



Progression of Skills

Music Curriculum

Essential Characteristics of Musical Learners:

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles .
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

Essential Opportunities:

Key Stage 1:

- Use their voices expressively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Make and combine sounds using the inter-related dimensions of music.

Key Stage 2:

- Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.
- Improvise and compose music using the inter-related dimensions of music separately and in combination.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand the basics of the staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.
- Develop an understanding of the history of music.

Essential learning objectives:

- To perform
- To transcribe
- To compose
- To describe music
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	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fundamental Knowledge	<p>Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch</p> <p>Become familiar with different genres of music and identify them.</p> <p>Learn how to identify notes and rests and how to draw them.</p>	<p>To understand some musical terms and their definitions.</p> <p>Become familiar with different genres and understand their individual characteristics.</p> <p>Use rhythmic words to understand note values.</p>	<p>Learn how to use notation on a score to show pitch and rhythm.</p> <p>To learn and use smaller note values including semiquavers and to understand the relationship between these, and the larger note values</p>	<p>To understand a few different time signatures</p> <p>To learn about key signatures and know a few simple time signatures from memory.</p> <p>Begin to learn about Music History.</p> <p>Explore pitch and notation using a tuned instrument.</p>	<p>To learn more about the treble and bass clef and apply this to their existing knowledge of notation.</p> <p>To apply existing knowledge of pitch and notation to the keyboard.</p> <p>To have a wider knowledge of music history and different historical eras.</p>	<p>To understand beats and bars in different time signatures</p> <p>To have a basic knowledge of time signatures up to three sharps or flats.</p> <p>To begin to experiment with music technology and understand how it is used.</p>	<p>To understand how time signatures work and how to use them.</p> <p>To learn compound time signatures.</p> <p>To use and understand a variety of music technology software.</p> <p>To develop a knowledge of recent music history and how it affects music today.</p>
Practical Application of Knowledge	<p>Use symbols to represent a composition and use them to help with a performance.</p> <p>Identifying Musical instruments through listening exercises.</p> <p>Begin to sight read simple rhythms</p>	<p>Play notes on an instrument with care so that they are clear.</p> <p>Identify with confidence the musical instrument families.</p> <p>Explore Rhythm notation and experiment with creating their own musical language.</p>	<p>To understand the importance of good posture and technique for best production of sound on percussive instruments.</p> <p>Confidently applying rhythm to pitched exercises, or adding pitch to rhythmic exercises.</p> <p>To learn about scales and arpeggios.</p>	<p>To improve sight-reading skills by sight reading one part of a duet.</p> <p>To understand more about how rhythmic mnemonics are built.</p> <p>To have a competent knowledge of the basic musical features such as dynamics, tempo, and keys.</p>	<p>To begin to think about articulation and the effect on the mood of a piece of music.</p> <p>To use dotted notes within a composition or improvisation.</p> <p>To increase their understanding of pitch using a keyboard.</p>	<p>To begin to use sub-division to assist with sight reading.</p> <p>To improve coordination by practising percussive instruments with two hands.</p> <p>To begin to understand chords and use them to create mood.</p>	<p>To use chords to create coherent chord progressions as an accompaniment.</p> <p>To apply different musician features to emulate different musical genres.</p> <p>To use music technology to create sounds and compose a piece.</p>
Singing	<p>Take part in singing Follow instructions on how and when to sing.</p> <p>Make and control long and short sounds.</p> <p>Imitate changes in pitch.</p>	<p>Make and control long and short sounds, using the voice. Imitate changes in pitch with some accuracy.</p> <p>Maintain a simple part with a group. Pronounce words within a song clearly. Show control of voice.</p>	<p>To understand why it is important to warm up the voice and engage confidently with warm ups.</p> <p>To sing in a group, show willingness to lead and to follow instructions to achieve musical interest.</p> <p>Follow a melody using the voice.</p>	<p>To choose a song based on what they enjoy and with an understanding of their voice type.</p> <p>To emphasise phrases and diction to improve the delivery of a song.</p> <p>To perform in class accurately following the melody.</p>	<p>To sing from memory with accuracy, and good diction.</p> <p>To show support and empathy for other students who are nervous.</p> <p>To maintain a part within a melody /accompaniment song.</p>	<p>To explore opinions about musical styles and develop a vocal style they prefer.</p> <p>To apply their knowledge of different genres to emulate vocals that are stylistic of each genre.</p> <p>To perform to a bigger group.</p>	<p>To develop confidence in singing alone and using their knowledge of vocal technique to make musical decisions about their performance.</p> <p>Maintain a part with confidence in an ensemble.</p> <p>To volunteer for singing parts.</p>

Creative Music	<p>Begin to experiment with creating and recording sound. Begin to experiment with improvising.</p> <p>Make and combine sounds using the inter-related dimensions of music</p>	<p>Use rhythmic words to compose a piece using improvisation</p> <p>Clap coherent rhythms as a response and as an improvisation.</p> <p>Think critically about the types of sounds they would like in a composition.</p>	<p>Create short, musical patterns and short, rhythmic phrases.</p> <p>Improvise longer phrases of rhythms.</p> <p>Develop a good musical memory through call and response.</p> <p>Compose using long and short sounds.</p>	<p>To learn about accidentals and how they are used within a score.</p> <p>To use accidentals outside of a key signature.</p> <p>To understand how they affect the mood.</p> <p>Compose and perform melodic pieces or songs.</p>	<p>To start to use more complex musical features such as repeat marks in pieces and to understand how and why they are used.</p> <p>To have the confidence to perform a 4 bar phrase that they have composed and notated.</p>	<p>To understand how music technology can benefit creative music making.</p> <p>To use a combination of electronic and acoustic instruments to compose a piece.</p> <p>Compose using Verse-Chorus form.</p>	<p>To begin to understand how to notate percussion.</p> <p>To use a variety of styles and instruments in a composition.</p> <p>To use Binary or Ternary form in a composition which uses technology.</p> <p>Use technology to refine music-making.</p>
Instrumental Skills	<p>To develop a knowledge of different percussive instruments.</p>	<p>Play and learn tuned and untuned instruments with applied skills.</p> <p>Accurately repeat longer rhythms using a percussive instrument.</p>	<p>Engage with a tuned instrument and learn about instrument specific skills, such as breathing and tonguing on the recorder.</p>	<p>To gain a more in depth experience of a tuned instrument such as the ukulele.</p> <p>To focus on improving coordination and using individual digits</p>	<p>To further their knowledge of playing skills and use a more accurate application of articulation - on at least one instrument.</p>	<p>Begin to understand the differences between each instrument.</p> <p>To understand how instruments are used within different genres and apply this to their playing.</p>	<p>Perform alone using a tuned or untuned instrument.</p> <p>Choose a musical style they like and show stylistic features.</p>
Ensemble Skills	<p>Join in with group singing and react to tempo changes. Gain confidence in call and response exercises.</p> <p>Play together with some awareness of tempo.</p>	<p>React to other musicians within the group and work as a team to create a performance.</p> <p>Perform with the class on a new instrument.</p> <p>Perform with awareness of tempo.</p>	<p>Perform with the class in an ensemble with multiple instruments, tuned and untuned.</p> <p>Understand the purpose of time-keeping and melody parts within an ensemble.</p> <p>Perform with awareness of intonation and tempo.</p>	<p>To think critically about a performance in order to improve.</p> <p>Perform as a class confidently using tuned and untuned instruments.</p> <p>React to tempo changes quickly and recover from slips.</p> <p>Perform with control and awareness of others.</p> <p>Use a drone or other accompaniment to support a melody.</p>	<p>To begin to collaborate with other students before and during a performance.</p> <p>To perform confidently in smaller ensemble groups, to an audience.</p> <p>To analyse a performing experience in order to improve next time.</p> <p>Sing or play expressively with an awareness of other musicians.</p>	<p>To develop an understanding of productive rehearsal</p> <p>To communicate collaboratively to create a cohesive group performance.</p> <p>To experience music technology in an ensemble setting.</p> <p>Sing or play expressively and in tune.</p>	<p>To perform in an ensemble using more complex rhythms</p> <p>To perform a range of ensemble pieces in different musical styles, for example using Latin percussion.</p> <p>Play from memory with confidence.</p> <p>Perform solos within an ensemble piece.</p> <p>Hold a harmony part confidently using the voice or an instrument. Explore options for accompaniment to support a melody.</p>

<p>Musicianship</p>	<p>To show an interest in surrounding sounds in different contexts.</p> <p>Listen to a range of high-quality live and recorded music.</p> <p>Have an awareness of a few musical terms, in English and Italian.</p> <p>To begin to clap or dance along to a beat with some accuracy.</p>	<p>Listen with concentration to a range of high-quality live and recorded music.</p> <p>Understand the usage of some English and Italian terms within music.</p> <p>Begin to explore music on a personal level.</p> <p>To accurately find the pulse in varying pieces of music.</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Develop a personal interest in music and start to include it in daily life.</p> <p>Recognise some notes on the treble clef and use them in practical music making.</p> <p>Recognise musical changes such as tempo or dynamics during listening exercises.</p>	<p>To begin to listen critically and consider surrounding sounds within the context of a soundscape.</p> <p>To learn and understand more Italian terms and apply them to other music.</p> <p>Use a range of standard and non-standard notation methods to record musical ideas.</p> <p>Develop an understanding of some more specific terms and apply them to personal learning.</p>	<p>Increase knowledge of musical terms and their definitions.</p> <p>Have confidence in spellings of musical terms, including in Italian.</p> <p>Use music as an emotional tool and learning resource in other subjects.</p> <p>Use technical terms such as timbre, dynamics, texture, and structure in descriptions of music.</p> <p>Use musical vocabulary to identify likes and dislikes.</p>	<p>Begin to explore sound worlds and think about what makes up their personal sound world.</p> <p>Use experimental sound and technology.</p> <p>Have a deeper understanding of musical terms.</p> <p>Choose from a wide range of vocabulary to describe music during listening exercises.</p> <p>Explore lyric writing for emotional expression.</p> <p>Understand the context of cultural music.</p>	<p>Explore sounds in different contexts and apply their knowledge of music wherever possible.</p> <p>Think critically about non-musical sounds and experiment with applying music to them to create new sound worlds.</p> <p>Choose from a wide range of vocabulary, with good understanding, to describe music during listening exercises and applied to their own compositions.</p> <p>Describe how lyrics often portray cultural or emotional context within music.</p> <p>Build a repertoire of songs and pieces to support musical learning.</p>
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