



Curriculum Progression Document

Subject: Music

The **National Curriculum** for **Music** aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key Stage 1

Pupils should be taught to:


- *use their voices expressively and creatively by singing songs and speaking chants and rhymes;*
- *play tuned and untuned instruments musically;*
- *listen with concentration and understanding to a range of high-quality live and recorded music;*
- *experiment with, create, select and combine sounds using the inter-related dimensions of music.*

Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:



- *play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;*
- *improvise and compose music for a range of purposes using the inter-related dimensions of music;*
- *listen with attention to detail and recall sounds with increasing aural memory;*
- *use and understand staff and other musical notations;*
- *appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;*
- *develop an understanding of the history of music.*


Area of Subject		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Performing</p> 	<p>National Curriculum Aims / Objectives</p>	<p><i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i></p> <p><i>Pupils should be taught to play tuned and untuned instruments musically.</i></p>		<p><i>Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i></p>		<p><i>Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i></p>	
	<p>Supporting Knowledge & Skills</p>	<p>Children can:</p> <ol style="list-style-type: none"> sing with good diction; begin to be able to sing in tune songs with a limited range; sing in time to a steady beat; name a variety of instruments; perform with a good sense of beat and rhythm; perform together in an ensemble; change the tempo or dynamics while playing an instrument or singing; play a simple rhythmic pattern; have control when playing instruments; follow simple instructions from a leader (e.g. hand signals to indicate pitch and duration of notes). 	<p>Children can:</p> <ol style="list-style-type: none"> sing with good diction; sing in tune songs with a limited range; sing a song with two or more parts; sing songs from memory with increasing expression, accuracy and fluency; play notes on tuned and un-tuned instruments with increasing clarity and accuracy use correct technique to play instruments; improvise (including call and response and repeating patterns) within a group using the voice; collaborate to create a piece of music. 	<p>Children can:</p> <ol style="list-style-type: none"> sing with good diction; sing in tune; sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch; perform with accuracy and expression, showing an understanding of the context of the music; use correct technique to play instruments with improved confidence and accuracy. perform 'by ear' and from simple notations; improvise within a group using melodic and rhythmic phrases; recognise and use basic structural forms e.g. rounds, variations, rondo form. 			

Listening and Responding To Live and Recorded Music



<p>National Curriculum Aims / Objectives</p>	<p>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory. Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory. Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>
<p>Supporting Knowledge & Skills</p>	<p>Children can:</p> <ol style="list-style-type: none"> begin to recognise different genres of music; begin to recognise instruments being played in a piece of music and by sight; express their opinion about pieces of music and say how it makes them feel; Recognise a repeated pattern; Tell the difference between a fast and slow tempo; loud and quiet, and high and low sounds; hear a pulse in a piece of music; describe how sounds are made and changed recall what they have heard with simple vocabulary – loud, soft, high, low; begin to recognise changes in timbre, dynamics and pitch. 	<p>Children can:</p> <ol style="list-style-type: none"> describe music using appropriate vocabulary; describe and identify the different purposes of music; begin to compare different kinds of music; recognise differences between music of different times and cultures; find the beat in a piece of music; explain the pitch, tempo, dynamics and duration of a piece of music; begin to recognise some orchestral instruments in a piece of music; recognise a range of music genres; recognise instruments being played in a range of pieces of music by ear; express their opinion about pieces of music using appropriate musical vocabulary; discuss similarities and differences in pieces of music; 	<p>Children can:</p> <ol style="list-style-type: none"> find the beat in a piece of music; explain the tempo, dynamics, metre, timbre and duration of a piece of music and how these are combined and used expressively; recognise orchestral instruments and describe their effect in a piece of music; recognise a range of music genres (including from around the world) and describe their characteristics; name a variety of composers and artists associated with different genres of music; recognise instruments being played in a piece of music; express their opinion about pieces of music using appropriate musical vocabulary; discuss similarities and differences in pieces of music and explain how composers and performers achieve this;

				<ul style="list-style-type: none"> i. identify cyclic patterns – verse and chorus, coda; j. evaluate differences in live and recorded performances
<p>Composing (Independent Dimensions of Music- IDMS)</p> 	<p>National Curriculum Aims / Objectives</p>	<p><i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></p>	<p><i>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></p>	<p><i>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></p>
	<p>Supporting Knowledge & Skills</p>	<p>Children can:</p> <ul style="list-style-type: none"> a. make a range of sounds with their voice and with instruments; b. compose a simple tune using three or four notes; c. create sound effects for a picture or story, thinking about how music can create a mood; d. order sounds to make a beginning, middle and end; e. create short rhythmic patterns – sequences of long and short sounds; f. write down their compositions using symbols, pictures or patterns. 	<p>Children can:</p> <ul style="list-style-type: none"> a. create repeated patterns using a range of instruments; b. combine different sounds to create a specific mood or feeling; c. can use tempo to provide contrast in a piece of music; d. choose, order, combine and control sounds to create different textures e. Use silent beats (rests) for effect; f. compose a tune using eight notes; g. compose music that has a recognisable structure (beginning, middle and end); h. combine different interrelated dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition. 	<p>Children can:</p> <ul style="list-style-type: none"> a. create more complex tunes, thinking about their audience; b. add lyrics to a composition; c. compose music that has a recognisable structure (beginning, middle and end) that shows variation in timbre and dynamics; d. choose the most appropriate tempo for a piece of music; e. combine groups of beats; f. use a variety of different musical devices in their composition (e.g. melody, rhythms and chords)
<p>Understanding Music History</p> 	<p>National Curriculum Aims / Objectives</p>		<p><i>Pupils should be taught to develop an understanding of the history of music.</i></p>	<p><i>Pupils should be taught to develop an understanding of the history of music.</i></p>
	<p>Supporting Knowledge & Skills</p>		<p>Children can:</p> <ul style="list-style-type: none"> a. name some composers and genres of music from different eras. 	<p>Children can:</p> <ul style="list-style-type: none"> a. name some composers and genres of music from different eras; b. name different musical periods.

Understanding Notation (Rhythm and Pitch) 	National Curriculum Aims / Objectives		<i>Pupils should be taught to use and understand staff and other musical notations.</i>	<i>Pupils should be taught to use and understand staff and other musical notations.</i>
	Supporting Knowledge & Skills		Children can: <ol style="list-style-type: none"> a. begin to read and write musical notation; b. recognise crotchets, quavers, semibreves and crotchet rests; c. begin to be able to recognise some notes on a treble clef staff; d. use notation to record compositions in a small group or on their own. 	Children can: <ol style="list-style-type: none"> a. begin to use standard notation; b. recognise crotchets, quavers, semibreves, crotchet and quaver rests; c. recognise notes on a treble clef staff; d. understand that notes are positioned differently on a bass clef; e. read, and play from, music notation; f. record their own compositions using music notation.