

## St. Bede's Catholic Primary School Curriculum Progression for Music



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening, appraising & responding	EYFS Curriculum	National Curriculum. Pupils should be taught to: • Listen with concentration and understanding to a range of high-quality live and recorded music		National Curriculum. Pupils should be taught to: • 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. • Listen with attention to detail and recall sounds with increasing aural memory			
Listening to a range of high-quality live & recorded music	<p><u>30- 50 months</u></p> <ul style="list-style-type: none"> <li>To imitate movement in response to music. (Expressive Arts and Design)</li> </ul> <p><u>40-60 months</u></p> <ul style="list-style-type: none"> <li>Introduce children to a wide range of music, painting and sculpture. (Understanding the World)</li> </ul>	<ul style="list-style-type: none"> <li>Recognising and understanding the difference between pulse and rhythm.</li> <li>Understand that pitch describes how high or low sounds are.</li> <li>Understand that rhythm is a mixture of long and short sounds that happen over a pulse.</li> <li>Understanding that different types of sounds are called timbre.</li> <li>Recognising basic tempo, dynamic and pitch changes (faster/slower,</li> </ul>	<ul style="list-style-type: none"> <li>Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions.</li> <li>Recognising timbre changes in music they listen to.</li> <li>Recognising structural features in the music they listen to. (Structure refers to the different ways music is ordered).</li> <li>Listen and recognise instrumentation.</li> <li>Begin to use musical vocabulary to describe music.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the stylistic features of the different genres, styles and traditions of music using musical vocabulary. (e.g. Classical, Folk, Jazz, Indian, Chinese etc.)</li> <li>Understand that music from different parts of the world and different times have different features.</li> <li>Recognise and explain the changes within a piece of music using musical vocabulary.</li> <li>Describe the timbre, dynamic and textural details of a piece of music both</li> </ul>	<ul style="list-style-type: none"> <li>Use musical language to appraise a piece or style of music.</li> <li>Confidently recognise and explore a range of different styles, genres and traditions and know their basic style indicators using musical vocabulary. (e.g. Samba, Blues, Rock &amp; Roll etc.)</li> <li>Identify common features between different genres, styles and tradition of music.</li> <li>Recognise and use the development of motifs in music.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time. (E.g. South African, West African, Musical Theatre, Classical etc).</li> <li>Develop an increasing understanding of the history and context of music.</li> <li>Represent the features of a piece of music using graphic notation, and colours, justifying</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>Identify the way that features of a song can complement one another to create a coherent overall effect.</li> <li>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</li> <li>Develop a deeper understanding of the history and context of music. Discuss musical eras in context, identify how they have</li> </ul>

## St. Bede's Catholic Primary School Curriculum Progression for Music



		<p>louder/quieter and higher/lower)</p> <ul style="list-style-type: none"> <li>• Describing the character mood or 'story' of music they listen to, both verbally and through movement.</li> <li>• Describing the differences between two pieces of music.</li> <li>• Expressing a basic opinion about music- what they like and dislike.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify melodies that move in steps.</li> </ul>	<p>verbally and using movement.</p> <ul style="list-style-type: none"> <li>• Begin to show an awareness of metre.</li> <li>• Recognise and begin to discuss changes within a piece of music.</li> <li>• Listen with direction to a range of high quality music.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the gradual dynamic and tempo changes within a piece of music.</li> <li>• Recognise, name and explain the effects of the interrelated dimensions of music.</li> <li>• Identified scaled dynamics (crescendo/ decrescendo) within a piece of music.</li> <li>• Use musical vocabulary to discuss the purpose of music.</li> </ul>	<p>their choices with reference to musical vocabulary.</p> <ul style="list-style-type: none"> <li>• Compare, discuss and evaluate music using detailed musical vocabulary.</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Understand how pulse, rhythm and pitch work together.</li> </ul>	<p>influenced each other, and discuss the impact of different composers of the development of musical styles.</p> <ul style="list-style-type: none"> <li>• Evaluate how the venue, occasion and purpose affects the way a piece of music sounds.</li> </ul>
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## St. Bede's Catholic Primary School Curriculum Progression for Music



<p>Listening with attention to detail and recall sounds with increasing aural memory</p>	<p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>To tap out simple repeated rhythms. (Expressive Arts and Design)</li> <li>To explore and learn how sounds can be changed. (Expressive Arts and Design)</li> </ul>	<ul style="list-style-type: none"> <li>Listen to, copy and repeat a simple rhythm or melody.</li> <li>Listen and respond to other performers by playing as part of a group.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an understanding of melody, the words and their importance in the music being listened to.</li> <li>Listen to and repeat a short, simple melody by ear.</li> <li>Suggest ways of improving their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to listen to and recall sounds with increasing aural memory.</li> <li>Find the pulse within the context of different songs/music with ease.</li> <li>Begin to use musical vocabulary (related to the dimensions of music) when discussing improvements to their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently recognise a range of musical instruments and the different sounds they make.</li> <li>Listen to and recall sounds with increasing aural memory.</li> <li>Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate.</li> <li>Use musical vocabulary (related to the dimensions of music) when discussing improvements to their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>Develop confidence using detailed musical vocabulary (related to the dimensions of music) to discuss and evaluate their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriately discuss the dimensions of music and recognise them in music heard.</li> <li>Listen with attention to detail and recall sounds with increasing aural memory and accuracy.</li> <li>Confidently use detailed musical vocabulary (related to the dimensions of music) to discuss and evaluate their own and others' work.</li> </ul>
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## St. Bede's Catholic Primary School Curriculum Progression for Music



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composing	<p>EIFS Curriculum</p>	<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> <li>• Play tuned and untuned instruments musically</li> </ul>		<p>National Curriculum Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use and understand staff and other musical notations</li> </ul>			
Create sounds and music using the interrelated dimensions of music	<p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>• To make up rhythms. (EAD- Being Imaginative)</li> <li>• To sing to self and make up simple songs. (EAD- Being Imaginative)</li> </ul> <p><u>40-60 months</u></p> <ul style="list-style-type: none"> <li>• To create simple representations of events, people and objects. (EAD- Being Imaginative)</li> <li>• To explore the different sounds of instruments. (EAD- Exploring and Using Media and Materials)                             <ul style="list-style-type: none"> <li>• Make up rhythms (EAD- Being Imaginative).</li> </ul> </li> <li>• Create movement in response to music. (EAD- Being Imaginative).</li> </ul>	<ul style="list-style-type: none"> <li>• Select and create short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>• Combine instrumental and vocal sounds within a given structure.</li> <li>• Create simple melodies using a few notes.</li> <li>• Choose dynamics, tempo and timbre for a piece of music.</li> <li>• Create a simple graphic score to represent a composition.</li> </ul>	<ul style="list-style-type: none"> <li>• Use tuned and untuned classroom percussion to compose and improvise.</li> <li>• Play instruments using the correct techniques with respect.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> <li>• Use tuned and untuned classroom percussion to play accompaniments and tunes.</li> <li>• Select and create longer sequences of</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that composition is when a composer writes down and records a musical idea.</li> <li>• Understand that improvisation is when a composer makes up a tune within boundaries.</li> <li>• Compose a piece of music in a given style with voices and instruments (e.g. Jazz, Swing, Indian, Battle Song etc.)</li> <li>• Combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a coherent piece of music in a given style with voices, bodies and instruments.</li> <li>• Begin to improvise musically within a given style (e.g. Blues).</li> <li>• Develop melodies using rhythmic variation, transposition, inversion and looping.</li> <li>• Create a piece of music with at least four different layers and a clear structure.</li> <li>• Use letter name, graphic and rhythmic notation and key</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a detailed piece of music from a given stimulus with voices, bodies and instruments (Colours, Stories and Drama).</li> <li>• Improvise within a given style with increasing confidence, using their own voice, rhythms and varied pitch.</li> <li>• Combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features within a given structure.</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>• Record own composition using appropriate forms of notation and/or technology.</li> <li>• Deepen an understanding and use of formal written notation which includes staff,</li> </ul>

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	<p><b>ELG:</b> To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p><b>ELG</b> To recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<ul style="list-style-type: none"> <li>• Begin to make improvements to their work using the guidance and suggestions from the teacher.</li> </ul>	<p>appropriate sounds with voices or instruments to represent a given idea or character.</p> <ul style="list-style-type: none"> <li>• Successfully combine and layer several instrumental and vocal patterns within a given structure.</li> <li>• Create simple melodies from 5 or more notes.</li> <li>• Choose appropriate dynamics, temp and timbre for a piece of music.</li> <li>• Use letter names and graphic notation to represent the details of their composition.</li> <li>• Begin to suggest improvements to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>• Use letter names and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions.</li> <li>• Develop an understanding of formal written notation which includes crotchets and rests.</li> <li>• Suggest and implement improvements to their own work, using musical vocabulary.</li> </ul>	<p>musical vocabulary to label and record their compositions.</p> <ul style="list-style-type: none"> <li>• Develop an understanding of formal written notation which includes minims and quavers.</li> <li>• Use and develop an understanding of formal written notation which includes staff, semibreves and dotted crotchets.</li> </ul>	<ul style="list-style-type: none"> <li>• Use staff notation to record rhythms and melodies.</li> <li>• Compose complex rhythms from an increasing aural memory.</li> <li>• Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence.</li> <li>• Suggest and demonstrate improvements to own and others' work.</li> </ul>	<p>semibreves and dotted crotchets.</p>
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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing	<p>EIFS Curriculum</p>	<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Play tuned and untuned instruments musically.</li> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> </ul>		<p>National Curriculum Pupils should be taught to:</p> <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> </ul>			
	<p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>• To sing a few familiar songs. (EAD-Being Imaginative)</li> </ul> <p><u>40-60 months</u></p> <ul style="list-style-type: none"> <li>• To begin to build a repertoire of songs and dances. (EAD-Exploring and Using Media and Materials)</li> <li>• Lead imaginative movement sessions based on children's current interests such as space travel, zoo animals or shadows. (Understanding the World)</li> <li>• Sing to themselves and make up simple songs. (EAD- Being Imaginative)</li> <li>• Use movement to express their</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and use their voice expressively to perform chants, rhythms, raps and songs.</li> <li>• Learn to follow the conductor or band leader.</li> <li>• Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture.</li> <li>• Sing short songs form memory, maintaining the overall shape of the melody and keeping time.</li> </ul>	<ul style="list-style-type: none"> <li>• Use their voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence and use basic dynamics (loud and quiet).</li> <li>• Play instruments using the correct techniques with respect.</li> <li>• Sing short songs from memory, with melodic and rhythmic accuracy.</li> <li>• Sing a song in two parts.</li> <li>• Copy longer rhythmic patterns on</li> </ul>	<ul style="list-style-type: none"> <li>• Play and perform in solo or ensemble contexts with confidence.</li> <li>• Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</li> <li>• Sing songs with multiple parts with increasing confidence.</li> <li>• Practise, rehearse and present performances to audiences with a growing awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Play and perform in solo or ensemble contexts with increasing confidence.</li> <li>• Sing as part of an ensemble with confidence and precision.</li> <li>• Sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</li> <li>• Sing and play in time with peers, with accuracy and awareness of their</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li> <li>• Sing as part of an ensemble with increasing confidence and precision.</li> <li>• Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.</li> <li>• Work as a group to perform a piece of music, adjusting dynamics and pitch according to a</li> </ul>	<ul style="list-style-type: none"> <li>• Sing as part of an ensemble with confidence and precision.</li> <li>• Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</li> <li>• Work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</li> <li>• Play and perform in solo or ensemble contexts with accuracy,</li> </ul>

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	<p>feelings. (EAD- Being Imaginative)</p> <p><b>ELG:</b> Provide children with opportunities to use their skills and explore concepts and ideas through their representations.</p> <p><b>EAL:</b> Children talk about their own ideas and processes which have led them to make music. They can talk about the features of their own and others work (compositions), recognising the differences between them and the strengths of others.</p>	<ul style="list-style-type: none"> <li>• Maintain the pulse (play on the beat) using hands and tuned and untuned instruments.</li> <li>• Copying back short rhythmic and melodic phrases on percussion instruments.</li> <li>• Respond to simple musical instructions such as tempo dynamic changes as part of a class performance.</li> <li>• Perform from graphic notation.</li> </ul>	<p>untuned percussion instruments keeping a steady pulse.</p> <ul style="list-style-type: none"> <li>• Use tuned and untuned classroom percussion to play accompaniments and tunes.</li> <li>• Practise, rehearse and present performances to audiences with a growing awareness of the people watching.</li> <li>• Perform expressively using dynamics and timbre to alter sounds as appropriate.</li> <li>• Practise, rehearse and present performances to audiences with a growing awareness of the people watching.</li> </ul> <p>Sing back short melodic patterns by ear and play short melodic patterns from letter notation.</p>	<p>of the people watching.</p> <ul style="list-style-type: none"> <li>• Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance.</li> <li>• Perform from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.</li> </ul>	<p>part in the group performance.</p> <ul style="list-style-type: none"> <li>• Play melody parts on tuned instruments with accuracy and control and developing instrumental technique.</li> <li>• Play syncopated rhythms with accuracy, control and fluency.</li> <li>• Play simple chord sequences (12 bar blues).</li> <li>• Perform from basic staff notation, incorporating rhythm and pitch and identify these symbols using musical terminology.</li> </ul>	<p>graphic score, keeping in time with others and communicating with the group.</p> <ul style="list-style-type: none"> <li>• Perform with accuracy and fluency from graphic and simple staff notation.</li> <li>• Play a simple chord progression with accuracy and fluency.</li> </ul>	<p>control, fluency and expression.</p> <ul style="list-style-type: none"> <li>• Perform a solo or take a leadership role within a performance.</li> </ul>
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