

Curriculum Progression planning Subject: Music

Reception

Skill
To begin to feel of the pulse in music through songs, games and movement.
To engage in music making and sing simple songs from memory. To copy actions
To chant simple rhymes from memory.
To play to the words of a given rhyme on un-tuned percussion instruments
To sing simple songs from memory.
To practice and perform a well-known chant in a group, starting and finishing at the same time and keeping to a steady pulse.
To recognise and explore how verbal sounds can be changed. To establish the difference between the speaking and singing voice.
To follow instructions and to begin to pitch-match on 2 notes (G & E).
To recognise how sounds can be longer or shorter, higher or lower. To improvise short instrumental patterns. To internalise and recall high and low sounds.
To learn to play un-tuned instruments with some control.
To play instruments on key words/sentences during games and songs. To play to a steady pulse.
To improvise melodic patterns on xylophones.

Knowledge
Key vocabulary: : Rhythm, pulse,
Key vocabulary : tap, clap, high, low, pattern.
Continue learning to take turns.
Learning to listen attentively and respond appropriately.
Following instructions of gestures, symbol cards and word cues.
To think of words to describe instrumental sounds.
Key vocabulary : tap, shake, scrape, ring, thinking voice.

Year 1

Skill
Pupils can hold the ukulele correctly and understand correct posture with the instrument.
Pupils can adopt resting position and playing position.
Pupils can clap along with music in 4/4 and keep time.
Pupils can perform the chord shapes C6, C and Am on the ukulele and use them when performing songs.
Pupils can strum with a plectrum and show how to hold the plectrum effectively.
Pupils will have performance experience of playing to an audience.
Pupils can name and play the chords C6, C, Am, F and G6 which use one or two fingers and understand how these are represented on the ukulele through coloured dots.
Pupils can name the open ukulele strings G, C, E, A and perform simple tunes using the open strings in different orders.
Pupils will have worked creatively on a composition task using the ukulele and percussive instruments.
Pupils will be able to use the chords C6, C, Am, F, G, G6, Em and D in different songs. (No expectation to change between chords at this stage.)
Pupils will be able to perform rhythms in songs using combinations of the above note durations.

Knowledge
Pupils can understand crotchets as “cracking crotchets” and minims as “monster minims” and identify how many beats they last for.
Pupils will show an awareness of dynamics in music as being related to volume and identify changes in “quiet” and “loud” sounds when listening to music.
Pupils will be aware of music from different genres / historical contexts and be able to comment and be able to perform simple songs in a variety of styles.
Pupils will have knowledge of what an orchestra is and name some of the instruments that might be found in an orchestra.
Pupils will understand basic note durations as “cracking crotchets”, “monster minims”, “super semibreves” and “questing quavers”.

Year 2

Skill
Pupils can change between one finger chords such as C and Am in the same song.
Pupils can find the pulse in pieces of music in 4/4. They can identify the relationship between how their own pulse works and how pulse in music works.
Pupils can perform the chord shapes C6, C, Am, F, G6, G, Em, D and C7 on the ukulele and use them when performing songs.
Pupils will have gained additional performance experience of playing to an audience.
Pupils can name and play the chords C6, C, Am, F, G6 and G using the coloured dots. They can also find Em, D and C7 and A without using the coloured dots.
Pupils will have worked creatively on a composition task using the ukulele and percussive instruments.
Pupils will be able to perform a C major scale on the ukulele from root to fifth (C,D,E,F,G)
Pupils will be able to perform chord change in songs using more complex two and three finger chords such as F, G6, G and Em.
Pupils will be able to use the chords C6, C, Am, F, G, G6, Em, D, C7, A, E7, Dm, A7, Bm in a variety of different pieces.

Knowledge
Pupils can understand and identify crotchets, minims, quavers and semibreves.
Pupils can identify what makes music give different emotional responses. e.g Halloween music.
Pupils can read and understand ukulele chord charts and how these relate to the ukulele.
Pupils will show an awareness of tempo in music and be able to describe the pulse of different pieces as "fast", "slow" or "medium".
Pupils will be aware of music from different genres / historical contexts and be able to comment and be able to perform simple songs in a variety of styles.
Pupils will have an understanding of pitch and how this relates to higher and lower sounds. They will have seen the staff and some will be able to read the staff using the notes C,D,E,F,G.

Skill
Pupils demonstrate an awareness of pulse both unaccompanied and with backing tracks. + shows an ability to clap in time with 3/4 and 4/4 time signatures.
Pupils can perform simple chord shapes on the guitar and use them when performing songs. + shows a thorough understanding of fretting E minor and G chord shapes.
Pupils can understand chord diagrams and the duration of certain notes (semibreve, minim, crotchet, quaver). They can also combine these notes into rhythms. + shows clear understanding of all above durations plus rests and an ability to clap more complex rhythms made with these notes.
Pupils show an understanding of dynamics, tempo and pulse as "loud / soft" "fast / slow" and an awareness of keeping time.
Pupils will have performance experience of playing to an audience.
Pupils can name and play chords which use one or two fingers and understand chord charts (Em, G, C, Am). + shows a thorough understanding of these chords and an ability to change between them quickly.
Pupils can read open strings using standard notation and play a variety of melodies using the notes E4, B3 and G3.
Pupils will have worked creatively on a composition task using the guitar and other instruments in small groups. Evidenced with ipad recordings on school ipads.
Pupils will understand TAB and be able to perform basic melodies using this system. (+ shows ability to play double stops and power chords)
Pupils will be able to use the chords Em, C, G and Am in a variety of songs in different styles.

Knowledge
Pupils can hold the guitar correctly and understand correct posture with the instrument.
Pupils can adopt resting position and playing position.
Pupils can understand chord diagrams and the duration of certain notes (semibreve, minim, crotchet, quaver). They can also combine these notes into rhythms. + shows clear understanding of all above durations plus rests and an ability to clap more complex rhythms made with these notes.
Shows ability to use musical terminology such as piano, forte, largo and presto.
Shows confident ability with these notes (E4, B3 and G3) and a grasp of reading other notes on the stave.
Pupils will show a greater awareness of dynamics, tempo and pulse using correct musical terminology. + shows an ability to accurately describe changes in these elements within a piece of music using the musical terminology.
Pupils will be aware of music from different genres / historical contexts and be able to comment on instrumentation and texture (in terms of thick / thin). They will also be aware of key guitar players in different styles.
Pupils will have knowledge of a G major scale, A minor scale and C major scale played from root to fifth. They will be able to read this on the stave. (+ shows increased awareness and self-sufficiency).
Pupils will show an understanding of pitch in terms of high and low sounds. They will also understand how pitch is shown on the musical stave (from G to high G).

Year 4

Skill
Pupils can perform an F major scale played root to fifth in addition to C and G major scales and A minor scales learned in year three.
Pupils can perform chord shapes on the guitar and use them when performing songs these include C,Am,F,Em and G (+ shows a thorough understanding of these shapes.)
Pupils can understand the duration of certain notes (semibreve, minim, crotchet, quaver, crotchet rest). They can also combine these notes into rhythms.
Shows clear understanding of all above durations plus rests and an ability to clap more complex rhythms made with these notes.)
Pupils will have gained additional performance experience of playing to an audience.
(Em, G, C, Am, F, E, A). Shows a thorough understanding of these chords and an ability to change between them quickly.
Pupils show an understanding of dynamics, tempo, texture, pitch and tonality and can comment on these elements in listening tasks.
Pupils will have worked creatively on a composition task using the guitar and other instruments in small groups. Evidenced with ipad recordings on school ipads.
Pupils will have further developed understanding of TAB and be able to perform basic melodies using this system around Debut to Grade 1 level. Shows ability to play double stops and power chords
Pupils will be able to use the chords Em, C, G , Am, Bm, D, E and A in a variety of different songs.

Knowledge
Pupils can play with good posture using a plectrum and playing finger style.
Pupils can understand what is meant by flattened and sharpened notes.
Pupils can name and play chords which use one or two fingers and understand chord charts (Em, G, C, Am, F, E, A).
Pupils can read notes on the staff with an expanded range including the low E and A notes in addition to the G – G notes learned in Year 3.
Pupils will show a greater awareness of dynamics, tempo and pulse using correct musical terminology. (+ shows an ability to accurately describe changes in these elements within a piece of music using the musical terminology.)
Pupils will be aware of the concept of chord progressions and how many famous songs use similar chords in similar orders. (C, Am, F, G chord songs).
Pupils will have knowledge of a G major scale, A minor scale, F major scale and C major scale played from root to fifth. They will be able to read this on the staff and perform exercises to improve technique and co-ordination with them. (+ shows increased awareness and self-sufficiency).
Pupils will have increased understanding of pitch in terms of high and low sounds. They will also understand how pitch is shown on the musical staff (from E below the staff to high G above the staff).

Year 5

Skill
Understand and explore duration, texture and structure/ perform in ensemble context.
To recognise and respond to repeated rhythm patterns with steel-pans. To echo 4-beat rhythm patterns on steel-pans. To think up and play rhythm patterns in unison with control and accuracy. To practise and perform in a group
To internalise the rhythm of a song and to play with thinking voices. To practise and perform in groups in 2 parts. To appraise.
To create layers of sound with ostinatos. To practise and perform in groups. To appraise.
Use and understand musical notation/ understand and explore texture and duration/ play steel-pans with increasing accuracy and control.
Listen with attention to detail and recall sounds with increasing aural memory/use and understand notations/perform in ensemble context.
Compose music with others using duration, texture and structure/play steel-pans with increasing accuracy and control/use and understand musical notation/perform in ensemble context.

Knowledge
use and understand musical notation
Key vocabulary : pulse, rhythm, internalise, ostinato.
KePulse, rhythm, La, So, Mi, Re, Do.y vocabulary :
Key vocabulary : rhythm, improvise, internalise

Year 6

Skill
Sing and use voices to create music with others/explore duration and texture/perform in ensemble context.
To explore duration, texture and structure/listen with attention to detail and recall sounds with increasing aural accuracy/compose using duration, texture and structure/perform in ensemble context using voices and playing instruments with increasing accuracy and control.
To understand and explore duration, texture and structure/compose and perform in ensemble context, playing instruments with increasing accuracy and control.
Understand and explore pitch, duration and texture/sing and use voices to create music with others listen with attention to detail and recall sounds with increasing aural memory.
Sing and use voices on their own and with others/ play musical instruments with increasing accuracy and control/ perform in ensemble context.
Compose music with others using duration, texture and structure/play musical instruments with increasing accuracy and control/use and understand musical notation/perform in ensemble context.

Knowledge
Use and understand musical notation / show awareness of rests.
To develop musical memory by internalising and recalling a 16-beat rhythm pattern.
Use and understand musical notation.
To learn the solfa name and hand sign of the notes: So, Mi, La , Do , Re.