

St John's Community Primary School – Music Curriculum Progression

Area of Study	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<p>National Curriculum Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>		<p>National Curriculum. Pupils should be taught to: Play and perform in solo and ensemble contexts, using his/her voice and playing musical instruments with increasing accuracy, fluency, control and expression Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>			
	<ul style="list-style-type: none"> • Sing songs fast/slow Sing action songs staying silent for a particular action. • Memorise simple songs. • Keep a steady beat whilst singing a simple song. • Sing a song loudly and quietly. • Sing songs with verse and chorus. • Echo games/patterns on two notes. • Match the shape of a tune showing pitch. 		<ul style="list-style-type: none"> • Echo games, patterns on two notes. • Match shape of a tune showing pitch. • Prepare to take a breath before starting to sing. • Introduce folk songs, sea shanties and songs from other countries. • Develop good pitch and diction. • Learn a simple round. • Develop good breathing and phrasing. • Explore different kinds of songs i.e. lullaby, sea shanty. 		<ul style="list-style-type: none"> • Expand repertoire from different cultures, musical theatre, different times and place. • Explore use of dynamics within a song. • Accompany song with ostinato. • More complex songs i.e. octave leap. • Consider the structure of well-known songs. 	
Listening	<p>National Curriculum. Pupils should be taught to: listen with concentration and understanding to a range of high-quality live and recorded music</p>		<p>National Curriculum. Pupils should be taught to: listen with attention to detail and recall sounds with increasing aural memory develop an understanding of the history of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Demonstrate a developing understanding of the history of music</p>			
	<ul style="list-style-type: none"> • Recognize and distinguish between sounds in the environment. • Recognition of fast/slow/loud/quiet sounds and silence. • Recognize moods in music – happy/sad/fast/slow/loud/quiet. • Respond through movement to the mood/character of a piece of music. • Listen for steady beat in music and move accordingly. Listen to sound and copy accurately. • Match same sounds. 		<ul style="list-style-type: none"> • Listen for steady beat in music and move accordingly. • Recognize sound made by simple percussion and develop vocab to describe it Identify /discuss tempo and dynamics. • Discuss their own music and music of well-known composers throughout history. • Copy rhythms accurately match same sounds. • Discuss music they have created as well as music of well-known composers. • Create symbols to represent sound heard. • Use musical terms to describe music. • Identify and respond to the mood of a piece of music Identify patterns in a piece of music. • Recognize families of orchestral instruments. 		<ul style="list-style-type: none"> • Discuss music they have created as well as music of well-known composers. • Recognize families of orchestral instruments. • Distinguish between solo and orchestral instruments. • Recognize form in music i.e. verse and chorus. • Listen for and identify main theme in piece of music i.e. leitmotif. • Distinguish between music from different times and places. • Discuss how composers use their ideas in their music. 	
Explore and play	<p>National Curriculum. Pupils should be taught to: play tuned and un-tuned instruments musically</p>		<p>National Curriculum. Pupils should be taught to:</p>			

		Play and perform in solo and ensemble contexts, using his/her voice and playing musical instruments with increasing accuracy, fluency, control and expression		
	<p>Play tuned and un-tuned instruments musically <i>Explore sound qualities of musical instruments. Sort sounds into sets. Explore different techniques for playing instruments. Introduce names of instruments and sounds they make. Play instruments starting and stopping with a conductor. Accompany a song with un-tuned instruments.</i></p>	<ul style="list-style-type: none"> • Explore sound qualities of musical instruments. • Sort sounds into sets. • Explore different techniques for playing instruments. • Introduce names of instruments and sounds they make. • Play instruments starting and stopping with a conductor. • Accompany a song with un-tuned instruments. • Explore a range of instruments in musical question and answer games. 	<ul style="list-style-type: none"> • Explore a range of instruments in musical question and answer games. • Control playing an instrument to keep a steady beat/rhythm. • Control instruments whilst playing with others. • Play individual part in a group piece. • Play from symbols to indicate fast/slow/loud/quiet. • Devise signs to represent fast/slow/loud/quiet and play from them controlling their instruments. 	<ul style="list-style-type: none"> • Develop technical skills on certain instruments ie 2 beaters/recorders. • Use dynamics and tempo in playing. Play rhythmic accompaniment to song. • Play rhythmic accompaniment to song. • Learn to play keyboards. • Play tuned instruments to accompany a song with ostinato/chords.
Compose	<p>National Curriculum. Pupils should be taught to: experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>National Curriculum. Pupils should be taught to: improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations</p>		
	<ul style="list-style-type: none"> • Explore sounds in school environment- long/short/loud/quiet. • Create sound picture. Explore un-tuned percussion to represent familiar pictures i.e. seaside. • Sequence sounds to create pattern/composition. • Describe/accompany a story/poem using musical sounds/patterns. • Explore pitched instruments in their composition. 	<ul style="list-style-type: none"> • Explore pitched instruments in their composition. • Question and answer games with partner using tuned/untuned instruments. • Create rhythmic patterns using symbols. Use layers of sound in composition. • Compose piece with beginning and end Song writing – rap. • Question and answer games with a partner using tuned/untuned instruments. • Choose instruments to represent certain sounds. • Create music with extended range of instruments. • Song-writing – verse/rap/with drone/ostinato. 	<ul style="list-style-type: none"> • Create music with extended range of instruments. • Use ostinato/rhythm patterns in composition. • Compose using keyboards / i-pads – Garage band – drum pads/guitar app/use of jam sessions. • Create drone /ostinato to accompany song. • Introduce Pentatonic Scale (CDEGA) Song writing – Verse/chorus/rap/intro/outro. • Design and create a piece of music that has a complete shape/form ABA /ABACA. • Song writing – Complete structure with middle 8/round/war songs /raps/. 	
Perform	<p>National Curriculum. Pupils should be taught to: Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>National Curriculum. 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 Use and understand staff and other musical notations</p>		
	<ul style="list-style-type: none"> • Take on role of leader in variety of games. • Clap their own pattern to each other/whole class. • Perform songs as a whole class. • Perform as an individual in a group piece. • Respond to hand signals for loud and quiet. • Accompany a song in performance. 	<ul style="list-style-type: none"> • Accompany a song in performance. • Perform as groups in movement and dance in response to music. • Conduct a graphic score. • Create and perform to each other and to whole class. • Perform from rhythmic notation. Perform accompaniment to song using dynamics. 	<ul style="list-style-type: none"> • Perform from rhythmic notation. • Perform accompaniment to song using dynamics. • Create, rehearse and present their own composition to class-whole school- public performance. • Perform from melodic notation. • Conduct a performance. 	
Musical Notation	National Curriculum.	National Curriculum.		

	<p>Pupils should be taught to: Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Pupils should be taught to: Play and perform in solo and ensemble contexts, using his/her voice 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</p>	
	<ul style="list-style-type: none"> • Interpret a sequence of visual symbols/pictures. • Children decide on the symbols for sound in sound stories. • Using symbols write down ideas as a pattern. • Create and use symbols to show dynamics (loud/quiet). • Use different symbols for different instruments. 	<ul style="list-style-type: none"> • Use different symbols for different instruments. • Begin to play from a simple graphic score linked to a story/scene/poem. • Write down symbols learned so far for others to interpret and play. • Interpret and play and refine symbols to relate to the actual sound made. 	<ul style="list-style-type: none"> • Play from layered score i.e. graphic notation. • Use conventional symbols for writing rhythms. • Use staff notation – as a single line stave. • Create layered score using symbols learned so far. • Use conventional symbols to show dynamics. • Use staff notation. Create layered score using staff notation.
Key Vocabulary	Rhythm, tempo, beat, loud / quiet, fast / slow, perform, movement, repeat, interpret, sounds, pattern, notes, echo, mood, happy / sad, copy, conductor, orchestra, pitch, dynamics, un-tuned, tuned, long/ short, sound picture, percussion, sequence, compose, composition, describe, accompany, instruments	As for KS1 plus: Pentatonic, shape, round, phrasing, composer, symphony, opera, solo, ensemble, period of music, clef, classical, modern, medieval, renaissance, romantic era, time signature, chant, crescendo/ decrescendo, unison, notation, harmony	As for years 3 and 4 plus: Offbeat, harmony, accompany, score, clef, octave, repertoire, ostinato, structure, solo, duet, verse, chorus, leitmotif, accompaniment, graphic notation, middle eight