



MUSIC CURRICULUM, KNOWLEDGE AND SKILLS PROGRESSION

MUSIC							
National Curriculum expectations and progression of skills development							
	EYFS	End of Y1	End of Y2	End of Y3	End of Y4	End of Y5	End of Y6
KNOWLEDGE	<p>-To know twenty nursery rhymes off by heart.</p> <p>- To know the stories of some of the nursery rhymes.</p> <p>- To know that we can move with the pulse of the music. ● To know that the words of songs can tell stories and paint pictures.</p> <p>To sing or rap nursery rhymes and simple songs from memory.</p> <ul style="list-style-type: none"> ● Songs have sections. ● A performance is sharing music. 	<p>Children will learn about five styles of music; Blues, Baroque, Latin, Irish, Folk and Funk.</p> <p>Children will understand what pulse, rhythm and pitch are and will learn how they work together.</p> <ul style="list-style-type: none"> ● Use their voices expressively by singing songs and speaking chants and rhymes. ● Play tuned and un-tuned instruments musically. ● Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Children will learn about pitch and melody; structure and form; texture; and dynamics and articulation.They will learn about pentatonic scales and the difference between high and low notes.</p> <p>They will learn the difference between melody and accompaniment.They will learn the terms allegro (fast), adagio (slow), accelerando (getting faster), rallentando (getting slower), forte (loud), piano (soft), crescendo (getting louder) and decrescendo (getting softer).</p> <ul style="list-style-type: none"> ● Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. ● Develop an understanding of the history of music. ● Use their voices expressively by singing songs and speaking chants and rhymes. ● Play tuned and un-tuned instruments musically. 	<p>Children will learn about rhythm, metre and tempo, including syncopated rhythms.They will understand what a fixed groove is. They will further understand the difference between semibreves, minims, crotchets, quavers and semiquavers and their equivalent rests. They will use their knowledge to read from notation cards. They will extend their understanding of texture, playing in 3 or 4 parts.</p> <ul style="list-style-type: none"> ● Develop an understanding of the history of music ● Use their voices expressively by singing songs and speaking chants and rhymes. ● Play tuned and un-tuned 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. ● Improvise and compose music for a range of purposes using the interrelated dimensions of music. 			

			<ul style="list-style-type: none"> • 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. 	<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. 			
MUSICAL GENRE COVERAGE							
		<p>Old school Hip Hop, Reggae, Hip Hop, Blues, Latin, Folk, Funk, Baroque, Bhangra, Latin, Bossa Nova, Film music, Big Band Jazz, Mash up, Latin Fusion, Pop, Musicals, Western Classical Music.</p>	<p>South African Styles, Christmas, Big Band, Motown, Elvis, Freedom Songs, Rock, Reggae. Pop, Soul, Film, Musicals, Western classical Music.</p>	<p>R&B, Western Classical, Musicals, Motown, Soul, Reggae, Music from around the World, Disco/Anthem, Western classical Music.</p>	<p>ABBA, Grime, Classical, Bhangra, Tango, Latin Fusion, Gospel, The Beatles, Western Classical Music.</p>	<p>Pop/Neo Soul Bacharach and Blues Classical or Urban Gospel 70s Ballad/Pop, Classical</p>	<p>Rock, Bossa Nova and Swing, Pop Ballads Old-School Hip-Hop, Motown, Classical</p>
Progression of Skills / Techniques							

<p>Listen and Appraise</p>	<p>Children enjoy listening attentively and responding to a range of music using their imaginations.</p> <p>To learn that music can touch your feelings.</p> <p>Listen to and learn nursery rhymes off by heart.</p>	<p>Listen with concentration and understanding to a range of recorded and live music from throughout history.</p>	<p>Listen with concentration and understanding to a range of recorded and live music from throughout history.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</p> <p>Recognise the musical style of the class songs.</p>	<p>• Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</p> <p>Recognise and begin to name the musical style of the class songs.</p> <p>Listen to a range of classical music.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Develop an understanding of the history of music</p> <p>Recognise and name the musical styles of the class songs.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Develop an understanding of the history of music</p> <p>Recognise and talk about the musical styles and structure and historical context of the class songs and how some of the dimensions of</p>
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						listen to some classical music. Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.	the music fits together. listen to some classical music. Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.
MUSICAL ELEMENTS							
PULSE		Find the pulse of 5 songs from the class music selection. Know that the pulse is the heartbeat of the music. Find the pulse of the music.	Find the pulse of 5 songs from the class music selection. Know that the pulse is the heartbeat of the music. Find the pulse of the music.	Find the pulse of 5 songs from the class music selection. Know that the pulse is the heartbeat of the music. Find the pulse of the music. Know and begin to demonstrate the difference between pulse, rhythm and pitch.	Find the pulse of 5 songs from the class music selection. Know that the pulse is the heartbeat of the music. Find the pulse of the music. Know and begin to demonstrate the difference between pulse, rhythm and pitch	Find the pulse of 5 songs from the class music selection. Know that the pulse is the heartbeat of the music. Find the pulse of the music. Know and demonstrate the difference between pulse, rhythm and pitch. Begin to understand how pulse, rhythm and pitch connect in a song or piece of music.	Find the pulse of 5 songs from the class music selection. Know that the pulse is the heartbeat of the music. Find the pulse of the music. Know and begin to demonstrate the difference between pulse, rhythm and pitch. Understand how pulse, rhythm and pitch connect in a song or piece of music

RHYTHM		Copy rhythms. Clap the rhythm of familiar words eg. names, colours.	Copy rhythms. Clap the rhythm of familiar words eg. names, colours.	Copy rhythms. Clap the rhythm of familiar words	Copy rhythms. Clap the rhythm of words and phrases.	Copy rhythms. Clap the rhythm of words and phrases.	Copy rhythms. Clap the rhythm of words and phrases. Demonstrate and explain how rhythm pulse and pitch are connected.
PLAY		Play the glockenspiel along to familiar class songs.	Play the glockenspiel along to familiar class songs. Learn to play some new songs. Learn to read some music (Glockenspiel 1).	Play the glockenspiel along to familiar class songs. Learn to play some new songs. Learn to read some music (Glockenspiel 1/2).	Play the glockenspiel along to familiar class songs. Learn to play some new songs. Learn to read some music (Glockenspiel 1/2).	Play the glockenspiel along to familiar class songs. Learn to play some new songs. Learn to read some music (Glockenspiel 1/2).	Play the glockenspiel along to familiar class songs. Learn to play Classroom Jazz 1 by ear. Learn to read some music (Glockenspiel 2). Use notated music
IMPROVISE 'Create and compose music on your own and with others'	<ul style="list-style-type: none"> To enjoy moving to music by dancing, marching, being animals or Pop stars 	<p>Improvise with the class songs using one or two notes.</p> <p>Challenges: Clap and improvise Sing and play and Improvise Improvise</p>	<p>Improvise with the class songs using one or two notes.</p> <p>Challenges: Clap and improvise Sing and play and Improvise Improvise</p>	<p>Improvise with the class songs using one or two notes. Developing improvisation skills with or without instruments to achieve: Bronze, Silver Gold challenges</p>	<p>Improvise with the class songs using one or two notes. Developing improvisation skills with or without instruments to achieve: Bronze, Silver Gold challenges</p>	<p>Improvise with the class songs using one or two notes.</p> <p>Learn riffs and use these as building blocks to make up tunes.</p> <p>Developing improvisation skills with or without instruments to achieve: Bronze, Silver, gold riff challenges.</p>	<p>Improvise with the class songs using one, two or three notes.</p> <p>Learn riffs and use these as building blocks to make up tunes.</p> <p>Developing improvisation skills with or without instruments to achieve: Bronze, Silver Gold riff challenges</p>

COMPOSE		Compose a simple melody with class songs.	Compose a simple melody with class songs.	Compose a simple melody with class songs.	Compose a simple melody with class songs using simple rhythms.	Compose a simple melody using simple rhythms.	Compose a simple melody using simple rhythms.
PERFORM and SHARE	<p>Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> • 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. <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups. 	<p>Use voices expressively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically.</p> <p>Contribute to a performance by playing an instrumental part, improvising or performing their composition.</p>	<p>Use voices expressively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Contribute to a performance by playing an instrumental part, improvising or performing their composition.</p>	<p>Use voices expressively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Contribute to a performance by playing an instrumental part, improvising or performing their composition.</p>	<p>Use voices expressively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Contribute to a performance by playing an instrumental part, improvising or performing their composition.</p>	<p>Use voices expressively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Contribute to a performance by playing an instrumental part, improvising or performing their composition.</p>	<p>Use voices expressively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Contribute to a performance by playing an instrumental part, improvising or performing their composition.</p>