

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: <ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music 		National Curriculum. Pupils should be taught to: <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. • Listen with attention to detail and recall sounds with increasing aural memory 			
Listening to a range of high-quality live & recorded music	<p>Expressive Arts and Design: Being Imaginative</p> <p>Reception Statement</p> <p>-Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Expressive Arts and Design: Being Imaginative ELG:</p> <p>-Sing a range of well-known nursery rhymes and songs;</p> <p>- Perform songs, rhymes, poems and stories with others, and – when</p>	<ul style="list-style-type: none"> • Recognising and understanding the difference between pulse and rhythm. • Understand that pitch describes how high or low sounds are. • Understand that rhythm is a mixture of long and short sounds that happen over a pulse. • Understanding that different types of sounds are called timbre. • Recognising basic tempo, dynamic and pitch changes (faster/slower, 	<ul style="list-style-type: none"> • Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions. • Recognising timbre changes in music they listen to. • Recognising structural features in the music they listen to. (Structure refers to the different ways music is ordered). • Listen and recognise instrumentation. 	<ul style="list-style-type: none"> • Discuss the stylistic features of the different genres, styles and traditions of music using musical vocabulary. (e.g. Classical, Folk, Jazz, Indian, Chinese etc.) • Understand that music from different parts of the world and different times have different features. • Recognise and explain the changes within a piece of music using musical vocabulary. • Describe the timbre, dynamic and 	<ul style="list-style-type: none"> • Use musical language to appraise a piece or style of music. • 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 & Roll etc.) • Identify common features between different genres, styles and tradition of music. 	<ul style="list-style-type: none"> • 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). • Develop an increasing understanding of the history and context of music. • Represent the features of a piece of music using graphic 	<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. • identify the way that features of a song can complement one another to create a coherent overall effect. • Use musical vocabulary correctly when describing and evaluating the features of a piece of music. • Develop a deeper understanding of the history and context of music. Discuss musical

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



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



Listening with attention to detail and recall sounds with increasing aural memory		<ul style="list-style-type: none"> • Listen to, copy and repeat a simple rhythm or melody. • Listen and respond to other performers by playing as part of a group. 	<ul style="list-style-type: none"> • Develop an understanding of melody, the words and their importance in the music being listened to. • Listen to and repeat a short, simple melody by ear. • Suggest ways of improving their own and others' work. 	<ul style="list-style-type: none"> • Begin to listen to and recall sounds with increasing aural memory. • Find the pulse within the context of different songs/music with ease. • Begin to use musical vocabulary (related to the dimensions of music) when discussing improvements to their own and others' work. 	<ul style="list-style-type: none"> • Confidently recognise a range of musical instruments and the different sounds they make. • Listen to and recall sounds with increasing aural memory. • Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate. • Use musical vocabulary (related to the dimensions of music) when discussing improvements to their own and others' work. 	<ul style="list-style-type: none"> • Develop confidence using detailed musical vocabulary (related to the dimensions of music) to discuss and evaluate their own and others' work. 	<ul style="list-style-type: none"> • Appropriately discuss the dimensions of music and recognise them in music heard. • Listen with attention to detail and recall sounds with increasing aural memory and accuracy. • Confidently use detailed musical vocabulary (related to the dimensions of music) to discuss and evaluate their own and others' work.
Composing	EYFS Curriculum	National Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> • Experiment with, create, select and combine sounds using the inter-related dimensions of music. • Play tuned and untuned instruments musically 		National Curriculum Pupils should be taught to: <ul style="list-style-type: none"> • Use and understand staff and other musical notations 			

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



<p>Create sounds and music using the interrelated dimensions of music</p>	<p>Expressive Arts and Design: Being Imaginative</p> <p>Reception Statement</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<ul style="list-style-type: none"> • Select and create short sequences of sound with voices or instruments to represent a given idea or character. • Combine instrumental and vocal sounds within a given structure. 	<ul style="list-style-type: none"> • Use tuned and untuned classroom percussion to compose and improvise. • Play instruments using the correct techniques with respect. • Experiment with, create, select and combine sounds using the inter-related dimensions of music. • Use tuned and untuned classroom percussion to play accompaniments and tunes. • Select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. • Successfully combine and layer 	<ul style="list-style-type: none"> • Understand that composition is when a composer writes down and records a musical idea. • Understand that improvisation is when a composer makes up a tune within boundaries. • Compose a piece of music in a given style with voices and instruments (e.g. Jazz, Swing, Indian, Battle Song etc.) • Combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). • Use letter names and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions. 	<ul style="list-style-type: none"> • Compose a coherent piece of music in a given style with voices, bodies and instruments. • Begin to improvise musically within a given style (e.g. Blues). • Develop melodies using rhythmic variation, transposition, inversion and looping. • Create a piece of music with at least four different layers and a clear structure. • Use letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. • Develop an understanding of formal written notation which 	<ul style="list-style-type: none"> • Compose a detailed piece of music from a given stimulus with voices, bodies and instruments (Colours, Stories and Drama). • Improvise within a given style with increasing confidence, using their own voice, rhythms and varied pitch. • Combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. • Use staff notation to record rhythms and melodies. • Compose complex rhythms from an increasing aural memory. 	<ul style="list-style-type: none"> • Compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features within a given structure. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Record own composition using appropriate forms of notation and/or technology. • Deepen an understanding and use of formal written notation which includes staff, semibreves and dotted crotchets.
	<p>Expressive Arts and Design: Being Imaginative ELG:</p> <p>-Sing a range of well-known nursery rhymes and songs;</p> <p>- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>	<ul style="list-style-type: none"> • Create simple melodies using a few notes. • Choose dynamics, tempo and timbre for a piece of music. • Create a simple graphic score to represent a composition. • Begin to make improvements to their work using the guidance and suggestions from the teacher. 					



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

			<p>several instrumental and vocal patterns within a given structure.</p> <ul style="list-style-type: none">• Create simple melodies from 5 or more notes.• Choose appropriate dynamics, temp and timbre for a piece of music.• Use letter names and graphic notation to represent the details of their composition.• Begin to suggest improvements to their own work.	<ul style="list-style-type: none">• Develop an understanding of formal written notation which includes crotchets and rests.• Suggest and implement improvements to their own work, using musical vocabulary.	<p>includes minims and quavers.</p> <ul style="list-style-type: none">• Use and develop an understanding of formal written notation which includes staff, semibreves and dotted crotchets.	<ul style="list-style-type: none">• Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence.• Suggest and demonstrate improvements to own and others' work.	
Performing	EYFS Curriculum	<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none">• Play tuned and untuned instruments musically.• Use their voices expressively and creatively by singing songs and speaking chants and rhymes		<p>National Curriculum Pupils should be taught to:</p> <ul style="list-style-type: none">• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression			

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



<p>Expressive Arts and Design: Being Imaginative</p> <p>Reception Statement</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Expressive Arts and Design: Being Imaginative ELG:</p> <p>-Sing a range of well-known nursery rhymes and songs;</p> <p>- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>	<p>Expressive Arts and Design: Being Imaginative</p> <p>Reception Statement</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Expressive Arts and Design: Being Imaginative ELG:</p> <p>-Sing a range of well-known nursery rhymes and songs;</p> <p>- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>	<ul style="list-style-type: none"> • Learn and use their voice expressively to perform chants, rhythms, raps and songs. • Learn to follow the conductor or band leader. • Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture. • Sing short songs from memory, maintaining the overall shape of the melody and keeping time. • Maintain the pulse (play on the beat) using hands and tuned and untuned instruments. • Copying back short rhythmic and melodic phrases on 	<ul style="list-style-type: none"> • Use their voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence and use basic dynamics (loud and quiet). • Play instruments using the correct techniques with respect. • Sing short songs from memory, with melodic and rhythmic accuracy. • Sing a song in two parts. • Copy longer rhythmic patterns on untuned percussion instruments keeping a steady pulse. • Use tuned and untuned classroom percussion to play 	<ul style="list-style-type: none"> • Play and perform in solo or ensemble contexts with confidence. • Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Sing songs with multiple parts with increasing confidence. • Practise, rehearse and present performances to audiences with a growing awareness of the people watching. • Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance. 	<ul style="list-style-type: none"> • Play and perform in solo or ensemble contexts with increasing confidence. • Sing as part of an ensemble with confidence and precision. • 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. • Sing and play in time with peers, with accuracy and awareness of their part in the group performance. • Play melody parts on tuned instruments with accuracy and control and developing 	<ul style="list-style-type: none"> • Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. • Sing as part of an ensemble with increasing confidence and precision. • Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression. • Work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. • Perform with accuracy and fluency 	<ul style="list-style-type: none"> • Sing as part of an ensemble with confidence and precision. • Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. • 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. • Play and perform in solo or ensemble contexts with accuracy, control, fluency and expression. • Perform a solo or take a leadership role within a performance.



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

		<p>percussion instruments.</p> <ul style="list-style-type: none">• Respond to simple musical instructions such as tempo dynamic changes as part of a class performance.• Perform from graphic notation.	<p>accompaniments and tunes.</p> <ul style="list-style-type: none">• Practise, rehearse and present performances to audiences with a growing awareness of the people watching.• Perform expressively using dynamics and timbre to alter sounds as appropriate.• Practise, rehearse and present performances to audiences with a growing awareness of the people watching. <p>Sing back short melodic patterns by ear and play short melodic patterns from letter notation.</p>	<ul style="list-style-type: none">• Perform from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.	<p>instrumental technique.</p> <ul style="list-style-type: none">• Play syncopated rhythms with accuracy, control and fluency.• Play simple chord sequences (12 bar blues).• Perform from basic staff notation, incorporating rhythm and pitch and identify these symbols using musical terminology.	<p>from graphic and simple staff notation.</p> <ul style="list-style-type: none">• Play a simple chord progression with accuracy and fluency.	
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