



## Music Curriculum Progression

KS1 NATIONAL CURRICULUM AIMS & OBJECTIVES				KS2 NATIONAL CURRICULUM AIMS & OBJECTIVES				
Pupils should be taught to: <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and untuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select, and combine sounds using the inter related dimensions of music</li> </ul>				Pupils should be taught to: <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Use and understand staff and other musical notations.</li> <li>• 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.</li> </ul>				
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Singing</b>  <b>Procedural</b>  <b>Declarative</b>  <b>Tacit</b> <ul style="list-style-type: none"> <li>• Singing Assembly 1 x fortnight</li> <li>• RockKidz</li> <li>• Christmas Performances</li> <li>• Y6 Performances</li> <li>• Class assemblies</li> </ul>	To sing along with an adult.  To sing along with a pre-recorded backing track  To join in with words and actions in nursery rhymes and songs.  To know that some rhymes and songs have words and parts repeated.	To sing or rap nursery rhymes and simple songs from memory.  To sing along with pre-recorded songs and add actions.  To sing along with the backing track.  To know that some rhymes and songs have words and parts repeated.  Respond to simple cues: stop and start	Sing simple songs, call and response, chants, RAPS & rhymes from memory.  Sing in unison  Responding to simple cues: stop, start, loud, quiet, and counting in. (Range Doh-Sol) when following a leader.  Use smaller ranges to develop their ability to pitch match with accuracy and imitate changes in pitch (sound & signs)	To sing in unison, call & response and rounds from memory accurately following the melody.  Sing songs with pitch range Doh-Doh regularly with increasing control and accuracy.  Follow in instructions on how and when to sing and make changes to tempo, dynamics, and articulation.	Sing in widening range of with varying structures and styles  Sing in unison from memory with increasing accuracy tunefully and with expression  Sing simple partner songs and 2- part songs or sing with parts harmonies (chorus or middle).  Perform action confidently and in time.  To know and be able to talk about: Singing in a group / choir Leader and conductor Songs and feelings Warming up voices	Sing in unison and in simple two-parts/ rounds from memory with increasing accurately and fluency.  Perform actions confidently and in time.  To know and be able to talk about: Singing in a group / choir Leader and conductor Songs and feelings Warming up voices Texture	Sing in unison, broad range of repertoire.  Sing with a sense of ensemble and performance with accurate phrasing, pitching and in the appropriate style.  Sing in CANON and 2-part harmonies  Confidently sing five songs and their parts from memory.  Listen to the group when singing.  To experience rapping and solo singing.	To sing a broad range of songs with syncopated rhythm as part of a choir  Sing with a sense of ensemble and performance.  To sing with accurate pitching, rhythm, phrasing, and appropriate style  To continue to sing in unison, 2,4-part harmonies and rounds.  To choose a song and be able to talk about: Features Types of singing – unison, solo, lead vocal, backing vocal, rapping  What the song is about and the meaning of lyrics



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							<p>To sing with awareness of being intune.</p> <p>To choose a song and be able to talk about: Features Types of singing – unison, solo, lead vocal, backing vocal, rapping What the song is about and the meaning of lyrics</p>	
<p><b>Instruments and Musicianship</b></p> <p><b>Procedural</b></p> <p><b>Declarative</b></p> <p><b>Tacit</b></p> <ul style="list-style-type: none"> <li>• TW Music lessons</li> <li>• Key Strings</li> <li>• TW Music assembly</li> </ul>	<p>To imitate sounds with their bodies and voices.</p> <p>To begin moving to the pulse by clapping or stamping.</p> <p>To begin to innovate songs by changing a word.</p> <p>To explore the volume of sounds.</p> <p>To know that I can move to music.</p> <p>To know that the words in songs and rhymes have meaning.</p> <p>Activities</p>	<p>Play games to: Find the pulse Copycat rhythm – basic rhythm – basic rhythms and patterns of single words Explore high and low sounds using voices</p> <p>Know that we can move with the pulse of the music.</p> <p>Know that the words of songs can tell stories and paint pictures.</p>	<p>Untuned Percussion Use Glockenspiels with control and accuracy.</p> <p>Find the pulse Rhythm copy back Pitch copy back</p> <p>Know that music has a steady pulse, like a heartbeat.</p> <p>Know that we can create rhythms.</p>	<p><b>RECORDER:</b> Hold and blow the instrument correctly.</p> <p>Using tonguing techniques: (ta, doh) To play in unison</p> <p>Find the pulse. Copy back Create turns Pitch copy</p> <p>Know that music has a steady pulse, like a heartbeat.</p> <p>Know that we can create rhythms from words, our names, favourite foods, colours, animals</p> <p>Rhythms are different from the steady pulse.</p> <p>We add high and low sounds, pitch when we sing and play instruments.</p>	<p><b>RECORDER:</b> Hold and blow the instrument correctly.</p> <p>Using tonguing techniques: ta, doh, tut, ta-ah.</p> <p>To play with dynamic and articulation</p> <p>To play in unison and partner songs and rounds</p> <p>Find the pulse Rhythm and copy back Pitch – copy back</p> <p>Know and be able to demonstrate the pulse.</p> <p>Know the difference between pulse and rhythm.</p> <p>Know how the pulse, rhythm and pitch work together to create a song.</p>	<p><b>RECORDER:</b> To hold and play the instrument correctly using the correct techniques</p> <p>Find the pulse Rhythm and copy back Pitch – copy back</p> <p>Know and be able to talk about: How pulse, rhythm and pitch work together.</p>	<p><b>RECORDER:</b> To hold and play the instrument correctly</p> <p>Find the pulse Copy back Rhythms based on the words of the main song, that include syncopation / off beat Copy back 1,2 or 3 note riffs using simple and syncopated rhythm patterns and with notation</p> <p>Know and be able to talk about: Pulse, rhythm, pitch, tempo, dynamics, texture and structure – how they work together to create song or music. How to keep the internal pulse</p>	<p><b>RECORDER:</b> To hold and play the instrument correctly.</p> <p>Find the pulse Copy back rhythms based on the words of the main song, that include syncopation / off beat Copy back 1,2 or 3 note riffs using simple and syncopated rhythm patterns and with notation</p>



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	<ul style="list-style-type: none"> <li>• Small group (N) Phase 1 focussing of sounds, songs</li> <li>• Daily Nursery Rhyme Time</li> <li>• Weekly Squiggle While You Wiggle – moving to a range of songs</li> <li>• Singing and chanting rhyming stories</li> <li>• Poetry Basket- rhythm and pulse</li> </ul>				<p>Know that every piece of music has a pulse/steady beat.</p>		<p>Know and be able to talk about: Pulse, rhythm, pitch, tempo, dynamics, texture and structure – how they work together and connect in a song</p>	<p>Musical Leadership</p>
<p><b>Musical Literacy and Auracy</b></p> <p><b>Procedural</b></p> <p><b>Declarative</b></p>			<p>Keep the pulse in 2/4, 3/4, and 4/4 Play rhythmic patterns. To play range of songs on the glockenspiels (doh-sol)</p> <p>Play pitch patterns step, leap, jump and slide. Play music that changes in dynamics and tempos.</p> <p>AURAL SKILLS: Identify pulse in 2/3/4 time. Identify sing, play, and notate rhythm patterns and pitch patterns using Kodaly signs (doh-mi).</p>	<p>To read, sing and play rhythms patterns extended to minims, dotted minims, semibreves, and rests. Play and sing pitches DO-RE MI- FA-SOL-LA-TI—DOH</p> <p>Play and sing songs with pitches with steps, jumps, leaps. To read and follow ocarina pictorial notation.</p> <p>AURAL SKILLS: Can identify, sing, play, and notate rhythmic &amp; melodic patterns (doh-sol).</p>	<p>Rhythms extended to dotted quavers, crotchets, and semiquavers. Play the D major scale on the recorder and a selection of songs using these notes</p> <p>To follow and read staff notation. To play with dynamics and articulation (staccato and legato)</p> <p>AURAL SKILLS: Can identify, sing, play, and notate rhythmic &amp; melodic patterns on to the staff (doh-doh).</p>	<p>Apply rhythm reading and staff notation to new instruments. Continue to learn and improve reading notation.</p> <p>To play a wide range of songs in ensemble.</p> <p>AURAL SKILLS: Copy back rhythm and melodic patterns on instruments</p>	<p>To read, rhythmic, tab, treble and notation Identify different parts of a song, verse chorus, chord sequence, bass line, verse, melody, harmony.</p> <p>What are chords (major/minor), melodies and harmony parts.</p> <p>AURAL SKILLS: Recognise the difference between major and minor chords. Recognise strumming pattern rhythms. Play</p>	<p>Can play complex and simple rhythms against each other synchronised.</p> <p>Read scores accurately and identify notation patterns, dynamics, tempo, articulation, phrasing.</p> <p>AURAL SKILLS: Learn rhythmic patterns and songs with complex harmonies from memories</p>



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							parts and chord sequences from memory.	
<b>Performance</b>  <b>Procedural Tacit</b> <ul style="list-style-type: none"> <li>• Singing Assembly 1 x fortnight</li> <li>• RockKidz</li> <li>• Christmas Performances</li> <li>• Y6 Performances</li> <li>• Class assemblies</li> </ul>			<p>Sing as a mass choir in a performance</p>	<p>Sing as a mass choir in a performance.</p> <p>Perform on a tuned instrument.</p>	<p>Sing as a mass choir in a performance.</p> <p>Perform on a tuned instrument from memory.</p> <p>Improve confidence in performance.</p>	<p>Singing performance as group/class</p> <p>Perform on Tuned instrument as a group.</p> <p>Perform as a large ensemble on a tuned instrument.</p>	<p>Singing performance as group/class and cohort</p> <p>Perform on instrument to an audience.</p> <p>Perform both accompaniment and melody of a song.</p> <p>Evaluate and improve your performance.</p>	<p>Perform as a class ensemble on the djembe's music inspired by African rhythms using complex rhythm patterns and techniques.</p> <p>Perform as a Mass choir in a public venue with other schools.</p> <p>Evaluate and improve your performance</p>
<b>Improvisation and Composition</b>  <b>Procedural</b>			<p>Improvise and compose: Rhythm patterns in 4/4 and notate accurately.</p> <p>Pitch patterns using Do-Sol using dot notation.(step and leap patterns)</p> <p>Compose sound sequences that change in dynamics &amp; tempos.</p>	<p>Improvise melodic rhythmic patterns in 3/4, 4/4</p> <p>Compose and notate rhythm melodic rhythm patterns 1-4 bar (using step, leap and jump patterns).</p> <p>Using rhythmic and dot notation with dynamic &amp; tempo changes</p>	<p>Improvise melodic rhythms patterns in 2/4 3/4 4/4 using step, leap, small jump and jump patterns.</p> <p>2-4-bar melodic rhythm pattern in 2/4 3/4 4/4 using dynamic, and articulation and to notate their ideas using staff notation</p>	<p>Copy-back rhythm and melodic patterns</p>	<p>Improvise &amp; compose: Strumming patterns using rhythmic notation.</p> <p>Chord sequences using tab notation. Picking patterns using tab/staff notation.</p> <p>Compose melody with a chord accompaniment using the C major blues scale 1-4 bars.</p>	<p>Compose music USING A DIGITAL MUSIC PLATFORM THAT EXPLORES samples and Use it to compose tracks using samples (pre-recorded &amp; own created) and to EDIT MUSIC using program features. Compose music with multiple sections/layers. Improvise rhythmic patterns to fit with a group rhythmic pattern</p>



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<p><b>Listening and Appreciation</b></p> <p><b>Declarative</b></p>	<p>To know and join in with words and actions in nursery rhymes and songs. To know some nursery rhymes off by heart.</p>	<p>To know nursery rhymes off by heart. To know the stories of some of the nursery rhymes.</p>	<p>To listen to music and identify the pulse, pitch patterns, tempo, dynamics, rhythms, timbre: Happy/sad</p> <p>To know 5 songs off by heart. To know what the songs are about. To know some songs have a chorus or a response/answer part. To know and recognise the sound and names of the instruments they use.</p>	<p>To listen to music and identify Pulse and time signature, rhythm and repeated rhythmic/melodic patterns, tempo, dynamics, timbre: mood and purpose, basic texture, instrumentation.</p> <p>To know 5 songs from memory and who sang/wrote them.</p>	<p>To listen to music and identify time signature, rhythmic devices, repetition, similarities and contrasts tempo, dynamics, instrumentation, genre, major/minor, and texture and structure, melody, and accompaniment</p> <p>To know 5 songs from memory and who sang/wrote them, when they were written and why.</p>
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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Vocabulary</b>	nursery rhymes, action songs, instruments, share, listen, sing, play, learn, beat, rhythm, share, stop, move, voice, hands, feet big sounds, soft sounds, loud sounds, shake, tap.	respond, explore, pulse, pitch, high, low, long, short, perform soft sounds, soft, medium, hard, solo, group, ring	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.



## The Interrelated Dimensions of Music (Dimensions)

- Pulse – the regular heartbeat of the music; its steady beat.
- Rhythm – long and short sounds or patterns that happen over the pulse.
- Pitch – high and low sounds.
- Tempo – the speed of the music; fast or slow or in-between.
- Dynamics – how loud or quiet the music is.
- Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- Texture – layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.
- Notation – the link between sound and symbol.