

Music Curriculum and progression

| Music in Early Years Foundation Stage | | |
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| Listening and Appraising | Musical Activities (singing, playing instruments, improvisation and composition) | Performing |
| <p>Children will listen to a variety of music from different styles, traditions and times.</p> <p>They will respond with movement and start to discuss their personal likes and dislikes.</p> | <p>Singing Children will sing a mixture of familiar nursery rhymes, counting songs as well as learning new songs.</p> <p>Playing Instruments Use tuned and untuned instruments to play a steady beat.</p> | <p>Singing and playing together both in music sessions and in their child initiated play.</p> <p>Celebrating music as a way of coming together.</p> |

| Music in Years 1 and 2 | | |
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| Listening and Appraising | Musical Activities (singing, playing instruments, improvisation and composition) | Performing |
| <p>Children will listen to a variety of music from different styles, traditions and times. They will start to recognise and identify very simple style indicators and different instruments used. Start to find and internalise the pulse using movement. Start to use correct but basic musical language to describe the music listened to and feelings towards it. Begin to listen with respect, to other people's ideas and feelings towards the music listened to. Discuss other simple dimensions of music (pulse, rhythm and pitch) and how they fit into the music listened to.</p> <p>Musical styles: Hip Hop, Reggae, Latin, South</p> | <p>Singing Begin to understand the importance of warming up voices, good posture, breathing in phrases and projecting our voices. Sing in tune within a limited pitch range.</p> <p>Playing Instruments Use tuned and untuned instruments with a sound-before-symbol approach. Join and stop as appropriate. Start to respond to simple musical cues. Learn to treat each instrument with respect and start to use the correct techniques to play them.</p> <p>Improvisation Explore and create simple musical sounds with voices and instruments within the context of the song being learnt. Begin to understand through activity that when you improvise you make up your own tune or rhythm within given boundaries. Improvise using simple patterns. Create simple rhythmic patterns that lead to melodies in a group or solo situation. Start improvising using one or two notes.</p> <p>Composition Create simple melodies using two notes within the context of the song being learnt. Record the composition in any way appropriate.</p> | <p>Begin to work together as part of an ensemble/band. Remember the importance of starting and ending together by learning to follow the conductor. Sing and rap to each other and to an audience. Play instruments with some control. Begin to realise that performance can influence how music is presented. Discuss the performance. Offer respectful comments and</p> |

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| African, Rock, Blues, Folk, Funk, Baroque, Bhangra. | | feedback about others. |
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Music in Years 3 and 4

| Listening and appraising | Musical Activities (singing, playing instruments, improvisation and composition) | Performing |
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| <p>Listen with increasing concentration to a variety of music and begin to place the music in its historical context. Start to recognise different style indicators and instruments. Understand that the pulse is the heartbeat of a piece of music. Discuss other dimensions of music and how they fit into the music listened to (pulse, rhythm, pitch, tempo, dynamics, timbre, texture and structure).</p> <p>Musical styles: Benjamin Britten, Reggae, Pop, Soul/Gospel, R&B, Motown, Musical Theatre, Carols.</p> | <p>Singing Understand the importance of and they reason why we warm up our voices. Keep an open mouth, relaxed jaw and clear pronunciation. Consider how the melody and words should be interpreted. Try to match the performance of the song to how the music sounds (thinking musically). Sing in tune within a limited pitch range and perform with a more secure sense of pulse and rhythm.</p> <p>Playing instruments Continue to play parts with a sound before symbol approach, starting to move to notated parts where appropriate. Learn how to follow a leader/conductor. Start to understand the basics and foundations of notations. Learn to play a tuned instrument with a group (e.g. trumpet, flute, ukulele)</p> <p>Improvisation Improvise simple melodies within boundaries in a solo context. Create rhythmic patterns that lead to melodies. Start improvising using two notes and increasing to three and beyond as appropriate to create a musical improvisation that makes sense.</p> <p>Composition Start to choose, combine and organise patterns and musical ideas. Compose using two notes, increasing to three and beyond if required. Record the composition in any way that is appropriate (graphic, pictorial notation, ICT, video or formal notation). Musically demonstrate increased understanding of the interrelated dimensions of music (eg getting louder, softer, higher, lower, faster, slower and quality of sounds). Begin to recognise awareness of a link between shape and pitch in graphic notations.</p> | <p>Have a deeper understanding of working together as an ensemble.</p> <p>Play tuned and untuned instruments with further control and accuracy. Play back compositions confidently as part of a performance. Appreciate that performance can influence how music is presented. Communicate ideas, thoughts, and feelings through simple musical demonstration. Offer respectful comments and feedback about and from others.</p> |

Music in Years 5 and 6

| Listening and appraising | Musical Activities (singing, playing instruments, improvisation and composition) | Performing |
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| <p>Listen with concentration to a variety of music and place the music in its historical context. Securely identify different style indicators, instruments and their sounds. Understand the pulse and its role as the foundation of music. Appropriately and confidently discuss other dimensions of music and how they fit into the music listened to.</p> <p>Musical Styles: Rock, Carols, Bossa Nova, Swing, Benjamin Britten, Rap, Jazz, Hip Hop, Ballad.</p> | <p>Singing Sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and a musical understanding of how parts fit together. 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. Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone. Maintain an independent part in a small group.</p> <p>Playing instruments. Play differentiated parts using the notated scores (or sound before symbol approach). Play easy /medium parts by ear or with notation. Build on understanding the basics and foundations of formal notation.</p> <p>Improvisation. Understand that improvisation is when you make up your own tune or rhythm within boundaries. Improvise and perform in solo and ensemble, use quality not quantity of notes. Create more complex rhythms and melodies and create own rhythmic patterns that lead to melodies. Build an improvisation starting with three, then eventually five notes or a pentatonic scale. Use voice, sounds, technology and instruments in creative ways.</p> <p>Composition Confidently create melodies within the context of the song that is being learnt. With understanding, choose, combine and organise patterns and musical ideas. Move beyond composing using two notes, increasing to five. Notate music in different ways, including formal notation if appropriate. Musically demonstrate an understanding of interrelated dimensions of music (dynamics, pitch, tempo, timbre). Recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations.</p> | <p>Demonstrate musical quality such as clear starts, ends of phrases/pieces and technical accuracy.</p> <p>Play tuned and untuned instruments with further control and rhythmic accuracy. Play back compositions using more complex patterns confidently as part of a performance. Communicate ideas through feelings through musical demonstration, language and movement, and other art forms, giving simple justifications of reasons for responses. Offer constructive comments about own and others' work and ways to improve; accept feedback and suggestions from others.</p> |
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| Support and Early years Music | |
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| P4 | Use single words, gestures, signs, objects, pictures or symbols to communicate about familiar musical activities or name familiar instruments. |

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| | <p>With some support, listen and attend to familiar musical activities and follow and join in familiar routines.</p> <p>Show an awareness of cause and effect in familiar events.</p> <p>Begin to look for an instrument or noise maker played out of sight.</p> <p>Repeat, copy and imitate actions, sounds or words in songs and musical performances.</p> |
| P5 | <p>Take part in simple musical performances.</p> <p>Respond to signs given by a musical conductor.</p> <p>Pick out a specific musical instrument when asked.</p> <p>Play loudly, quietly, quickly and slowly in imitation.</p> <p>Play an instrument when prompted by a cue card.</p> <p>Listen to, and imitate, distinctive sounds played on a particular instrument.</p> <p>Listen to a familiar instrument played behind a screen and match the sound to the correct instrument on a table.</p> |
| P6 | <p>Respond to other pupils in music sessions.</p> <p>Join in and take turns in songs and play instruments with others.</p> <p>Begin to play, sing and move expressively in response to the music or the meaning of words in a song.</p> <p>Explore the range of effects that can be made by an instrument or sound maker.</p> <p>Copy simple rhythms and musical patterns or phrases.</p> <p>Play groups of sounds indicated by a simple picture- or symbol-based score.</p> <p>Begin to categorise percussion instruments by how they can be played.</p> |
| P7 | <p>Listen to and describe music by describing musical experiences, using phrases or statements, combining a small number of words, signs, symbols or gestures.</p> <p>Respond to prompts to play faster, slower, louder or softer.</p> <p>Follow simple graphic scores with symbols or pictures and play simple patterns or sequences of music.</p> <p>Listen and contribute to sound stories.</p> <p>Improvise and make basic choices about the sound and instruments used.</p> <p>Make simple compositions.</p> |
| P8 | <p>Listen carefully to music.</p> <p>Understand and respond to words, symbols and signs that relate to tempo, dynamics and pitch, e.g. faster, slower, louder, higher and lower.</p> <p>Create own simple compositions, carefully selecting sounds.</p> <p>Create simple graphic scores using pictures or symbols.</p> <p>Use a growing musical vocabulary of words, signs or symbols to describe what is played and heard.</p> <p>Make and communicate choice when performing, playing, composing, listening and appraising.</p> |
| Early Years | <p>Begin to build a repertoire of songs.</p> <p>Explore the different sounds of musical instruments.</p> <p>Create simple representations of events, people and objects.</p> |

| Year 7, 8 and 9 Musical challenge | |
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| Music opportunities | Build on their previous knowledge through performing, composing and listening. Play and perform in solo or ensemble contexts. |
| Performing | Identify and use expressively the inter-related dimensions of music with increasing sophistication (such as through extended use of tonalities, different types of scales and other musical devices). Develop vocal and/or instrumental fluency, accuracy and expressiveness. |
| Composing | Compose, extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. |
| Transcribing | Use the staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions |
| Describing music | Listen with increasing discrimination to a wide range of music from great composers. Develop a deep understanding of the music that they perform and listen to, and its history. Understand musical structures, styles, genres and traditions and identify the expressive use of musical elements. Appreciate and understand a wide range of musical contexts and styles to inform judgments. |