

## Music Curriculum Progression

Music is a universal language that embodies one of the highest forms of creativity. Music should engage and inspire pupils to develop a gradually deepening love for music and their talent as musicians across the wide breadth of study: singing, playing, rehearsing, composing, notating, listening, responding, describing and discussing.

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

<p><b>How learning starts in the early years</b></p>	<p>Children in the early years are surrounded with songs, lyrics and movement. A range of music styles are played and children learn to <b>reflect</b> upon, <b>describe</b> what they hear, express their feelings and own appreciation of music. They will learn that music can touch your feelings. By the end of Reception children will know twenty nursery rhymes off by heart and know the stories of some of these nursery rhymes</p> <p>Children develop their singing voices and adjust their pitch. They learn to know that we can move with the pulse of the music. They are taught that words to songs can tell stories and paint pictures.</p> <p>They learn to tap out simple rhythms and follow a pulse. They use body percussion and whole body actions.</p> <p>They learn to handle and play suitable percussion instruments effectively to create and express their own and others' music, follow a rhythm or beat. They are encouraged to explore sounds, listen actively, <b>compose</b> their own music and <b>perform</b> to a small group or class.</p>					
	<b>KS1</b>		<b>KS2</b>			
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p><b>Breadth of Study</b></p>	<p><b>Singing:</b> Start to sing songs/raps together in a group/ensemble.</p> <p><b>Playing and rehearsing:</b> Use glocks, recorders or band instruments if appropriate. Start to learn to play together in a band or ensemble.</p>	<p><b>Singing:</b> Continue to sing songs/raps together in a group/ensemble.</p> <p><b>Playing and rehearsing:</b> Use glocks, recorders or band instruments if appropriate. Learn to play together in a band or ensemble.</p>	<p><b>Singing:</b> Continue to sing songs/raps together in a group/ensemble.</p> <p><b>Playing and rehearsing:</b> Use glocks, recorders or band instruments if appropriate. Learn to play together in a band or ensemble.</p>	<p><b>Singing:</b> Learn and understand more about preparing to sing. Explore a range of vocal activity eg rapping, beatboxing. Perhaps sing as a soloist and as part of a larger group and/or in parts.</p> <p><b>Playing and rehearsing:</b> Perform as a soloist and as part of a band or ensemble,</p>	<p><b>Singing:</b> Understand more about preparing to sing songs/raps together in a group/ensemble, sometimes in parts and confidently.</p> <p><b>Playing and rehearsing:</b> Use glocks, recorders or band instruments. Play together with confidence and understanding in a band or ensemble.</p>	<p><b>Singing:</b> Understand with greater depth about preparing to sing songs/raps together in a group/ensemble, sometimes in parts and confidently.</p> <p><b>Playing and rehearsing:</b> Use glocks, recorders or band instruments. Play together with more confidence and deeper</p>

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	<p><b>Improvising, Notating and Composing:</b> 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. Start to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way.</p> <p><b>Listening, responding, describing and discussing:</b> The children will listen to a variety of musical styles from different times, traditions and composers. Learn to recognise instruments and basic style indicators. Encourage discussions using musical language.</p>	<p><b>Improvising, Notating and Composing:</b> 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. Continue to learn that composition is creating simple rhythms and melodies that are notated or recorded in some way.</p> <p><b>Listening, responding, describing and discussing:</b> The children will continue to listen to a variety of musical styles from different times, traditions and composers. Learn to recognise instruments and basic style indicators. Encourage discussions using musical language.</p>	<p><b>Improvising, Notating and Composing:</b> 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. Continue to learn that composition is creating simple rhythms and melodies that are notated or recorded in some way.</p> <p><b>Listening, responding, describing and discussing:</b> The children will understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage discussion using more accurate musical language</p>	<p>by ear and/or from different notations. Playing pieces in unison and in two parts.</p> <p><b>Improvising, Notating and Composing:</b> Continue inventing musical ideas within improvisation. Continue inventing musical ideas within composition. They can be recorded in sound or written using any appropriate notation.</p> <p><b>Listening, responding, describing and discussing:</b> The children will continue to understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage more confident discussion using accurate musical language</p>	<p><b>Improvising, Notating and Composing:</b> Know and understand that when you make up your own tune or rhythm it's called improvisation. Have the knowledge and understanding that an improvisation is not written down or notated. If written down in any way or recorded, it becomes composition. Know and understand that composition is creating your own melody within given boundaries. It can be notated or recorded in some way</p> <p><b>Listening, responding, describing and discussing:</b> The children will continue to listen to a variety of musical styles from different times and traditions. Recognise instruments and features of key musical styles. Encourage confident discussion using accurate musical language.</p>	<p>understanding in a ensemble.</p> <p><b>Improvising, Notating and Composing:</b> Understand with greater depth that when you make up your own tune or rhythm it's called improvisation. Have the knowledge and understanding that an improvisation is not written down or notated. If written down in any way or recorded, it becomes composition. Understand with greater depth that composition is creating your own melody within given boundaries. It can be notated or recorded in some way.</p> <p><b>Listening, responding, describing and discussing:</b> The children will continue to listen to a variety of musical styles from different times and traditions. Recognise instruments and features of key musical styles. Encourage confident discussion using accurate musical language.</p>
<p><b>Threshold Concepts</b> (what big ideas must children understand?)</p>	<p>Perform Compose Transcribe Describe music</p>		<p>Perform Compose Transcribe Describe music</p>		<p>Perform Compose Transcribe Describe music</p>	
<p><b>Key Vocabulary/ Component Knowledge</b></p>	<p>long, short, high, low, performance, instrument, voice, volume, steady beat, rest, pulse</p>	<p>pitch, composition, musical pattern, melody, dynamics, timbre, tune, pulse</p>	<p>pitch, tune, compose, perform, melodic songs, control, silence, rest, notation, rhythm, timbre</p>	<p>electronic technologies, texture, layers, timbre abstract effects, repeated patterns, duration, tempo, pitch, evaluate</p>	<p>treble clef, crochet, staff/stave, minim, quaver, expressively, chords, sharp, flat, notation, rhythm, time signature</p>	<p>rounds, harmony, unison, verses, chorus, lyrics, transcribe, drones, cyclic pattern, cultural context, texture, solo, compose</p>

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<p><b>Milestones for assessment</b></p>	<p>Milestone 1 - Key indicators to assess:</p> <p>To perform:</p> <ul style="list-style-type: none"> <li>Take part in singing, accurately following the melody</li> <li>Follow instructions on how and when to sing or play an instrument.</li> <li>Make, combine and control long, short, high and low sounds, using voice and instruments to create an effect.</li> <li>Imitate changes in pitch.</li> </ul> <p>To compose:</p> <ul style="list-style-type: none"> <li>Create short, musical patterns.</li> </ul> <p>To transcribe:</p> <ul style="list-style-type: none"> <li>Use symbols to represent a composition and use them to help with a performance.</li> </ul> <p>To describe music:</p> <ul style="list-style-type: none"> <li>Identify the beat of a tune.</li> <li>Recognise changes in timbre, dynamics and pitch.</li> </ul>	<p>Milestone 2 - Key indicators to assess:</p> <p>To perform:</p> <ul style="list-style-type: none"> <li>Perform from memory with accurate control, pitch and tune.</li> <li>Maintain a simple part within a group.</li> </ul> <p>To compose:</p> <ul style="list-style-type: none"> <li>Compose and perform a range of melodic songs, abstract effects, repeated patterns, accompaniments using real instruments and electronic technologies.</li> </ul> <p>To transcribe:</p> <ul style="list-style-type: none"> <li>Devise non-standard symbols to indicate when to play and rest.</li> <li>Recognise some standard musical notation and explain their meaning.</li> </ul> <p>To describe music:</p> <ul style="list-style-type: none"> <li>Use the terms: duration, timbre, pitch, beat, tempo, texture, layers and use of silence to describe and evaluate music.</li> </ul>	<p>Milestone 3 - key indicators to assess:</p> <p>To perform:</p> <ul style="list-style-type: none"> <li>Sing or play expressively, with control and in tune from memory.</li> <li>Hold a part within a round or a harmony.</li> </ul> <p>To compose:</p> <ul style="list-style-type: none"> <li>Create songs with verses and a chorus, ensuring the lyrics are suitable for the melody.</li> <li>Create pieces that combine a variety of musical devices, including accompaniments, melody, rhythm and chords.</li> </ul> <p>To transcribe:</p> <ul style="list-style-type: none"> <li>Read and use some standard musical notation, including simple time signatures, to play and to transcribe music.</li> </ul> <p>To describe music:</p> <ul style="list-style-type: none"> <li>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.</li> <li>Describe how lyrics often reflect the cultural context of music and have social meaning.</li> </ul>
<p><b>Implementation</b></p>	<p>By the end of KS1:</p> <p><b>1. Listen &amp; Appraise</b></p> <ol style="list-style-type: none"> <li>Listen to a variety of music from different styles, traditions and times. Start to recognise / identify very simple style indicators and different instruments used.</li> <li>When listening to this music, start to find and internalise the pulse using movement. Perhaps march, clap, tap your knees – have fun with this. Help each other.</li> <li>Start using correct but basic musical language to describe the music you are listening to and your feelings towards it.</li> <li>Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to.</li> <li>Discuss other simple dimensions of music (pulse, rhythm, pitch, tempo, dynamics) and how they fit into the music you are listening to.</li> </ol> <p><b>2. Musical Activities</b></p> <p><b>a. Games</b></p> <ol style="list-style-type: none"> <li>Find and internalise the pulse, sometimes with support/help, through body movement and within the context of the games track being used.</li> <li>Begin to understand, through activity and feeling more than explanation, that pulse is the foundation of music upon which all the other dimensions are built.</li> <li>Begin to understand, through activity and feeling more than explanation, that through repeated games and activities depth of learning occurs and that:</li> </ol>	<p>By the end of Year 4:</p> <p><b>1. Listen &amp; Appraise</b></p> <ol style="list-style-type: none"> <li>Listen with increasing concentration to a variety of music from different styles, traditions and times, and begin to place the music in its historical context. Start to recognise / identify different style indicators and different instruments used.</li> <li>When listening to this music, find and internalise the pulse using movement. Perhaps march, clap, tap your knees - you decide but have fun with this. Understand that the pulse is the heartbeat of a piece of music and every piece of music has a pulse, a different pulse.</li> <li>Continue to use correct musical language to describe the music you are listening to and your feelings towards it.</li> <li>Listen, with respect, to other people's ideas and feelings towards the music you have listened to.</li> <li>Discuss other dimensions of music and how they fit into the music you are listening to.</li> </ol> <p><b>2. Musical Activities</b></p> <p><b>a. Games</b></p> <ol style="list-style-type: none"> <li>Find and internalise the pulse through body movement, within the context of the games track being used.</li> <li>Build on the understanding that pulse is the foundation of music upon which all the other dimensions are built.</li> <li>Understand that through repeated games and activities, depth of learning occurs and that:</li> </ol>	<p>By the end of KS2:</p> <p><b>1. Listen &amp; Appraise</b></p> <ol style="list-style-type: none"> <li>Listen with concentration to a variety of music from different styles, traditions and times and place the music in its historical context. Securely / confidently recognise / identify different style indicators and different instruments and their sounds.</li> <li>When listening to the music, find and internalise the pulse using movement. Understand the pulse and its role as the foundation of music. Every piece of music has a pulse, a different pulse.</li> <li>Use correct musical language to describe the music you are listening to and your feelings towards it.</li> <li>Listen, comment on and discuss with confidence, ideas together as a group.</li> <li>Appropriately and confidently discuss other dimensions of music and how they fit into the music you are listening to.</li> </ol> <p><b>2. Musical Activities</b></p> <p><b>a. Games</b></p> <ol style="list-style-type: none"> <li>Find and internalise the pulse securely with confidence and ease, through body movement and within the context of the games track being used.</li> <li>Understand and demonstrate, verbally and physically, that pulse is the foundation upon which all other dimensions are built. Maintain a strong sense of pulse and recognise when you are going out of time.</li> </ol>

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	<ul style="list-style-type: none"> <li>○ Pulse is the heartbeat of music, a steady beat that never stops.</li> <li>○ Rhythm is long and short sounds that happen over that steady beat, the pulse. Recognise / identify rhythmic patterns found in speech – names, words linked to topics. Start to create your own. Learn this by copying until confidence is built, then reproduce sounds from an increasing aural memory.</li> <li>○ Pitch is high and low sounds and when added to pulse and rhythm, working together a song is created. Begin to demonstrate an understanding of the differences between pulse, rhythm and pitch through games and activities.</li> </ul> <p>4. Aim to progress from keeping a steady pulse to clapping a simple rhythm then improvising a simple rhythm.</p> <p>5. Begin to understand how the other fundamental dimensions of music are sprinkled through songs and pieces of music.</p> <p><b>b. Singing</b></p> <p>1. Begin to understand 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. Begin to understand this by taking part.</p> <p>2. Begin to understand the importance of and why we warm up our voices, the importance of good posture, breathing in phrases (sentences) and projecting our voices. Keep an open mouth, relaxed jaw and clear pronunciation. All of this keeps our voices safe and therefore the sound will be of higher quality.</p> <p>3. Sing songs and melodies and begin to consider how the melody and words should be interpreted. Start to think about their importance. Also, think about matching your performance of the song to how the music sounds ie begin to think musically.</p> <p>4. Sing in tune within a limited pitch range, and perform with a good sense of pulse and rhythm.</p> <p>5. Learn how to join in and stop as appropriate – learn how to follow a leader / conductor.</p> <p><b>c. Playing Instruments</b></p> <p>1. Explore and create music using classroom percussion, tuned and untuned, to play melodies, tunes and accompaniments and to improvise and compose simple melodies. Use glocks, recorders or use band instruments if appropriate.</p> <p>2. Play and move between differentiated parts with a sound-before-symbol approach, according to ability.</p> <p>3. 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.</p> <p>4. Learn to treat each instrument with respect and start to use the correct techniques to play them.</p>	<ul style="list-style-type: none"> <li>○ Pulse is the heartbeat of music, a steady beat that never stops.</li> <li>○ Rhythm is long and short sounds that happen over that steady beat, the pulse. Recognise / identify rhythmic patterns found in speech – names, words linked to topics. Start to create your own. Learn this by copying until confidence is built, then reproduce sounds from an increasing aural memory.</li> <li>○ Pitch is high and low sounds and when added to pulse and rhythm, working together a song is created. Continue to demonstrate an understanding of the differences between pulse, rhythm and pitch through games and activities.</li> </ul> <p>4. Progress from keeping a steady pulse to clapping a rhythm; improvising a rhythm; using pitch; improvising using the voice.</p> <p>5. Begin to understand how the other dimensions of music are sprinkled through songs and pieces of music.</p> <p><b>b. Singing</b></p> <p>1. Understand 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.</p> <p>2. Understand the importance of, and the reason why we warm up our voices, the importance of good posture, breathing in phrases (sentences) and projecting our voices. Keep an open mouth, relaxed jaw and clear pronunciation. All of this keeps our voices safe and therefore the sound will be of a higher quality.</p> <p>3. Sing songs and melodies and start to consider how the melody and words should be interpreted. Have an understanding of melody and words and their importance. Try to match your performance of the song to how the music sounds ie start to think musically.</p> <p>4. Sing in tune within a limited pitch range, and perform with a stronger / more secure sense of pulse and rhythm. <i>I keep the pulse inside of me when I sing and realise that we all need to sing together as an ensemble.</i></p> <p>5. Join in and stop as appropriate - follow the leader / conductor confidently.</p> <p><b>c. Playing Instruments</b></p> <p>1. Continue to explore and create music using classroom percussion, tuned and un-tuned, to play melodies, tunes and accompaniments, and to improvise and compose. Use glocks, recorders, or use band instruments if appropriate.</p> <p>2. Continue to play and move between differentiated parts with a sound-before-symbol approach, according to ability. Use the notated parts provided if appropriate.</p> <p>3. Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Start to respond to musical cues such as starting and stopping. Learn how to follow a leader / conductor.</p> <p>4. Learn to treat each instrument with respect and use the correct techniques to play them.</p>	<p>3. Know, understand and demonstrate how pulse and rhythm work together and that:</p> <ul style="list-style-type: none"> <li>○ Pulse is the heartbeat of music, a steady beat that never stops.</li> <li>○ Rhythm is long and short sounds that happen over that steady beat, the pulse. Confidently recognise / identify rhythmic patterns found in speech and general topics. Confidently clap and improvise rhythmic patterns.</li> <li>○ Demonstrate how pitch works. Demonstrate how pulse, rhythm and pitch work together to create a song.</li> </ul> <p>4. Build on and progress from, keeping a steady pulse to clapping a more complex rhythm; improvising a rhythm and, using pitch, improvise using the voice.</p> <p>5. Understand how the other dimensions of music are sprinkled through songs and pieces of music.</p> <p><b>b. Singing</b></p> <p>1. 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.</p> <p>2. Understand the importance of warming up our voices, good posture, breathing and projecting voices. Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts.</p> <p>3. Have a greater understanding of melody, words and their importance and how to interpret a song musically.</p> <p>4. Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.</p> <p>5. Understand the workings of an ensemble / choir, how everything fits together. Follow the leader / conductor and have a chance to be the leader / conductor - stopping and starting the group. Sing confidently and fluently, maintaining an appropriate pulse. Suggest, follow and lead simple performance directions. Demonstrate musical quality - eg clear starts, ends of pieces / phrases, technical accuracy etc.</p> <p>Maintain an independent part in a small group.</p> <p><b>c. Playing Instruments</b></p> <p>1. Continue to use glocks, recorders, band instruments if appropriate, to play melodies, tunes and accompaniments and to improvise and compose.</p> <p>2. 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 easy and medium parts by ear (without reading notation) or play the easy and medium parts with notation as an extension activity or if appropriate.</p> <p>3. Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression and maintaining an appropriate pulse. Demonstrate musical quality eg clear starts, ends of</p>
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	<p>5. Begin to recognise and musically demonstrate awareness of a link between shape and pitch graphic notations.</p> <p><b>d. Improvisation</b></p> <ol style="list-style-type: none"> <li>1. Explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</li> <li>2. Begin to understand through activity, that when you improvise you make up your own tune or rhythm within given boundaries. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.</li> <li>3. Improvise using simple patterns.</li> <li>4. Create your own simple rhythmic patterns that lead to melodies in a group or solo situation.</li> <li>5. Learn a differentiated approach to improvisation. Start to perform your own rhythms and melodies with confidence and understanding. Start improvising using one or two notes, increasing to three notes if required. This will create a musical improvisation that makes sense. Integrate a basic knowledge of the interrelated dimensions of music ie how rhythm and tempo are part of the creation.</li> </ol> <p><b>e. Composition</b></p> <ol style="list-style-type: none"> <li>1. Create your own simple melodies within the context of the song that is being learnt.</li> <li>2. Move beyond composing using two notes, increasing to three notes if appropriate.</li> <li>3. Record the composition in any way appropriate. Notate music in different ways, using graphic / pictorial notation, video, ICT.</li> <li>4. Musically demonstrate a simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo).</li> <li>5. Begin to recognise / identify the awareness of a link between shape and pitch using graphic notations.</li> </ol> <p><b>3. Perform and Share</b></p> <ol style="list-style-type: none"> <li>1. Begin to work together as part of an ensemble / band. Remember the importance of starting and ending together by learning to follow the conductor / band leader.</li> <li>2. Sing and rap to each other and to an audience. Play tuned and/or un-tuned instruments with some control and rhythmic accuracy and with realised progression. Improvise and play back compositions using simple patterns confidently as part of a performance.</li> <li>3. Perform with an understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</li> <li>4. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Try to</li> </ol>	<p>5. 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.</p> <p><b>d. Improvisation</b></p> <ol style="list-style-type: none"> <li>1. Continue to explore and create musical sound with voices and instruments within the context of the song being learnt.</li> <li>2. Deepen your understanding through activity and knowledge about improvisation - you make up your own tune or rhythm within boundaries and that is not written down or notated. If written down in any way or recorded it becomes a composition.</li> <li>3. Improvise simple melodies on your own.</li> <li>4. Create your own rhythmic patterns that lead to melodies.</li> <li>5. Continue a differentiated approach to improvisation. Start to perform your own rhythms and melodies with confidence and understanding. Start improvising using two notes, increasing to three notes and beyond if required. This will create a musical improvisation that makes sense. Integrate a basic knowledge of the interrelated dimensions of music ie how rhythm and tempo are part of the creation. Start to use voice, sounds, technology and instruments in creative ways.</li> </ol> <p><b>e. Composition</b></p> <ol style="list-style-type: none"> <li>1. Begin to create your own more complex tunes and melodies within the context of the song that is being learnt. Start to choose, combine and organise patterns and musical ideas within musical structures, and do this with understanding as part of a group or with your whole class.</li> <li>2. Continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required.</li> <li>3. Record the composition in any way that is appropriate - using graphic / pictorial notation, using ICT, video or with formal notation.</li> <li>4. Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context eg getting louder (dynamics), softer (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo). Describe the quality of sounds and how they are made (timbre).</li> <li>5. Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations.</li> </ol> <p><b>3. Perform and Share</b></p> <ol style="list-style-type: none"> <li>1. Have a deeper understanding of working together as part of an ensemble / band. Appreciate the importance of starting and ending together by learning to follow the conductor / band leader and listening.</li> <li>2. Continue to develop performance skills. Play tuned instruments with more control and rhythmic accuracy and with more realised progression. Improvise and play back</li> </ol>	<p>pieces / phrases, technical accuracy etc. Maintain independent part in a small group.</p> <ol style="list-style-type: none"> <li>4. Continue to treat each instrument with respect and use the correct techniques to play them.</li> <li>5. Build on understanding the basics and foundations of formal notation - an introduction.</li> </ol> <p><b>d. Improvisation</b></p> <ol style="list-style-type: none"> <li>1. Create musical improvisations with voices and instruments within the context of the song being learnt.</li> <li>2. Understand that when you improvise, you make up your own tune or rhythm within boundaries and that is not written down or notated. If written down in any way or recorded it then becomes a composition.</li> <li>3. Understand what musical improvisation means. Improvise and perform in solo and ensemble contexts, use quality not quantity of notes.</li> <li>4. Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies.</li> <li>5. Build an improvisation starting with three then eventually five notes or a pentatonic scale. Integrate a deeper knowledge of the interrelated dimensions of music ie how rhythm and tempo and dynamics are part of the creation. Use voice, sounds, technology and instruments in creative ways.</li> </ol> <p><b>e. Composition</b></p> <ol style="list-style-type: none"> <li>1. Confidently create your own melodies within the context of the song that is being learnt. Start to choose, combine and organise patterns and musical ideas within musical structures and do this with understanding.</li> <li>2. Move beyond composing using two notes, increasing to three notes then five if appropriate.</li> <li>3. 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.</li> <li>4. Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo), describe the quality of sounds and how they are made (timbre).</li> <li>5. Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using graphic notations.</li> </ol> <p><b>3. Perform and Share</b></p> <ol style="list-style-type: none"> <li>1. Work together as part of an ensemble / band, adding some direction and ideas. Demonstrate musical quality eg clear starts, ends of pieces / phrases, technical accuracy etc.</li> </ol>
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### Music Curriculum Progression

	<p>communicate ideas, thoughts and feelings through simple musical demonstration.</p> <p>5. Watch a recording and/or discuss the performance. Offer respectful comments and feedback about others.</p>	<p>compositions using patterns confidently as part of a performance.</p> <p>3. Perform with an understanding of an integrated approach, where performance can include everything that has been undertaken during the learning process of the unit.</p> <p>4. Practise, rehearse and present performances with awareness of an audience. Appreciate that performance can influence how music is presented. Communicate ideas, thoughts and feelings through simple musical demonstration.</p> <p>5. Watch a recording and/or discuss the performance. Offer respectful comments and feedback about and from others.</p>	<p>2. Play tuned and/or un-tuned instruments with full control and rhythmic accuracy and with realised progression. Improvise and play back compositions using more complex patterns confidently as part of a performance.</p> <p>3. Perform with a further understanding of an integrated approach, where performance can include everything that has been undertaken during the learning process of the units.</p> <p>4. Practise, rehearse and present performances with more understanding and awareness of an audience and their needs. Understand that performance can influence how music is presented. Communicate ideas, thoughts and feelings through musical demonstration, language and movement, and other art forms, giving simple justifications of reasons for responses.</p> <p>5. Watch a recording and/or discuss the performance. Offer constructive comments about own and others' work and ways to improve; accept feedback and suggestions from others.</p>			
<p><b>POP tasks</b></p>	<p><b>Singing:</b> Sing a song that has a simple melody in a class assembly. Song should enable children to demonstrate they can follow the melody with accurate pitch and use a loud and soft voice.</p> <p><b>Playing and Rehearsing:</b> Learn a musical accompaniment to a well-known nursery rhyme or song such as Old MacDonald where children can maintain control and accuracy on untuned and tuned instruments for the verse and use improvised sounds for the animal noises.</p> <p><b>Improvising, notating and composing:</b> By the end of the unit class to be able to perform a class or group composition that uses children's own musical rhythms and patterns</p>	<p><b>Singing:</b> Perform a song in small groups to the class, in an assembly or in a show</p> <p><b>Playing and Rehearsing:</b> Give groups of children simple notations that indicate changes in pitch, duration and rhythm. Children to practice and perform on a range of tuned or untuned instruments. Record and playback so class can learn to give feedback.</p> <p><b>Improvising, notating and composing:</b> By the end of the unit class to be able to perform a class or group composition that has simple ABA structure. B section could be improvisation while conductor maintains steady beat. Some children will be able to follow the notations used during the A section.</p> <p><b>Listening, responding, describing and discussing:</b> Children are</p>	<p><b>Singing:</b> Perform as a class to the whole school. Sing a song in rounds and a song with at least two parts.</p> <p><b>Playing and Rehearsing:</b> Learn a Christmas Carol (or similar if unit taught at different time of the year). Each child to play a part and follow simple notation. Leader to help keep a steady beat.</p> <p><b>Improvising, notating and composing:</b> Compose whole class piece (based on other curriculum area if appropriate). As a class devise ways to transcribe this piece showing changes in pitch and dynamics. Use this notation to aid the performance. Some children will be able to include some standard notations.</p> <p><b>Listening, responding, describing and</b></p>	<p><b>Singing:</b> Sing in groups or as soloists as part of a class assembly or show. Demonstrate a secure ability to follow the leader, to maintain a steady pulse and to control their dynamics and pitch. Some children may include beatboxing or rapping in their performance.</p> <p><b>Playing and Rehearsing:</b> Practice and perform as a whole class orchestra, eg Edelweiss. Children to play an instrument that suits their individual ability.</p> <p><b>Improvising, notating and composing:</b> Through a series of improvisations that become a composition over time, create a textured abstract piece of music. Record and listen back. Children to then devise own notation to represent the piece.</p> <p><b>Listening, responding, describing and discussing:</b> Create a</p>	<p><b>Singing:</b> Sing in groups or as soloists as part of a class assembly or show. Children demonstrate they can maintain pulse and pitch within songs with harmony.</p> <p><b>Playing and Rehearsing:</b> Ensembles to read and play simple notations on their chosen instrument by the end of the year. Could be presented as 'guess the tune' game where music is a well-known nursery rhyme.</p> <p><b>Improvising, notating and composing:</b> Using the pentatonic scale, groups to compose and perform a short piece that includes a melody line and accompaniment. Some children may be able to transcribe this composition using standard notation. Others will use symbols learnt in earlier years to notate.</p>	<p><b>Singing:</b> Sing in groups or as soloists as part of a class assembly or show. Children sing with expression and confidence demonstrating control in breathing and phrasing.</p> <p><b>Playing and Rehearsing:</b> As Year 5, but longer pieces with ABA structure.</p> <p><b>Improvising, notating and composing:</b> Compose a class song with lyrics, melody line and accompaniment. Song to have verse and chorus structure. Some children may be able to transcribe this composition using standard notation. Others will use symbols learnt in earlier years to notate.</p> <p><b>Listening, responding, describing and discussing:</b> Respond in creative way to a song where the lyrics reflect social change or a significant cultural context.</p>



### Music Curriculum Progression

	<p><b>Listening, responding, describing and discussing:</b> In response to a piece of music children clap along to the pulse, hold hands high when loud or high pitch and low when quiet or low pitch (depends on piece used). Children talk about the piece using the terms timbre, dynamics and pitch.</p>	<p>able to talk about how a piece of music makes them feel. They use terms timbre, dynamics and pitch in their description. Groups could describe contrasting pieces of music so as a class you can compare similarities and differences in how they make you feel.</p>	<p><b>discussing:</b> Children are able to talk about how a piece of music makes them feel. They use the terms duration, timbre, pitch, beat, tempo, texture, layers and use of silence to describe and evaluate music. Groups could describe contrasting pieces of music so as a class you can compare similarities and differences in how they make you feel.</p>	<p>poster that describes a significant piece of music (possibly linked to other wider curriculum areas). Groups can do different pieces by the same composer.</p>	<p><b>Listening, responding, describing and discussing:</b> Design a mindmap (or similar) that describes a style of type of music using correct vocabulary to describe the style indicators and a personal response to the music.</p>	
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