



SUBJECT PROGRESSION: Music

Areas of study from the NC across our school

Aims:

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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

EYFS							
3 and 4	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sing a large repertoire of songs.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Listen with increased attention to sounds.</p> <ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a 	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <ul style="list-style-type: none"> • Learn rhymes, poems and songs. <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody • Explore and engage in music making and dance, 	<p>Use voices expressively and creatively by singing songs and speaking chants and Rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Experiment with, create, select and combine sounds using the inter- related dimensions of music.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Play tuned and untuned instruments musically.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter- related dimensions of music.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>				



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song around one they know. • Play instruments with increasing control to express their feelings and ideas.

performing solo or in groups.

Inter-related dimensions of music (dynamics):

- ☐ **PULSE:** the steady beat of a piece of a piece of music
- ☐ **PITCH:** the melody and the way the notes change from low to high and vice versa.
- ☐ **RHYTHM:** or duration is the pattern of long and short sounds in a piece of music
- ☐ **DYNAMICS:** Loud and soft
- ☐ **TEMPO:** Fast and slow
- ☐ **TIMBRE:** The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)
- ☐ **TEXTURE:** Layers of sound (number of instruments or voices playing together)
- ☐ **STRUCTURE:** The way the music is laid out –e.g. Verse, chorus, verse.



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Play and Perform						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Use their voices in different ways, such as speaking, singing and chanting. • To begin to sing with awareness of pitch. • To perform simple, rhythmical patterns, beginning to show an awareness of pulse. • Use voices expressively and creatively to sing with the sense of the shape of melody. • To create and choose sounds for a specific effect • To perform rhythmical patterns and accompaniments, keeping a steady pulse. 		<ul style="list-style-type: none"> • To sing in unison, becoming aware of pitch. • To perform simple musical parts, beginning to vary pitch with a small range of notes. • To sing in unison maintaining the correct pitch. • To play and perform parts with an increasing number of notes, beginning to change dynamics. 		<ul style="list-style-type: none"> • To sing in unison with clear diction, controlled pitch and a sense of phrase. • To play and perform parts in solo and ensemble contexts with increasing accuracy and expression. • To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase. • To play and perform parts in solo and ensemble contexts with increasing accuracy and expression. 	
Create and Compose						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • To know about and experiment with sounds • To recognise and explore how sounds can be organised. To identify and organise sounds using • simple criteria • Repeat short rhythmic and melodic patterns • To begin to explore and choose and order sounds using the inter-related dimensions of music 		<ul style="list-style-type: none"> • To create simple rhythmical patterns that use a small range of notes • To begin to join simple layers of sound e.g. a background rhythm and a solo melody • To create rhythmical and simple melodic patterns using an increased number of notes. • To join layers of sound, thinking about musical dynamics of each layer and understanding the effect. 		<ul style="list-style-type: none"> • To create increasingly complicated rhythmic and melodic phrases within given structure. • To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas. 	



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Respond and Appraise						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/dance To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march. To respond to different moods in music and explain thinking about changes in sound To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. <p>E.g. It's quiet and smooth so it would be good for a lullaby.</p> <ul style="list-style-type: none"> To begin to identify simple repeated patterns and follow basic musical instructions. To identify and recognise repeated patterns and follow a wider range of musical instructions 		<ul style="list-style-type: none"> To explore and comment on the ways sounds can be used expressively. To listen to and begin to respond to music drawn from different traditions and great composers and musicians. To recognise and explore the ways sounds can be combined and used expressively and comment on this effect. To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians. <ul style="list-style-type: none"> To listen with attention and begin to recall sounds. To listen to and recall patterns of sounds with increasing accuracy. 		<ul style="list-style-type: none"> To describe, compare and evaluate different types of music beginning to use musical words. To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time. To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music. <p>To develop an understanding of the history of music from different, cultures, traditions, composer and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.</p> <ul style="list-style-type: none"> To listen to and recall a range of sounds and patterns of sounds confidently. To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence. 	



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Sticky Vocabulary								
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
<p><u>Pitch</u> melody, tune high, (getting) higher, going up low, (getting) lower, going down steps – jumps – slides</p> <p><u>Tempo</u> fast, (getting) faster slow, (getting) slower</p> <p><u>Duration</u> pulse, beat start, stop long, longer, sustained short, shorter, staccato rhythm</p> <p><u>Dynamics</u> loud, (getting) louder quiet, (getting) quieter</p> <p><u>Timbre</u> descriptive words such as: light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking;</p> <p><u>words describing the qualities of sounds, such as:</u> rattling, smooth, tinkling;</p> <p><u>words relating to sound production, such as:</u> hitting, shaking, scraping Texture solo duet ensemble few – many Structure beginning – middle – end phrase verse – chorus Techniques breathing posture singing, whispering, talking, humming blowing striking, hitting shaking</p>			<p><u>Pitch</u> melody, tune melodic phrase/pattern high, (getting) higher, going up low, (getting) lower, going down steps – jumps – slides staying the same, melodic ostinato drone pentatonic scale Note names A, B, C, etc.</p> <p><u>Tempo</u> fast, (getting) faster slow, (getting) slower pulse different speeds</p> <p><u>Duration</u> steady pulse, beat start, stop long, longer, sustained short, shorter, staccato rhythm, rhythmic patterns word rhythm, syllables rhythmic ostinato</p> <p><u>Dynamics</u> loud – forte getting louder – crescendo quiet – piano getting quieter - diminuendo</p> <p><u>Timbre</u> descriptive words such as: light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking;</p> <p><u>words describing the qualities of sounds, such as:</u> rattling, smooth, tinkling;</p> <p><u>words relating to sound production, such as:</u> hitting, shaking, scraping Texture</p>			<p><u>Pitch</u> melody, tune melodic phrase/pattern high, (getting) higher, going up low, (getting) lower, going down steps – jumps – slides staying the same, melodic ostinato drone pentatonic scale note names A, B, C, etc. interval unison, harmony, chord</p> <p><u>Tempo</u> fast, (getting) faster slow, (getting) slower pulse different speeds</p> <p><u>Duration</u> steady pulse, beat start, stop long, longer, sustained short, shorter, staccato rhythm, rhythmic patterns word rhythm, syllables rhythmic ostinato rest semibreve - four beats minim - two beats crotchet - one beat quaver - half-beat semiquaver - quarter-beat</p> <p><u>Dynamics</u> (moderately) loud – (mezzo) forte very loud – fortissimo getting louder – crescendo (moderately) quiet – (mezzo) piano very quiet - pianissimo getting quieter - diminuendo</p>		



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<p>plucking, strumming</p>	<p>solo duet ensemble few – many combined Structure beginning – middle – end phrase verse – chorus round repetition introduction interlude, ostinato bass drone melodic ostinato Techniques breathing posture singing, whispering, talking, humming blowing striking, hitting shaking plucking, strumming Processes composing arranging rehearsing performing</p>	<p><u>Timbre</u> descriptive words such as: light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking; words describing the qualities of sounds, such as: rattling, smooth, tinkling; words relating to sound production, such as: hitting, shaking, scraping attack, decay, accent</p> <p><u>Texture</u> solo duet ensemble few – many combined</p> <p><u>Structure</u> beginning – middle – end phrase verse – chorus round repetition introduction sections interlude ostinato bass drone melodic ostinato</p> <p><u>Techniques</u> breathing posture singing, whispering, talking, humming blowing articulation, projection striking, hitting shaking plucking, strumming</p> <p><u>Processes</u> improvising, composing arranging, notating, layering, accompaniment, rehearsing, performing</p> <p><u>Contexts</u> culture, venue, time and place intentions, purpose, intended effect repertoire</p>
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