



Clifton-upon-Teme Primary School

....Inspired today....shaping tomorrow....

MUSIC Curriculum – Progression of Key Skills and Knowledge

Music Intent:

Music is a universal language that embodies one of the highest forms of creativity. At Clifton-upon-Teme Primary School our intention is in **inspire**. Our Music curriculum is designed to be accessible to all so that every child knows more, remembers more and connect and builds on their previous learning. Children gain a firm understanding of what music is through listening, singing, performing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We want the children to be **inspired**, so that their achievements today can **shape** them as musicians of tomorrow.

We strongly believe a connected learning approach helps children to gain substantive knowledge – the building blocks of what you need to know, and disciplinary knowledge – the way in which you get better at the application of that knowledge. Through stimulating and motivating teaching and learning opportunities, the children acquire this knowledge which enables them to progress and develop. The seven inter-related dimensions of music (**pitch, duration, dynamics, tempo, texture, timbre and structure**) or “musical elements” are explicit in planning and teaching and are important threads making meaningful connections particularly, historical, scientific, and cultural which help drive our music curriculum.

The aim of our curriculum is for children to foster a life-long love of music by exposing them to diverse musical experiences and igniting a passion for music. We want them to think and act like composers, musicians, lyricists and performers and have an appreciation of the role of music in their community, as well as communities around the world, that enrich lives and bring experiences and emotions to all. Most importantly we want children to be exposed to the possibilities to think beyond what they already know and encourage self-expression and creativity which will build confidence as well as a sense of individual identity; in essence we want to give them power to think and create like a musician.

MUSIC National Curriculum links:

Aims:

Key Stage 1:

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

Key Stage 2:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and 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
- use and understand staff and other musical notations
- 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

EYFS	KS1		LKS2		UKS2		TYPICAL COMPOSITE END GOAL
COMPONENT SEQUENCES							
PERFORMING - SINGING							
Do they know how to speak and chant short phrases? Do they know how to find their singing voice? Do they know how to sing with a developing awareness of pitch over a small range of notes? Do they know how to start to sing together, following a leader? Do they know how to co-ordinate actions to go with a song?	Do they know how to sing simple songs, chants, rhymes and call & response songs within a small vocal range? Do they know how sounds are made by the voice and hands? Timbre Do they know how to perform an action or a sound (body percussion) on a steady beat whilst singing? Do they know how to sing with greater vocal control, matching the pitch, breathing deeply and singing words clearly? Do they know how to sing familiar songs in both low and high voices and discuss the difference in sound? Do they know how to sing together, in time with a steady beat, following a leader’s directions (e.g. stop, start, loud, quiet) and counting in?	Do they know how to sing from memory, a variety of songs within the pitch range doh-soh with increasing vocal control? Do they know how to accurately identify changes in pitch notes, moving by step and in short melodic phrases? Do they know how to sing with greater accuracy of pitch, a sense of control of dynamics and tempo, following a leader’s directions or visual symbols? Do they know how to perform short phrases or a short song individually or in a small group? Do they know how to perform as a choir in school assemblies?	Do they know how to sing (demonstrating correct posture and breathing) a wider range of unison songs of varying styles and structures with a wider pitch range, tunefully and with expression? Do they know how to sing showing an increasing accuracy of pitch, dynamics (<i>piano, forte, crescendo, diminuendo</i>) and tempo? Do they know that different tempo (<i>allegro, adagio</i>) and dynamics (<i>forte, piano</i>) can be used to convey a mood? Do they know how to sing a round in two parts? Do they know how to identify what makes a good performance and perform as a choir in school assemblies and school performances?	Do they know how to sing a broader range of unison songs, with a pitch range of an octave as part as a small group or ensemble? Do they know how to pitch accurately and sing with musical expression (phrasing, changes of tempi, dynamics, reflecting the mood and character of the song and its context? Do they know how to sing, rounds and partner songs in different time signatures? Do they know how to sing a second part to introduce vocal harmony? Do they know how to perform a range of songs in school assemblies and school performances to a wider audience?	Do they know how to sing a broad range of songs from an extended repertoire with a sense of ensemble and performance? Do they know how to observe phrasing, dynamics, accurate pitching and appropriate style? Do they know how to develop their understanding of simple time, compound time and syncopation through singing? Do they know how to sing three- and four-part rounds or partner songs? Do they know how to perform a range of songs in school assemblies, school performance opportunities and to a wider audience?	Do they know how to sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance? Do they know how to maintain rhythm, phrasing, dynamics, accurate pitching and appropriate style? Do they know how to develop their understanding of simple time, compound time and syncopation through singing? Do they know how to sing three- and four-part rounds or partner songs? Do they know how to perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience?	They will be able to perform in solo and ensemble contexts a broad range of songs with increasing accuracy, fluency, control and expression. They will be able to listen with attention to detail and recall sound with increasing aural memory. They will be able to demonstrate an understanding of counterpoint and follow an independent line of melody.
	Mastery: <i>Do they know how to perform a solo verse confidently on a steady beat, maintaining clear diction, pitch and responding to dynamics?</i>	Mastery: <i>Do they know how to perform a solo with clear diction, maintaining pitch, dynamics and breathing at the end of phrases?</i>	Mastery: <i>Do they know how to perform/lead their own part in a round?</i> <i>Do they know how to identify problematic sections in a piece and undertake deliberate practice to improve?</i>	Mastery: <i>Do they know how to perform as a solo or lead their own part in a round or second part in a harmony?</i> <i>Do they know how to identify problematic sections in a piece and undertake deliberate practice to improve?</i>	Mastery: <i>Do they know how to confidently perform to peers demonstrating an understanding of counterpoint and follow an independent line of melody?</i> <i>Do they know how to identify problematic sections in a piece and undertake deliberate practice to improve?</i>	Mastery: <i>Do they know how to confidently perform to peers demonstrating an understanding of counterpoint and follow an independent line of melody?</i> <i>Do they know how to identify problematic sections in a piece and undertake deliberate practice to improve?</i>	

EYFS	KS1		LKS2		UKS2		TYPICAL COMPOSITE END GOAL
PERFORMING - INSTRUMENTS							
Do they move, walk or clap to a steady beat? Do they know how to explore different sounds made by the voice, hands, found objects and instruments (timbre)? Do they know how to explore Duration – steady beat, short and long sounds. Do they know how to play percussion instruments by shaking, scraping, rattling, tapping etc? Do they use percussion instruments or body percussion to play along to music, showing a developing awareness of beat? Do they know how to copy a simple rhythm pattern or number of beats played on an instrument? Do they know how to follow a	Do they move, walk or clap to a steady beat? Do they use body percussion or play untuned percussion instruments (shaking, scraping, rattling, tapping) in time to a steady beat? Do they know how to perform short copycat rhythm patterns? Do they know how to play repeated rhythm patterns (ostinato) and short, pitched patterns on tuned instruments in time to a steady beat? Do they know how to perform word-pattern chants (e.g. cat-er-pil-lar crawl, fish and chips) and invent their own? Do they know how to follow simple hand signals indicating loud/quiet and start/stop?	Do they play percussion instruments with increasing control: maintaining a steady beat and responding to changes in tempo or dynamic? Do they know that the speed of beat can change, creating a faster or slower tempo and copy these back? Do they know how to play copycat rhythms, copying a leader and invent rhythms for others to copy? Do they know how to perform a rhythmic accompaniment to a song? Do they know how to perform a sequence of sounds using a graphic or staff score? Do they know how to work and perform in small groups and as an individual? Do they know how to play as an ensemble, responding to simple hand signals indicating loud/quiet and start/stop?	Do they play tuned percussion or a melodic instrument with increasing proficiency, showing correct technique? Do they know how to explore pitched notes moving by step and by leap, rising and falling? Do they know how to play and perform melodies following graphic or staff notation (within a small range) as a whole class or small ensemble? Do they know how to keep a steady beat on an instrument demonstrating an awareness of others? Do they know how to play music that includes rests? Do they know how to perform short melodic phrases individually, demonstrating increasing accuracy at different tempos (allegro, adagio etc) using graphic or staff notation? Do they know how to identify what makes a good performance?	Do they know how to play selected tuned instruments showing correct technique? Do they know how to explore pitched notes that move by steps/leaps to make short phrase melodies? Do they know how to play and perform melodies following staff notation (within a small range) as a whole class or small ensemble? Do they know how to perform in 2 or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching? Do they know how to identify the static and moving parts? Do they know how to use tuned percussion instruments to accompany songs? Do they know how to play music in a metre of two or three time? Do they know how to read and play from staff notation or graphic notation demonstrating increasing accuracy at different tempos (allegro, adagio etc) and dynamics as class, individuals or in small ensembles? Do they know how to identify what makes a good performance?	Do they know how to play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within Middle C – C1? Do they know how to perform with sensitivity to different dynamics (ff, pp, mf, mp) tempi? Do they know how to understand how triads are formed and play them on tuned percussion? Do they know how to maintain a rhythmic or melodic accompaniment to a song and maintain their own part on a pitched instrument in a small ensemble? Do they know how to use IT (Turntables) to sample, sequence, manipulate sound to create compositions? Do they know how to correctly perform the Baby and Release scratch techniques on Turntables? Do they know how to identify what makes a good performance and apply it to their own work?	Do they know how to play a melody following staff notation written on one stave and using notes within an octave range? Do they know how to perform with sensitivity to different dynamics (ff, pp, mf, mp) tempi? Do they know how to accompany a melody using block chord or a bass line using tuned percussion? Do they know how to maintain their own part on a pitched instrument in a small ensemble taking on melody or accompaniment roles (could be chords or a single note bass line)? Do they know how to use IT (Turntables) to sample, sequence, manipulate sound to create compositions? Do they know how to correctly perform the Baby, Release and Tear scratch techniques on Turntables? Do they know how to identify what makes a good performance and apply it to their own work?	They will be able to play and perform on a range of musical instruments (contemporary instruments) with increasing accuracy, fluency, control and expression; in solo and ensemble contexts. They will be able to listen with attention to detail and recall sound with increasing aural memory.

leader, responding to voice or hand signals, starting and stopping together?							
			Reading Notation: Do they know how to understand the stave, lines and spaces and clef? Do they know how to use dot notation to show higher or lower pitch? Do they know the differences between minims, crotchets, paired quavers, semi-quavers and rests? Do they know how to apply word chants to rhythms, understanding how to link each syllable to one musical note?	Reading Notation: Do they know the differences between minims, crotchets, paired quavers, semi-quavers and rests? Do they know how to arrange individual notation cards of know note values to create sequences of 2-, 3- or 4-beat phrases, arranged into bars? Do they know how to read and perform pitch notation within a defined range (e.g. C-G)? Do they know how to follow and perform short rhythmic scores to a steady beat: using conventional symbols for known rhythms and note durations.	Reading Notation: Do they know the differences between semibreves, minims, crotchets and crotchet rests and paired quavers? Do they know the differences between 2/4, 3/4 and 4/4 time signatures? Do they know how to read and perform pitch notation within an octave? Do they know how to read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations?	Reading Notation: Do they know the differences between semibreves, minims, crotchets, quavers and their equivalent rests? Do they know how to read and perform pitch notation within an octave with confidence? Do they know how to read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations? Do they know how to read and play from notation a four-bar phrase, confidently identifying note names and durations?	They will be able to use and understand staff and other musical notations.
	Mastery: <i>Do they know what the relationship is between the colours on different pitched instruments?</i> <i>Do they know how to demonstrate this knowledge by performing a simple melody on 2 different pitched instruments?</i>	Mastery: <i>Do they know how to show their understanding of rhythm and beat?</i> <i>After notating a simple rhythm, can they then apply this onto tuned percussion on turned percussion and perform to the class?</i>	Mastery: Do they know how to articulate how the instrument works and find a greater range of pitch and associated annotation? Do they know how to identify problematic sections in a notated piece and explain / demonstrate how they will overcome this?	Mastery: Do they perform confidently peers, demonstrating correct technique and more complicated notation? Do they know how to identify problematic sections in a notated piece and undertake deliberate practice to improve?	Mastery: Do they perform confidently peers, demonstrating correct technique and more complicated notation? Do they know how to identify problematic sections in a notated piece and undertake deliberate practice to improve?	Mastery: Do they perform confidently peers, demonstrating correct technique and more complicated notation? Do they know how to identify problematic sections in a notated piece and undertake deliberate practice to improve?	

EYFS	KS1		LKS2		UKS2		TYPICAL COMPOSITE END GOAL
COMPOSING							
	Composing: Do they know how to add musical sound effects and short sequences of sounds (using classroom instruments or found materials) to create a soundscape for a theme e.g. a rainstorm, the Great Fire of London or a train journey? Do they know that pictures can be used to represent the sounds they have made (graphic notation)? Do they know how to sequence these pictures to make a simple structure (score)? Do they know how to compose their own sequence of sounds without help and perform them?	Composing: Do they know how to compose short sequences of sound using instruments and/or voices? Do they know how to explore duration (long and short notes) to create rhythms using word phrases? Do they know how to compose music in response to a non-musical stimulus (e.g. a storm, a haunted house, a rocket launch) selecting appropriate sounds? Soundscape Do they know how to use letter names, graphic symbols or dot notation to represent their composition (score)? Do they know how to improvise simple phrases (e.g. question and answer) phrases to be sung or played on untuned percussion? Do they know how to create rhythms using word phrases as a starting point?	Composing: Do they know how to become more skilled in improvising (using voices, body percussion, tuned and untuned percussion)? Do they know how the sounds of different instruments (timbre) can represent pictures, stories or moods? Do they know how to layer different sounds to creature texture? Do they know how to compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources? Do they know how to create music that tells a story, paints a picture of creates a mood? Do they know how to combine rhythmic notation with letter names to create short pentatonic phrases using a range of 5 pitches? Do they know how to create a simple rhythmic accompaniment to go with a song using ostinato patterns? Do they know how to use graphic symbols or dot notation to record their composition? Do they know how to arrange individual notation	Composing: Do they know how to improvise on a limited range of pitches on the instrument they are learning making use of musical features e.g. staccato & legato? Do they know how to compose music that has a recognisable structure (e.g. a rap) making decisions about the overall structure? Do they know how to compose music in response to different stimuli, e.g. stories, verse, images musical sources to create a specific mood? Soundscape Do they know how to identify the sounds of different instruments (timbre) and how they can create effects? Do they know how to compose a rhythmic accompaniment to a song using ostinato patterns and drones? Do they know how to arrange individual notation cards of know note values (i.e. minim, crotchet, crotchet rest, paired quavers) to create sequences of 2- 3- or 4-beat phrases arranged into bars? Do they know how to capture and record creative ideas using graphic symbols, rhythm notation and time signatures?	Composing: To know how to improvise in a variety of ways? e.g. improvise over a simple groove, responding to the beat creating a melodic shape and experiment with a range of dynamics? Do they know how to create music with texture or multiple sections that include repetition, call and response or ostinato? Do they know how to compose and notate a short piece with sections that include repetition and contrast? Do they know how to use musical vocabulary and knowledge to help identify areas for development or refinement when composing? Do they know how to use a range of symbols (conventional or graphic) to record their composition?	Composing: To know how to improvise in a variety of ways? E.g. extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape? Do they know how to create music with texture or multiple sections e.g. repetition, call and response, ostinato and contrast? Do they know how to plan, compose and notate an 8 or 16 beat melodic phrase using the C major scale (and incorporate lyrics, rhythmic variety and interest? Do they know how to use musical vocabulary and knowledge to help identify areas for development or refinement when composing? Do they know how to use a range of symbols (conventional or graphic) to record their composition?	They will be able to understand the inter-related dimensions of music and apply these to their performances and compositions. They will be able to improvise and compose music for a range of purposes using the inter-related dimensions of music. They will be able to see composition as a current, contemporary art form. They will be able to refine and improve their compositions. They will be able to record their compositions using staff and other musical notations.

			cards of know note values (i.e. minim, crotchet, crotchet rest, paired quavers) to create sequences of 2- 3- or 4- beat phrases arranged into bars.				
	Mastery: Do they know how to show others how to perform their own body percussion composition to a steady beat? Do they know how to explain how to improve their performance?	Mastery: Can perform their own composition to a steady beat and explain how to improve their performance? Demonstrate an improvement following deliberate practice?	Mastery: Do they know how to demonstrate their understanding of musical structure by sequencing patterns in their own composition?	Mastery: Do they know how to demonstrate their understanding of musical structure by sequencing patterns in their own composition?	Mastery: Do they know how to demonstrate their understanding of musical structure by sequencing patterns in their own composition? How would they adapt their composition to create a more effective piece?	Mastery: Do they know how to demonstrate their understanding of musical structure by sequencing patterns in their own composition? How would they adapt their composition to create a more effective piece?	

EYFS	KS1		LKS2		UKS2		TYPICAL COMPOSITE END GOAL
LISTENING, REFLECTING AND APPRAISING							
Do they know how to listen to sounds around school, comparing high and low sounds? Pitch Loud and quiet sounds? Dynamics	Do they know how to listen to a piece of music and move or clap in time to its steady beat , responding to any changes in tempo ?	Do they know how to listen to a piece of music with increased concentration?	Do they know that there are distinct eras of music throughout history?	Do they know how to recognise, name and explain the effect of the interrelated dimensions of music?	Do they know how to begin to recognise and identify features of expression (harmony, different dynamics, metre and tempi) in an extract of music?	Do they know how to recognise and identify features of expression (harmony, different dynamics, metre and tempi) in an extract of music?	They will be able to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Do they know how to listen to and respond to different types of music?	Do they know how to express an opinion about a piece of music (like or dislike)?	Do they know how to mark the beat , identify and respond to different changes of tempo , dynamics and pitch ?	Do they know how to identify and discuss the features of different genres and styles of music?	Do they know how to begin to recognise styles, find the pulse, recognise instruments and talk about the tempo , dynamics , texture , timbre , metre using appropriate musical vocabulary?	Do they know how to use musical vocabulary and knowledge to compare, discuss and evaluate music from a variety of sources, including performances of their own and others' compositions?	Do they know how to use musical vocabulary and knowledge to compare, discuss and evaluate music from a variety of sources, including performances of their own and others' compositions?	They will be able to listen with attention to detail and recall sound with increasing aural memory.
Do they know how to talk about how music makes them feel?	Do they know how to recognise and begin to respond to the different musical characteristics and moods of music (e.g. happy, sad)?	Do they know how to begin to identify beat groupings in familiar music (e.g. in 2, in 3)?	Do they know how to discuss similarities and differences when comparing music from different musical eras and traditions?	Do they know how to recognise music from different times and countries identifying key elements that give it its unique sound?	Do they know how to use musical vocabulary and explain how these have developed over time?	Do they know how to recognise and confidently discuss the features of different genres, styles and traditions of music using musical vocabulary and explain how these have developed over time?	They will develop an understanding of the history of music.
Do they know how to respond to the pulse of music through movement and dance?	Do they know how to describe the differences between 2 pieces of music?	Do they know how to recognise the sounds of the percussion instruments used in their classroom, identify and name them?	Do they know how to identify and discuss the beat , tempo , timbre , texture and dynamics of a piece of music using appropriate musical terms?	Do they compare pieces of music from different time periods or traditions?	Do they know how to identify the characteristics of various styles, e.g. Blues, Rap, Gospel, Folk, African etc?	Do they know how to identify the characteristics of various styles, e.g. Blues, Rap, Gospel, Folk, African etc?	They will be able to see music as a current and relevant art form today.
Do they know how to describe music as fast or slow, loud or quiet?	Do they know how to identify changes in dynamics (louder/quieter) tempo (faster/slower) and pitch (higher/lower)?	Do they know how to recognise instruments /voice, piano, violin, guitar, drums)?	Do they know how to recognise and explain changes in a piece of music using musical vocabulary?	Do they know how to use musical vocabulary to discuss the purpose of a piece of music?	Do they know how to begin to identify and discuss 'what happens when' within simple musical structures?	Do they know how to identify and discuss 'what happens when' within simple musical structures?	
Do they know how to listen to the environment around them and find new sounds?	Do they know how to identify changes in pitch getting higher or lower and begin to understand intervals of pitch?	Do they know how to name the four sections/families of the orchestra: string, woodwind, brass and percussion?	Do they know how to recognise and explain changes in a piece of music using musical vocabulary?	Do they know how to identify and use repeated rhythmic or melodic motifs?	Do they know how to identify the use of metre in 2 or 3?	Do they know how to identify and discuss 'what happens when' within simple musical structures?	
Do they know how to identify the sounds of some classroom percussion instruments and match the instrument to the sound?	Do they know how to identify long and short notes (duration)?	Do they know how to identify different ways in which sounds are made and can be changed? Timbre	Do they know how to identify a range of individual orchestral instruments?	Do they know that texture is the layering of different sounds (duet, melody and accompaniment)?	Do they know how to begin to identify and discuss 'what happens when' within simple musical structures?	Do they know how to compare two pieces of instrumental music from different countries/times and discuss the similarities and differences?	
	Do they know how to recognise the sounds of the percussion instruments used in the classroom, identify and name them?	Do they know how to recognise and respond to the mood of a piece of high-quality live or recorded music and use musical vocabulary to describe how the mood is created. (e.g. it is sad because the music is	Do they know how to recognise motifs in a piece of music and discuss how they are used?	Do they know some features of traditional Indian music?			

		played very slowly and quietly)?					
	Mastery: <i>Do they know how to list the instruments featured in the piece and categorise them according to their musical family?</i>	Mastery <i>Do they know how to list the instruments featured in the piece and categorise them according to their musical family?</i>	Mastery: <i>Do they know how to use musical terminology appropriately to describe what they have heard?</i>	Mastery: <i>Do they know how to apply their knowledge of the inter-related dimensions of music to identify the genre of a piece of music?</i>	Mastery: <i>Do they know how to apply their knowledge of the inter-related dimensions of music to identify the genre of a piece of music?</i>	Mastery: <i>Do they know how to apply their knowledge of the inter-related dimensions of music to identify the genre of a piece of music?</i>	