

## All Saints CE Primary School and Nursery

### Music Curriculum-Progression in Knowledge and Skills

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<b>Celebration Music</b>  <b>How do we use music to celebrate?</b>	<b>Celebration Music</b>  <b>How do we use music to celebrate Christmas?</b>	<b>Exploring Sound</b>  <b>What can you hear?</b>	<b>Music and Movement</b>  <b>How do you move to music?</b>	<b>Musical Stories</b>  <b>How does music make you feel?</b>	<b>Big Band</b>  <b>What is a band?</b>
	<p>Make large-muscle movements to wave flags and streamers, paint and make marks</p> <p>Play instruments with increasing control to express their feelings and ideas</p> <p>Begin to make sense of their own life story</p>	<p>Remember and sing entire songs</p> <p>Play instruments with increasing control to express their feelings and ideas</p> <p>Begin to make sense of their own life story and family's history</p>	<p>Listen with increased attention to sounds</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p> <p>Play instruments with increasing control to express their feelings and ideas</p>	<p>Sing the pitch of a tone sung by another person ('pitch match')</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p> <p>Able to use and remember sequences and patterns of movements which are related to music and rhythm</p>	<p>Use a wider range of vocabulary</p> <p>Sing a large repertoire of songs</p> <p>Enjoys listening to stories</p> <p>Play instruments with increasing control to express their feelings and ideas</p>	<p>Create their own songs, or improvise a song around one they know</p> <p>Play instruments with increasing control to express their feelings and ideas</p>
<b>Core vocabulary</b>	rhythm, beat, instrument, loud, quiet	body percussion vocab eg clap, pat	high, low, rhythm, beat, hands, fast, slow, pitch, quiet, loud, soft, silence	composer, fast, tempo, medium, slow, high, low, sound	Music, pitch, high, low, tempo, fast, slow, dynamic, loud, quiet, story, character, instrument, conductor	sound, shake, tap, bang, strum, tempo, pitch, beat, names of instruments, orchestra, rhythm, conductor, wind, strings, brass, percussion
<b>Misconceptions</b>						
<b>Reception</b>	<b>What music do we listen to when you celebrate?</b>	<b>What music do we listen to at Christmas?</b>	<b>Can you explore Sound?</b>	<b>Can you move your body to the music?</b>	<b>Can you act out the musical story?</b>	<b>Can you take part in the Big Band?</b>

	Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
<b>Core vocabulary</b>	rhythm, beat, instrument, loud, quiet	body percussion vocab eg clap, pat	high, low, rhythm, beat, hands, fast, slow, pitch, quiet, loud, soft, silence	composer, fast, tempo, medium, slow, high, low, sound	Music, pitch, high, low, tempo, fast, slow, dynamic, loud, quiet, story, character, instrument, conductor	sound, shake, tap, bang, strum, tempo, pitch, beat, names of instruments, orchestra, rhythm, conductor, wind, strings, brass, percussion
<b>Misconceptions</b>	Drums can only be played with a beater.		A loud sound is always fast.	A beat is always slow.		Music is only made by instruments.

By the end of EYFS children as **Musicians** will:

- Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.
- Exploring lyrics by suggesting appropriate actions.
- Exploring the story behind the lyrics or music.
- Listening to and following a beat using body percussion and instruments.
- Considering whether a piece of music has a fast, moderate or slow tempo. Listening to sounds and matching them to the object or instrument.
- Listening to sounds and identifying high and low pitch.
- Listening to and repeating a simple rhythm.
- Listening to and repeating simple lyrics.
- Understanding that different instruments make different sounds and grouping them accordingly.
- Playing untuned percussion ‘in time’ with a piece of music.
- Selecting classroom objects to use as instruments.
- Experimenting with body percussion and vocal sounds to respond to music.
- Selecting appropriate instruments to represent action and mood.
- Experimenting with playing instruments in different ways.
- Using their voices to join in with well-known songs from memory.
- Remembering and maintaining their role within a group performance.
- Moving to music with instruction to perform actions.

- Participating in performances to a small audience.
- Stopping and starting playing at the right time.

	Topic 1	Topic 2	Topic 3	Topic 4
<b>Year 1</b>	<b>Can you feel the beat in the music? Rhythm and Pulse</b>	<b>How can we change the pitch in music? Pitch and tempo</b>	<b>What instruments can you hear? Classical music, dynamics and tempo</b>	<b>Can you create a pattern? Timbre and rhythmic patterns</b>
	Begin to play tuned and untuned instruments musically. Begin to experiment with, create, select and combine sounds using the inter-related dimensions of music.	Begin to play tuned and untuned instruments musically. Begin to experiment with, create, select and combine sounds using the inter-related dimensions of music.	Listen with concentration and understanding to a range of high-quality live and recorded music. Begin to experiment with, create, select and combine sounds using the inter-related dimensions of music.	Begin to play tuned and untuned instruments musically. Begin to experiment with, create, select and combine sounds using the inter-related dimensions of music.
Core vocabulary	Rhythm, pulse, body percussion	Tempo, high pitch, low pitch, perform, performance, pitch pattern, fast, slow, accelerando	Fast, slow, quiet, dynamics, musical composition	Syllables, pulse, rhythms, timbre, strings, timpani, oboe, clarinet, bassoon, flute, French horn.
<b>Misconceptions</b>				
<b>WHOLE SCHOOL SINGING</b>				
<b>Year 2</b>	<b>What instruments can you hear? Orchestral instruments Traditional Western stories</b>	<b>How will you make a melody? Musical me</b>	<b>How can you compose and play music? Dynamic, timbre, tempo, and motif (Space theme)</b>	<b>How can you make animal sounds using instruments? West African call and response song- singing project???</b>
	Listen with concentration and understanding to a range of high-quality live and recorded music.	Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music.
	Compose, composition, graphic score, melody, rhythm, structure, texture, tempo, beat, pitch	Dynamics, timbre, pulse, rhythm, beat, melody, notation	Pulse, rhythm, pitch, Tempo, timbre, structure, dynamics	Call and response, rhythm, structure, dynamics, percussion, timbre
<b>Misconceptions</b>				

## WHOLE SCHOOL SINGING

By the end of Key Stage 1 children as **Musicians** will:

- Recognising and understanding the difference between pulse and rhythm.
- Understanding that different types of sounds are called timbres.
- Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).
- 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 (like/dislike).
- Listening to and repeating short, simple rhythmic patterns.
- Listening and responding to other performers by playing as part of a group.
- Recognising timbre changes in music they listen to.
- Recognising structural features in music they listen to.
- Listening to and recognising instrumentation.
- Beginning to use musical vocabulary to describe music.
- Identifying melodies that move in steps.
- Listening to and repeating a short, simple melody by ear.
- Suggesting improvements to their own and others' work
- Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.
- Combining instrumental and vocal sounds within a given structure.
- Creating simple melodies using a few notes.
- Choosing dynamics, tempo and timbre for a piece of music.
- Creating a simple graphic score to represent a composition.
- Beginning to make improvements to their work as suggested by the teacher.
- Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
- Successfully combining and layering several instrumental and vocal patterns within a given structure.
- Creating simple melodies from five or more notes.
- Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition.
- Beginning to suggest improvements to their own work.
- Using their voices expressively to speak and chant.
- Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.
- Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.
- Copying back short rhythmic and melodic phrases on percussion instruments.
- Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.
- Performing from graphic notation.
- Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).
- Singing short songs from memory, with melodic and rhythmic accuracy.
- Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.

- Performing expressively using dynamics and timbre to alter sounds as appropriate.
- Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.

	Topic 1	Topic 2	Topic 3	Topic 4
<b>Year 3</b>	<b>How does it make you feel? Creating compositions in response to animation</b>	<b>Can I play the Ukulele? Whole class instrumental lessons</b>	<b>What is jazz music? Jazz</b>	<b>Can I improvise? Traditional instruments and improvisation</b>
	Begin to listen with attention to detail and recall sounds with increasing aural memory. Begin to improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with some accuracy and control. Begin to use and understand staff and other musical notations. Begin to improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations.	Begin to develop an understanding of the history of music. Begin to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Begin to develop an understanding of the history of music. Begin to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
	Dynamics, timbre, pitch, compose, perform, rhythm, repeated rhythm, pattern, ensemble, melody	Notation, crochet, minim, rest, tempo, tuned, timbre, staff, semibreve, perform, compose	Jazz, motif, syncopation, rhythm	Dynamics, notation, tempo
<b>Misconceptions</b>				
<b>WHOLE SCHOOL SINGING</b>				
<b>Year 4</b>	<b>What noise does a rainforest make? Body and tuned percussion. Theme: Rainforests</b>	<b>Can I play the ukulele? Whole class Ukulele</b>	<b>What sound is a river? Changes in pitch, tempo and dynamics Theme: River</b>	<b>Are you ready for carnival? Samba and carnival sounds and instruments. Theme: South America</b>
	Develop improvisations and compose music for a range of purposes using the inter-related dimensions of music. Play and perform in solo and ensemble contexts, using their voices and playing musical	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy and control. Develop improvisations and compose music for a range of	Develop improvisations and compose music for a range of purposes using the inter-related dimensions of music. Play and perform in solo and ensemble contexts, using their voices and playing musical	Develop a growing appreciation and understanding of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

	instruments with increasing accuracy and control.	purposes using the inter-related dimensions of music. Develop use and understand staff and other musical notations.	instruments with increasing accuracy and control.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy and control.
	Body percussion, clapping, timbre, dynamics, texture, tempo, structure, rhythm, higher, lower, compose, pitch, loop, melody	Ukelele, ukelele hold, body, fretboard, frets, bridge, neck, strings, strumming techniques, strumming pattern, chords	Pitch, tempo, dynamics, A Cappella, harmony, breathing, texture, vocal ostinato, layer, perform	carnival, crescendo, ensemble, metronome, off-beat, pulse, rhythm break, samba, samba breaks, syncopated rhythms, untuned percussion.
<b>Misconceptions</b>	Bigger drums are louder.	Ukuleles are toys and not a real instrument.	That Pitch and volume are the same. Pitch is high/low, volume loud/quiet.	

### WHOLE SCHOOL SINGING

By the end of Lower Key Stage 2 children as **Musicians** will:

- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Understanding that music from different parts of the world has different features.
- Recognising and explaining the changes within a piece of music using musical vocabulary.
- Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.
- Beginning to show an awareness of metre.
- Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.
- Recognising the use and development of motifs in music.
- Identifying gradual dynamic and tempo changes within a piece of music.
- Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).
- Identifying common features between different genres, styles and traditions of music.
- Recognising, naming and explaining the effect of the interrelated dimensions of music.
- Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.
- Using musical vocabulary to discuss the purpose of a piece of music.
- Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.
- Composing a piece of music in a given style with voices and instruments. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).
- Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.
- Suggesting and implementing improvements to their own work, using musical vocabulary.
- Composing a coherent piece of music in a given style with voices, bodies and instruments.
- Beginning to improvise musically within a given style.
- Developing melodies using rhythmic variation, transposition, inversion, and looping.
- Creating a piece of music with at least four different layers and a clear structure.

- Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.
- Suggesting improvements to others' work, using musical vocabulary.
- Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.
- Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.
- Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.
- Singing 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.
- Singing and playing in time with peers with accuracy and awareness of their part in the group performance.
- Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.
- Playing syncopated rhythms with accuracy, control and fluency.
- Understanding that music from different times has different features.
- Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.

	Topic 1	Topic 2	Topic 3	Topic 4
Year 5	<b>What are the blues? Kapow Primary Blues</b>	<b>How can I improve my performance? Whole class instrumental work- ukelele (2 half terms over the year)</b>	<b>How is music used in the Theatre? Kapow Primary Musical Theatre</b>	<b>What does music look like? Kapow Primary Composition to represent the festival of colour</b>
	Develop an understanding of the history of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Play and perform in ensemble contexts, using their voices and playing musical instruments with increasing accuracy, control and expression. Use and understand staff and other musical notations.	Compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory.	Compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory.
	backing track, ensemble, 12-bar blues, c-chord, pitch, tempo, timbre, improvise, scale, pitch duration	balance, composition, control, crotchet, dotted minim, staff notation, stave, structure, expression features, quaver	live, sequence,	Synaesthesia, graphic score, vocal, dynamics, performance
<b>Misconceptions</b>	Genres of music effect the sound Composters Bar / note / tempo	Strumming Finger placement Notation Treatment of instrument	Historical understanding What is opera? Music can change	Links between colour and music What is the Holi festival What is composing

**WHOLE SCHOOL SINGING**

Year 6	<b>What can I learn to play?</b> <b>Whole class instrumental work- ukelele (2 half terms over the year)</b>	<b>How is music used in film?</b> <b>Film Music</b>	<b>How can you remember your composition?</b> <b>Western Musical Notation and Composition</b>	<b>What does our rhythm look like?</b> <b>Calypso and improvisation &amp; Steel drums whole day workshop</b>
	<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>Use and understand staff and other musical notations.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</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>Use and understand staff and other musical notations.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</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>Develop an understanding of the history of music.</p> <p>Use and understand staff and other musical notations.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</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>Use and understand staff and other musical notations.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Develop an understanding of the history of music.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</p>
	<p>Improvise, notation, composition, improvisation, texture, dynamic, pitch, conductor, composition, improvisation, practising</p>	<p>higher, lower, composition, accelerando, crescendo, instruments (pitched and unpitched), dynamics, tempo, performance, improvise</p>	<p>Notation (semibreve, crochet, minim, quaver), time signature (treble clef), tempo, dynamics</p>	<p>syncopated rhythm, improvisation, music score, timbre, musical notation, semibreves, quaver, crochet, minim, beat, timbre, pentatonic scale, improvise, rhythm</p>
<p><b>Misconceptions</b></p>	<p>Duration of notes, knowledge of/ creating chords, strumming techniques</p>	<p>Understanding of dynamics and why they might change,</p>	<p>Awareness of treble and bass clef, understanding notation, names of music notes,</p>	<p>Keeping a rhythm, syncopated rhythm, understanding</p>

understanding vocabulary,  
tempo changes

understanding of the dynamics  
of the musical pieces,  
understand melody and  
accompaniment

notation, names of music  
notes,

### WHOLE SCHOOL SINGING

By the end of Upper Key Stage 2 children as **Musicians** will:

- Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.
- Comparing, discussing, and evaluating music using detailed musical vocabulary.
- Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.
- Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.
- Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).
- Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.
- Identifying 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.
- Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.
- Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.
- Composing a detailed piece of music from a given stimulus with voices, bodies and instruments.
- Improvising coherently within a given style.
- Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
- Using staff notation to record rhythms and melodies.
- Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.
- Suggesting and demonstrating improvements to own and others' work.
- Improvising coherently and creatively within a given style, incorporating given features.
- Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.
- Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.
- Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
- Recording own composition using appropriate forms of notation and/or technology and incorporating.
- Constructively critique their own and others' work, using musical vocabulary.
- Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
- Working 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.
- Performing with accuracy and fluency from graphic and simple staff notation.
- Playing a simple chord progression with accuracy and fluency.
- Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
- Working 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. Performing a solo or taking a leadership role within a performance.

- Performing with accuracy and fluency from graphic and staff notation and from their own notation.
- Performing by following a conductor's cues and directions.
- Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.
- Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.