



## Whole School Curriculum Progression: Music

**Thinking as a musician:** Listening and appreciating; composing; performing

Y3 Autumn	Y3 Spring	Y3 Summer
<p><b>Ballads</b></p> <ul style="list-style-type: none"> <li>Control my voice and pronounce words clearly</li> <li>Describe music using appropriate vocabulary</li> <li>Begin to compare different types of music</li> <li>Listen and remember the pulse in a piece of music</li> <li>Demonstrate that I can sing rhythmic patterns in contrasting tempo; keeping to the pulse</li> <li>Identify the features within a piece of music (Ballads)</li> <li>Know the features of a ballad</li> <li>Begin to compare different types of music</li> <li>Compare repetition, contrast and variation within a piece of music</li> </ul> <p>CCE Sing songs from memory with increasing expression, accuracy and fluency (Nativity performance)</p>	<p><b>Stone Age music</b></p> <ul style="list-style-type: none"> <li>Listen to and repeat simple 4 beat rhythm notation</li> <li>Understand rhythm and create a simple rhythm using Stone Age words</li> <li>Know that music can be played or listened to for different purposes (including different cultures and periods in history)</li> <li>Clap a rhythm at the same time as changing words</li> <li>Use silent beats (rests) for effect</li> </ul> <p>CCE Collaborate and perform confidently as part of a group</p>	<p><b>Musical motifs (Romans)</b></p> <ul style="list-style-type: none"> <li>Sing in tune and keep in time with a beat</li> <li>Understand that a music motif is a short musical repeating pattern</li> <li>Explore different musical motifs ('Roman Roads', Beethoven's Fifth Symphony etc)</li> <li>Begin to read and use basic musical notation (quavers, crotchets, minims) to develop a motif</li> <li>Create repeated patterns (motifs) using a range of instruments</li> <li>Experiment with a change of starting note (transpose)</li> <li>Understand that some musical note combinations and sequences are more effective than others</li> </ul> <p>CCE Evaluate, develop and perform different versions of a musical motif</p>

**Thinking as a musician:** Listening and appreciating; composing; performing

Y4 Autumn	Y4 Spring	Y4 Summer
<p><b>Rock and Roll</b></p> <ul style="list-style-type: none"> <li>• Know some of the history of Rock and Roll Music</li> <li>• Start to identify the character of a piece of music</li> <li>• Describe what I hear using a wider range of musical vocabulary</li> <li>• Discover ways in which sounds are combined towards certain effects</li> <li>• Explore Rock and Roll rhythms and learn how to move in time to the music (Hand Jive)</li> <li>• Sing in a small group, in time and in tune</li> <li>• Play a walking bass line using tuned percussion</li> <li>• Use musical notation to record compositions</li> <li>• Use musical words to appreciate and describe a composition</li> </ul> <p>CCE Perform a Rock and Roll piece of music on my own and in a group</p>	<p><b>South African instrumental music</b></p> <ul style="list-style-type: none"> <li>• Know the basic features of staff notation</li> <li>• Recognise and play minims and semibreves by ear and from staff notation</li> <li>• Recognise and play crotchets and crotchet rests by ear and from staff notation</li> <li>• Understand the cultural and social meaning of lyrics</li> <li>• Appreciate harmonies and ostinato</li> <li>• Explore ways the way in which sounds are combined towards certain effects</li> <li>• Understand the relationship between lyrics and melody</li> <li>• Play musical instruments with increasing accuracy, fluency, control and expression</li> </ul> <p>CCE Compose rhythmic patterns to create a gumboot dance</p> <p><b>Anglos Saxon music</b></p> <ul style="list-style-type: none"> <li>• Start to identify the character of a piece of music</li> <li>• Sing in a small group, in time and in tune</li> <li>• Know that music can be played or listened to for different purposes (including different cultures and periods in history)</li> <li>• Clap a rhythm at the same time as changing words</li> <li>• Compare repetition, contrast and variation within a piece of music</li> </ul> <p>CCE Perform a solo and an ensemble using my voice</p>	<p><b>Caribbean Calypso music</b></p> <ul style="list-style-type: none"> <li>• Know the features of Calypso music</li> <li>• Understand the cultural and social meaning of a musical style</li> <li>• Improvise a vocal part in the style of Calypso</li> <li>• Explore how and why percussion instruments can be used in Calypso music</li> <li>• Recognise and perform paired quavers from staff notation</li> </ul> <p>CCE Improvise and perform in a calypso style using a pentatonic scale</p> <p><b>Rivers</b></p> <ul style="list-style-type: none"> <li>• Listen to and appreciate key elements of music (including harmonies, ostinato, dynamics, texture, layer, tempo)</li> <li>• Sing in two parts using expression and dynamics</li> <li>• Perform a vocal ostinato</li> <li>• Use notation in a performance</li> </ul> <p>CCE Create and improve a piece of music based around ostinatos</p>

Respect

Responsibility

Reflection

Resilience

**Thinking as a musician:** Listening and appreciating; composing; performing

Y5 Autumn	Y5 Spring	Y5 Summer
<p><b>Holst – The Planets</b></p> <ul style="list-style-type: none"> <li>Describe and compare different kinds of music using appropriate and broad musical vocabulary</li> <li>Distinguish between layers of sound and understand their combined effect</li> <li>Learn more about the history of music, linking this to historical contexts and studies</li> <li>Organise phrases in different ways (AB &amp; ABA structure)</li> <li>Explore the different effects of ostinato on music</li> <li>Create a simple ostinato to reflect two contrasting moods, eg calm &amp; storm</li> <li>Perform ostinato phrases up to 8 beats</li> <li>Perform ostinato accompaniment</li> <li>Perform my part whilst others are performing their part</li> </ul> <p>CCE Play and maintain a more complex part up to 12 beats, (eg play a rhythm whilst others play the metre / beat or identified beats)</p>	<p><b>Blues Music</b></p> <ul style="list-style-type: none"> <li>Begin to identify the features within different pieces of music</li> <li>Explore Blues music and name three features</li> <li>Sing in tune, and use my understanding of meaning to add vocal expression</li> <li>Understand and explain what a chord is</li> <li>Play the chord of C sixteen times</li> <li>Perform the twelve-bar blues correctly</li> <li>Play the notes of the Blues scale in the correct order, ascending and descending</li> <li>Play a selection of Blues scale notes, out of order, in my own improvisation</li> </ul> <p>CCE Compare and evaluate music using appropriate musical vocabulary</p>	<p><b>Elements of Music</b></p> <ul style="list-style-type: none"> <li>Know the musical term for the varying speeds in a piece of music</li> <li>Know the musical term for the volume of a musical sound or note</li> <li>Know the musical term for the length of a musical sound or note</li> <li>Know the musical term for the highness/lowness of a sound or musical note</li> <li>Explore the unique sound or tone quality of different instruments, voice or sounds and know the musical term</li> <li>Know the musical term that describes how individual notes or sounds are played</li> <li>Know the musical term that describes the absence of sound</li> </ul> <p>CCE Compare and evaluate music using musical vocabulary</p> <p><b>Musical Theatre</b></p> <ul style="list-style-type: none"> <li>Explore the history of musical theatre</li> <li>Identify at least three features of musical theatre</li> <li>Identify character and action songs</li> <li>Select appropriate existing music for a scene to tell the story of a journey</li> <li>Create and rehearse a musical theatre scene</li> <li>Describe, compare and evaluate music using musical vocabulary</li> </ul> <p>CCE Perform a musical theatre scene</p>

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Y6 Autumn	Y6 Spring	Y6 Summer
<p><b>Advanced Rhythms</b></p> <ul style="list-style-type: none"> <li>• Know that music has a pulse</li> <li>• Repeat rhythms consistently in time</li> <li>• Clap a rhythm at the same time as chanting words</li> <li>• Notate rhythms accurately (crotchets, paired quavers, minims, semibreves, semiquavers, rests)</li> <li>• Combine groups of beats / rhythmic elements that add up to 8 counts</li> <li>• Recognise that different forms of notation serve different purposes</li> <li>• Perform using notations</li> <li>• Create and perform a simple composition, showing control and a clear sense of pulse</li> </ul> <p>CCE Refine and develop our composition using a variety of different musical devices (melody, rhythms and chords)</p>	<p><b>World War I and World War II music</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of the history of music</li> <li>• Revise and use musical concepts (beat, rhythm, phrase, repetition, dynamics, ascending and descending melody)</li> <li>• Use musical vocabulary to identify features of different eras of music</li> <li>• Improve accuracy in pitch and control, singing with expression and dynamics</li> <li>• Identify pitches within an octave when singing</li> <li>• Notate a melody using pitches up to an octave</li> <li>• Compare songs from World War I (jovial) and World War II (sentimental)</li> <li>• Develop use of Italian musical terms to compare pieces of music (adagio, allegro, amoroso, animato, cantabile, con brio, delicato, legato, marziale, rubato)</li> <li>• Compose a melody and ostinato for word phrases</li> <li>• Perform with accuracy and fluency from graphic and staff notation and from my own notation</li> </ul> <p>CCE Work as a group to perform a piece of music, keeping in time and communicating with the group</p>	<p><b>Film music</b></p> <ul style="list-style-type: none"> <li>• Explore how different styles of music contribute to the ‘feel’ of a film</li> <li>• Describe how music evokes different emotions</li> <li>• Compare and evaluate different kinds of music using an appropriate and broad musical vocabulary</li> <li>• Analyse and compare features from a wide range of music</li> <li>• Participate in discussions, sharing their personal views and explaining their opinions (referring to pitch, tempo, dynamics, melody, rhythm, harmony)</li> <li>• Explore and identify ‘major’ and ‘minor’</li> <li>• Identify different musical instruments</li> </ul> <p>CCE Use my voice, body and instruments expressively to represent a given theme or to relate to a scene of a film</p> <p><b>Year 6 Production</b></p> <ul style="list-style-type: none"> <li>• Understand the relationship between lyrics and melody</li> </ul> <p>CCE Sing songs from memory with increasing expression, accuracy and fluency, including a harmony part</p>

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## Music skills progression

	LKS2	UKS2
<b>Listening and Appreciating</b>	<ul style="list-style-type: none"> <li>• Begin to compare different types of music</li> <li>• Listen and remember the pulse in a piece of music</li> <li>• Describe music using appropriate vocabulary</li> <li>• Appreciate that some musical note combinations/sequences are more effective than others</li> <li>• Start to identify the character and purpose of music</li> <li>• Begin to understand how historical / cultural context affected the composition and performance of pieces of music</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and describe music using a broad range of music vocabulary</li> <li>• Appreciate the dimensions of a piece of music, the purpose and the emotions it evokes, taking into account different people's opinions</li> <li>• Suggest improvements to their own work or others' work</li> <li>• Analyse and compare features from a wide range of music</li> <li>• Compare and contrast the impact that different pieces of music will have on different people</li> <li>• Explain how historical context / cultural affected the composition and performance of pieces of music</li> </ul>
<b>Composing</b>	<ul style="list-style-type: none"> <li>• Create repeated patterns using a range of instruments</li> <li>• Begin to use (read and write) some musical notation to record compositions</li> <li>• Combine different sounds to create a specific mood or feeling</li> <li>• Combine different inter-related dimensions of music (fast/slow, high/low, loud/soft) in a composition</li> </ul>	<ul style="list-style-type: none"> <li>• Create melodies using notes and rhythms that work musically with the style of music</li> <li>• Use standard notation to record groups of pitches (chords)</li> <li>• Choose the most appropriate tempo for a piece of music</li> <li>• Use a variety of different musical devices for effect (melody, rhythms, chords) in compositions</li> </ul>
<b>Performing</b>	<ul style="list-style-type: none"> <li>• Sing songs from memory with increasing expression, accuracy and fluency</li> <li>• Perform different versions of a musical motif</li> <li>• Collaborate and perform confidently as part of a group</li> <li>• Perform a solo and an ensemble using my voice (including a vocal ostinato)</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs from memory with increasing expression, accuracy and fluency, including a harmony part</li> <li>• Maintain a part whilst others are performing their part</li> <li>• Play and maintain a more complex part up to 12 beats (eg play a rhythm whilst others play the metre beat or identified beats)</li> <li>• Perform with increasing accuracy and fluency from graphic and staff notation</li> <li>• Perform in student-led groups using instruments, improvising with rhythm and expression and developing melodic skills</li> </ul>

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