

St Mark's CEP school Curriculum progression grids

Subject: Music

		EYFS	Year 1/ 2	Year 3/ 4	Year 5/6
Skills and techniques	Listen and appraise	<ul style="list-style-type: none"> Listen to a variety of songs and pieces of music Give opinions and express views about how music makes you feel Move to music in an appropriate way Understand that music can affect your mood and feelings Copy a basic rhythm Identify high and low notes 	<p>Styles include: Hip Hop, Reggae, Western Classical, Rock, Pop, Beatles, Latin, Film, Big Band, Jazz.</p> <ul style="list-style-type: none"> Use movement to find/feel the pulse together and begin to understand/feel what pulse is/does/means etc. Identify some musical instruments. Begin to talk about the music and how it makes us feel. Encourage discussion and creative response. Begin to use some musical language during discussions and when describing feelings. Discuss and understand how other simple dimensions of music fit with each other and in the music (dynamics and tempo). <p>• The children will begin to recognise very basic style indicators and start to recognise different instruments.</p> <p>Styles include: South African, Rock, Reggae, Early Classical, 20th Century Contemporary Classical.</p> <ul style="list-style-type: none"> Have fun finding the pulse together and start to understand what pulse is/does/means etc. Start to use correct musical language during discussion and when describing feelings. They will begin to recognise the sound of the musical instruments used. Basic musical structure. The purpose of the song and context within history. How music makes them feel. About the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics. They will start to use correct musical language and describe how the music makes them feel through safe and respectful discussion. 	<ul style="list-style-type: none"> 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. The children will begin to recognise very basic style indicators and start to recognise different instruments. <p>Styles include: RnB, Rock, Reggae, Pop, Film/Classical, Musicals, Motown, Soul, Disco, Funk, Hip Hop, Big Band Jazz.</p> <ul style="list-style-type: none"> Have fun finding the pulse together and deepen their understanding of what pulse is/does/means etc. They will continue to recognise the sound of the musical instruments used and basic musical structure. They will continue to use correct musical language and describe how the music makes them feel through safe and respectful discussion. The purpose of the song and context within history. Continue to deepen their understanding of the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, structure. <p>As above and</p> <p>The children will continue to recognise basic style indicators and continue to recognise different instruments.</p> <p>They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.</p> <p>Styles include: ABBA, Grime, Beatles, Gospel, Classical Romantic, Tango, Hip Hop, Early Classical Music, 20th Century Contemporary Classical Music.</p> <ul style="list-style-type: none"> The children will continue to recognise basic style indicators and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. Continue to deepen their understanding of the dimensions of music and how they fit into music. Perhaps the children will give specific reference to musical dimensions: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, timbre, structure. 	<p>The children will continue to recognise features of key musical styles and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.</p> <p>Styles include: Pop, Motown, Country, A Capella Music, 80s Rock, Funk, The Beatles, Latin, Early Classical Music, 20th Century Classical Music, Contemporary Classical Music.</p> <ul style="list-style-type: none"> When listening to the music, find and internalise the pulse using movement. Listen with security and confidently recognise/identify different style indicators and different instruments and their sounds. Use correct musical language consistently to describe the music you are listening to and your feelings towards it. Listen, comment on and discuss with confidence, ideas together as a group. Discuss other dimensions of music and how they fit into the music you are listening to. <p>As above and</p> <p>Styles include:</p> <p>21st Century Classical Music, Electronic Music, Turntables, Jazz, the music of Benjamin Britten, Rock music, the music of Carole King, Early Classical Music, 20th Century Contemporary Classical Music.</p> <ul style="list-style-type: none"> When listening to the music, find and internalise the pulse using movement confidently and independently. Understand the pulse and its role as the foundation of music. Listen with security/confidently recognise/identify different style indicators and different instruments and their sounds. Use correct musical language to confidently describe the music you are listening to and your feelings towards it. Listen, comment on and discuss with confidence, ideas together as a group. Appropriately and confidently discuss other dimensions of music and how they fit into the music you are listening to.

Musical Activities - Games

a. Games: Begin to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.

b. Singing: Start to sing songs/raps together in a group/ensemble.

c. Playing Instruments: Use glocks, recorders or band instruments if appropriate. Start to learn to play together in a band or ensemble.

d. Improvisation: Begin to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.

e. Composition: Start to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way.

a. Games: Continue to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.

b. Singing: Continue to sing songs/raps together in a group/ensemble.

c. Playing Instruments: Use glockenspiels, recorders or band instruments if appropriate. Learn to play together in a band or ensemble.

d. Improvisation: Continue to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.

e. Composition: Continue to learn that composition is creating simple rhythms and melodies that are notated or recorded in some way.

Within the context of the song being learnt, the children will continue to embed the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. Through fun, repetition and the song they are learning about:

- Pulse - a steady beat.
- Rhythm - copy simple patterns and how they work with pulse.
- Pitch - what it is, to copy it and to warm up their voices.
- Progress through the differentiated Bronze, Silver and Gold Challenges.
- Rhythm copy back - progress from teacher to pupil-led games.
- Pitch copy back - using voices then instruments; one or two notes dependent on ability and song.
- Build on the understanding that pulse is the foundation of music upon which the other dimensions are built.
- Understand in greater depth how the other dimensions of music are sprinkled through songs and pieces of music.

Within the context of the song being learnt, the children will continue to embed and deepen their growing knowledge and understanding of the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games.

Progress through the Bronze, Silver and Gold Challenges:

- Rhythm and Pitch Copy Back using one, two or three notes
- Question and Answer using one, two or three notes. Security, confidence and ease, will start to be apparent through:
- Body movement and within the context of the Games Track being used.
- Knowing, understanding and demonstrating how pulse and rhythm work together.
- Understanding how the other dimensions of music are sprinkled through songs and pieces of music.

	Musical Activities - Singing	<ul style="list-style-type: none"> • Sing a range of songs learned by heart • Perform songs to an audience • Add actions to a song • 	<p>Sing within a limited pitch range and begin to understand:</p> <ul style="list-style-type: none"> • The importance of working together in an ensemble or as part of a group. • How important it is and why we warm up our voices. • How to join in and stop as appropriate - learn how to follow a leader/conductor. • How melody and words should be interpreted. • How to sing with good diction. • How to perform with a good sense of pulse and rhythm. 	<p>Sing in tune within a limited pitch range and continue to understand:</p> <ul style="list-style-type: none"> • The importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so. • How important it is and why we warm up our voices, posture, breathing and voice projection. • How to join in and stop as appropriate – continue to follow a leader/conductor confidently. • How melody and words should be interpreted. • How to sing with good diction. • How to perform with a good sense of pulse and rhythm. 	<p>Sing within an appropriate vocal range with clear diction and continue to understand:</p> <ul style="list-style-type: none"> • The workings of an ensemble/choir, how everything fits together. Follow the leader/conductor and have a chance to be the leader/conductor. • How important it is and why we warm up our voices, posture, breathing and voice projection. • Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts. • Have a greater understanding of melody, words and their importance and how to interpret a song musically. • Demonstrate musical quality and understanding of how the interrelated dimensions of music play their part.
	Musical Activities – Playing instruments	<ul style="list-style-type: none"> • Explore sounds and how they can be changed • Create own music • Explore body percussion • Investigate how instruments make sounds – shaking, hitting, blowing etc. • Make own musical instruments and explore the sounds they make 	<ul style="list-style-type: none"> • Start to learn to play together in a band or ensemble. • Join in and stop as appropriate. • Start to respond to simple musical cues such as starting and stopping etc. • Learn how to follow a leader/conductor. • Play and move between differentiated parts with a sound-before-symbol approach, according to ability. • Learn to play your instrument correctly and treat it with respect. 	<p>Continue to play and move between differentiated parts with a sound-before-symbol approach, according to ability.</p> <p>Use the notated parts provided if appropriate.</p> <ul style="list-style-type: none"> • Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Respond to musical cues such as starting and stopping. Learn how to follow a leader/conductor. • Learn to treat each instrument with respect and use the correct techniques to play them. • Begin to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations if appropriate. <p>As above in greater depth and:</p> <ul style="list-style-type: none"> • Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Respond with more confidence to musical cues such as starting and stopping. Learn how to follow a leader/conductor. • Continue to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations if appropriate. 	<ul style="list-style-type: none"> • Play differentiated parts with a sound-before-symbol approach or using the notated scores. Choose parts according to ability and play them musically. Progress as appropriate between the parts. • Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, and maintaining an appropriate pulse. • Demonstrate musical quality e.g. clear starts, ends of pieces/phrases, technical accuracy etc. Maintain an independent part in a small group. • Continue to treat each instrument with respect and use the correct techniques to play them. <p>As above with a greater depth of understanding and</p> <ul style="list-style-type: none"> • Build on understanding the basics and foundations of formal notation – an introduction.

	Musical Activities – Improvisation	<ul style="list-style-type: none"> ● Join in with call and response songs and nursery rhymes ● Create own music ● Clap rhythms ● Experiment with sounds and rhythm inside and outside 	<ul style="list-style-type: none"> ● Clap and improvise (simple rhythmic patterns). ● Copy back. ● Question and Answer. ● Sing and Improvise (simple patterns). ● Copy back using voices. ● Question and Answer using voices. ● Play and Improvise (simple patterns). ● Copy back using instruments. ● Question and Answer using instruments. ● Improvise! Take it in turns to improvise using one or two notes. 	<p>Through differentiated challenges, the children will deepen their knowledge and understanding of improvisation.</p> <ul style="list-style-type: none"> ● Progress through the differentiated Bronze, Silver and Gold Challenges. <ul style="list-style-type: none"> ○ Sing, Play and Copy back -clapping progressing to using instruments. ○ Copy back a musical idea. ○ Play and Improvise – using instruments. ○ Invent a musical answer using one or two notes. ○ Improvise! - using two notes on instruments. ○ Listen to each other’s musical ideas. <p>As above and Progress through the differentiated Bronze, Silver and Gold Challenges:</p> <ul style="list-style-type: none"> ● Play and Improvise – using instruments. Invent a musical answer using one, two or three notes. ● Improvise! - using up to three notes on instruments. Listen to each other’s musical ideas. ● To listen and copy musical ideas by ear (rhythmic or melodic). ● To create musical rhythms and melodies as answers as part of a group and as a soloist. ● To respect each other’s musical ideas and efforts. 	<ul style="list-style-type: none"> ● Understand what musical improvisation means. Improvise and perform in solo and ensemble contexts, use quality not quantity of notes. ● Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies. ● Progress through the differentiated Bronze, Silver and Gold Challenges in Year 5. Autumn and spring units: <ul style="list-style-type: none"> ● Sing, Play and Copy back – clapping progressing to using instruments. Play and Improvise - using instruments, invent a musical answer using one, two or three notes. Improvise! - using up to three notes on instruments. Summer 1-unit Bronze, Silver and Gold Challenges: <ul style="list-style-type: none"> Challenge 1 - clapping riffs. Challenge 2 - playing riffs using one, two or three notes. Challenge 3 - Question and Answer using one, two or three notes. Challenge 4 - Improvise using one, two or three notes. <p>● Deepen your understanding of what musical improvisation means. Continue to improvise and perform confidently in solo and ensemble contexts, use quality not quantity of notes.</p> <ul style="list-style-type: none"> ● Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies. ● Progress through the differentiated Bronze, Silver and Gold Challenges in Year 6. <ul style="list-style-type: none"> ● Challenge 1 - clapping riffs. ● Challenge 2 - playing riffs using one, two or three notes. ● Challenge 3 - Question and Answer using one, two or three notes. ● Challenge 4 - Improvise using one, two or three notes.
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	Musical Activities - Composition		<ul style="list-style-type: none"> ● Begin to understand the differences between composition and improvisation. ● Create your own simple melodies within the context of the song that is being learnt. ● Compose using one or two notes. ● Record the composition in any way appropriate. ● Notate music in different ways, using graphic/video, ICT. ● Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations. <p>As above and</p> <ul style="list-style-type: none"> ● Continue to explore and understand the differences between composition and improvisation. ● Compose using one, two or three notes. 	<ul style="list-style-type: none"> ● Continue to explore and continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required. ● Listen to the sound of the composition as it unfolds and make decisions about it. ● Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation. ● Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context. ● Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations if appropriate. 	<ul style="list-style-type: none"> ● Continue to create your own more complex tunes and melodies within the context of the song that is being learnt and do this with understanding as part of a group or with your whole class. ● Continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required. ● Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation. ● Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context. ● Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations. ● Confidently create your own melodies within the context of the song that is being learnt. ● Move beyond composing using two notes, increasing to three notes then five if appropriate. ● Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. ● Notate music in different ways, using graphic/pictorial notation, video, ICT or with formal notation if appropriate. ● Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate. ● Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.
	Perform and Share	<ul style="list-style-type: none"> ● Perform songs to an audience ● Learn about performance – look at the audience, head up, sing to the front ● Rehearse songs to perform 	<ul style="list-style-type: none"> ● Start to perform together in an ensemble/band. ● Sing, play, improvise and play back compositions as part of your ensemble/band. ● Do all of this in front of an audience. ● Learn about performance and building confidence. ● Understand about practice. ● Record your performance and learn from watching it back. <p>As above and</p> <ul style="list-style-type: none"> ● Continue to learn how to perform together in an ensemble/band. ● Understand in more depth about practice. 	<ul style="list-style-type: none"> ● Continue to perform together with confidence in an ensemble/band with an increasing understanding of how to improve your performance. ● Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence. ● Do all of this in front of an audience with more understanding of their needs. ● Learn about performance and building confidence. ● Understand about practice. ● Record your performance and learn from watching it back. 	<ul style="list-style-type: none"> ● Continue to perform together in an ensemble/band with a deeper understanding of how to improve your performance musically. ● Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence, skill and accuracy. ● Do all of this in front of an audience with more understanding of their needs. ● Communicate ideas, thoughts and feelings through the performance. ● Understand about practice. ● Record your performance and learn from watching it back. Respond to feedback and offer positive comment. <p>As above with a greater depth of understanding and:</p> <ul style="list-style-type: none"> ● Understand about practice related to performance outcomes.