



Sheerness West Federation

Progression in Music



Curriculum Aims & Subject Content

- 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

<p>KS1 Pupils should be taught:</p> <ul style="list-style-type: none"> • 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 	<p>KS2 Pupils should be taught:</p> <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 • 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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Performing</p> 	<ul style="list-style-type: none"> • Understand how to hold and play an instrument with care. • Discover how to use the voice to create loud and soft sounds. • Experiment performing songs and music together with body movements to a steady beat. 	<ul style="list-style-type: none"> • To use their voices to speak/sing/chant • To join in with singing • To use instruments to perform • To look at their audience when they are performing • To clap short rhythmic patterns • To copy sounds 	<ul style="list-style-type: none"> • To sing and follow the melody • To sing at a given pitch • To perform simple patterns, keeping a steady pulse • To perform with others • To play simple rhythmic patterns on an instrument • To sing/ clap a pulse increasing or decreasing in tempo 	<ul style="list-style-type: none"> • To sing in tune with expression • To control their voice when singing • To play clear notes on instruments 	<ul style="list-style-type: none"> • To perform a simple part rhythmically • To sing songs from memory with accurate pitch • To improvise using repeated patterns 	<ul style="list-style-type: none"> • To breath in the correct place when singing • To sing and use their understanding of meaning to add expression • To maintain their part whilst others are performing their part • To perform 'by ear' and from simple notations • To improvise within a group using melodic and rhythmic phrases • To recognise and use basic structural forms e.g. rounds, variations, rondo form 	<ul style="list-style-type: none"> • To sing a harmony part confidently and accurately • To perform parts from memory • To perform using notations • To take the lead in a performance • To take on a solo part • To provide rhythmic support
<p>Composing</p> 	<ul style="list-style-type: none"> • Explores the different sounds of instruments. • Choose different instruments, including the voice, to create sound effects in play. • Investigate a variety of ways to create sound with different materials. 	<ul style="list-style-type: none"> • To make different sounds with their voice and instruments • To identify changes in sounds • To change the sound • To repeat. • To make a sequence of sounds • To show sounds by using pictures 	<ul style="list-style-type: none"> • To order sounds to create a beginning, middle and end in response. • To choose sounds which create an effect • To use symbols to represent sounds • To make connections between notations and musical sounds 	<ul style="list-style-type: none"> • To use different elements in their composition • To create repeated patterns with different instruments • To compose melodies and songs • To create accompaniments for tunes • To combine different sounds to create a specific mood or feeling 	<ul style="list-style-type: none"> • To use notations to record and interpret sequences of pitches • To use standard notation • To use notations to record compositions in a small group or on their own • To use their notation in a performance. 	<ul style="list-style-type: none"> • To change sounds or organise them differently to change the effect • To compose music which meets specific criteria • To use their notations to record groups of pitches (chords) • To use a music diary to record aspects of the composition process • To choose the most appropriate tempos for a piece of music 	<ul style="list-style-type: none"> • To be able to use a variety of different musical devices in their composition (including melody, rhythms and chords) • To recognise that different forms of notation serve different purposes • To use different forms of notation • To be able to combine groups of beats
<p>Appraising</p> 	<ul style="list-style-type: none"> • Joins in with repeated refrains, phrases in rhymes and stories • Listen to music and respond by using hand and whole body movements. • Listen to different sounds (animal noise, water etc.) and respond with voice and movement 	<ul style="list-style-type: none"> • To respond to different moods in music • To say how a piece of music makes them feel • To say whether they like or dislike a piece of music • To choose sounds to represent different things • To recognise repeated patterns • To follow instructions about when to play or sing 	<ul style="list-style-type: none"> • To improve their own work • To listen out for particular things when listening to music. • To identify instruments 	<ul style="list-style-type: none"> • To improve their work explaining how it has improved • To use musical terminology to describe a piece of music. • To use musical terminology to describe what they like and dislike • To recognise the work of at least one famous composer 	<ul style="list-style-type: none"> • To explain the effect and place of silence. • To start to identify the character of a piece of music • To describe and identify the different purposes of music • To begin to identify with the style of work of Beethoven, Mozart and Elgar 	<ul style="list-style-type: none"> • To describe, compare and evaluate music using musical vocabulary • To explain why they think their music is successful or unsuccessful • To suggest improvements to their own or others' work • To choose the most appropriate tempo for a piece of music • To contrast the work of famous composers and show preferences 	<ul style="list-style-type: none"> • To be able to refine and improve their work • To be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created • To be able to analyse features within different pieces of music • To be able to compare and contrast the impact that different composers from different times will have had on the people of the time

<p>Links to SMSC Cultural Capital</p>	<p>Spiritual:</p> <ul style="list-style-type: none"> • Exploring and reflecting on different emotions in music • Reflecting on different kinds of music • Using imagination • Understand how music covers different beliefs. <p>Moral:</p> <ul style="list-style-type: none"> • Encouraging respect when performing with others • Encourage respect for other's property • Explore moral issues across different genres. • Express opinions in a sensitive way. <p>Social:</p> <ul style="list-style-type: none"> • Creating a sense of community in lessons, assemblies and extra-curricular clubs • Performing within the local/wider community. • Collaborative school performances. • Ensemble work <p>Cultural:</p> <ul style="list-style-type: none"> • Respect cultural diversity in music • Respect musical heritage • Learn to play the music of other cultures. • Gain an understanding of British musical heritage.
--	--