounds and structures to convey an idea.</p> <p>Children use an understanding of a variety of devices such as melody, rhythms and chords to structure their compositions.</p>

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	EYFS	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Vocabulary (Comprehensive)	High low, fast, slow, clap, beat, shake	Sound, high, low, fast, slow, long, short, smooth, jerky, tune, beat, tambourine, maraca, drum, conductor, volume, speed, chorus	Speed, pitch, high, low, step, jump, tune, smooth, jerky, beat, rhythm, dynamics, piano, forte, orchestra, conductor, instrumental	Speed, pitch, high, low, rising, falling, tune, smooth, jerky, beat, pulse, rhythm, dynamics, piano, forte, orchestra, ukulele, strings, body, chord, fret, conductor	Bridge, neck, strings, tuning pegs, fingerboard, pizzicato, tremolo, pitch, beat, rhythm, melody, walk, running, stride, improvise, style, structure, orchestra, round, harmony	Composition, conductor, tempo, dynamics, texture, orchestration, orchestral families, Classical, Romantic, harmony, crotchet, quaver, minim, beat, rhythm, rhythmic motif, stave, scale, major, minor, treble clef, bar line, time signature, triplet, ostinato, crescendo, diaphragm, diction	Composition, conductor, tempo, dynamics, texture, orchestration, pitch, Classical, Romantic, harmony, crotchet, quaver, minim, beat, rhythm, rhythmic motif, stave, scale, octave, dotted notes, structure, rondo, symphony, movement, concerto, rondo, minimalist, major, minor, treble clef, bar line, time signature, crescendo, diaphragm, diction
Experiences	Christmas songs for parents	Christmas songs for parents	Christmas production for parents	Ukulele concert for parents	Weekly WCE (whole class ensemble) lessons GOE (Great Orchestra Experiment) performance and concert End of year concert for parents	Spring term performance to parents which links with the current Royal Shakespeare Company Associate School play – different play studied and performed each year	Summer term performance to parents
Extra – curricular Opportunities	<p>KS2 Sing Club - Year 4, 5 & 6 children, performance opportunities within Christmas in the City concert, The Summer Sing, performances in assemblies and performances to parents.</p> <p>Instrumental Lessons – year 5 & 6 children. Children have the opportunity to learn a brass, woodwind or stringed instrument, keyboard or guitar. They have weekly lessons in small groups of 3 or 4.</p> <p>Area Band – Year 5 & 6 children. Weekly rehearsals with children from other schools. Regular opportunities to perform eg: Christmas in the City, Spring Spectacular, Summer workshop and concert.</p> <p>Band Camp – Year 5 children. This is a residential course which takes place in September and is open to approximately 18 children. This is for children who have completed the WCE in year 4 and have chosen to learn an instrument in year 5. They also have to commit to joining Area Band. The 2 day course focuses on learning to read musical notes and rhythms, through a variety of musical activities and games. The culmination of the event is a performance of the pieces they have been working on in the ‘Monster Band’ which incorporates children and instruments from other schools.</p> <p>Halle Orchestra – This is an annual concert which year 5 / 6 children are invited to. They learn a song and take instruments to the concert to play along with a couple of the pieces. The programme follows a different theme every year and the children have the opportunity to listen to the pieces beforehand so they can enjoy the experience of seeing a professional orchestra.</p>						