

**Music progression curriculum document produced by**

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**Nursery: Music progression of skills document**

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| **Assessment Focus (1): Hearing and Listening.**  |
| (a) With adult support I join in with musical beats and rhythms  | (b) I can take part in body percussion with support and guidance. | (c) I show an interest in listening to music and Nursery Rhymes and can join in with Makaton signs.  | (d) I have an awareness of sound similarities and differences; and can match sounds to pictures. | (e) I am beginning to identify each percussion instrument by using the correct name. |
| **Assessment Focus (2): Vocalising and Singing**  |
| (a) I am starting to develop my own choice of music and have strong likes and dislikes.  | (b) I can show musical behaviour, such as making patterns with my voice and make different sounds or make songs with my voice. | (c) I am beginning to develop the knowledge that sounds have different pitches. I can match sounds of instruments with my voice. | (d) I can join in with songs and stories that have familiar melodies, but I can change words and sounds, with some guidance.  | (e) I can recall a small variety of songs taught including school worship songs and Nativity songs; and perform them with some confidence. |
| **Assessment Focus (3): Moving and Dancing** |
| 1. I can clap, nod or rock my body to the pulse (beat) of a piece of music.
 | 1. I can interpret the piece of music by moving my body appropriately. Such as, pretending to play an instrument.
 | (c) I can recognise my body moves in different ways to different genres of music.   | 1. I can move appropriately to the rhythm of music using large and small movements.
 | (e) I can perform pieces I have made up in front of others including the Nativity play. |
| **Assessment Focus (4): Exploring and Playing**  |
| 1. I can select an appropriate instrument to go with a sound in a story; and I can combine sounds to make patterns.
 | (b) I can create visual representations of sounds, instruments, and pieces of music by mark making. | (c) I can use electronic devices, with assistance, to create sounds and am starting to explore musical apps. | (d) I can listen to others play an instrument or sing on their own or as part of a group.  | (e) I can respond to informal language to represent the inter-related dimensions of music. Such as, a heartbeat for the beat (pulse) or a tiger/snail for the tempo! |

**Reception: Music progression of skills document**

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| **Assessment Focus (1): Hearing and Listening.**  |
| (a) I join in with musical beats and rhythms confidently. Using the ‘Tempo’ to alter a piece of my choice. | (b) I can verbally express music I have heard, e.g., “this feels like a floating balloon bouncing on clouds” or “It’s crashing down like thunder”. | (c) I can accurately anticipate a change in the music. i.e., Tempo increase.  | (d) I know of the similarities and differences between sounds and pictures. | (e) I can identify percussion instruments by using the correct name. |
| **Assessment Focus (2): Vocalising and Singing**  |
| **(a)** I can confidently tell an adult the sounds (and pieces of music) I like and dislike. Maybe the artist or band name too. | **(b)** I can discuss music I have heard describing the changes that I notice. E.g. “It is fast and soft but twinkly and dark”. | **(c)** I know that music notes have its own sound (Solfege) and sounds have different pitches (high and low)  | **(d)** I can confidently join in with songs and stories that have familiar melodies, changing words and sounds to make a new verse. | **(e)** I can recall a variety of songs taught including school worship songs and Nativity songs; and perform them with confidence. |
| **Assessment Focus (3): Moving and Dancing** |
| 1. I can imitate dance moves from familiar music such as pop songs.
 | **(b)** I can interpret the piece of music by moving my body appropriately. I.e., Jumps to a crash of the drum or spins around to the tubular bells.  | **(c)** I can keep time with the pulse and tempo of music.  | **(d)** I can sing and move my body, whilst playing a percussion instrument of my choice. | **(e)**  I can choreograph and perform pieces I have made up in front of others, by myself or in a group, including the Nativity play. |
| **Assessment Focus (4): Exploring and Playing**  |
| 1. I can select an instrument to go with a theme or story, such as the funfair or beach.
 | **(b)** I enjoy combining sounds to make my own musical patterns; and I am starting to play along to rhythms in music. | **(c)** I can use electronic devices independently to create sound and use musical apps. | **(d)** I can create visual representations of sounds, instruments, and pieces of music by mark making or Solfege colour dots | **(e)** I can respond to formal language to represent the inter-related dimensions of music. i.e., Pulse/Tempo/Pitch etc. |

**Year 1: Music progression of skills document**

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| **Assessment Focus (1): Listening.**  |
| **(a)** I can respond to simple visual directions.  | **(b)** To begin to understandmusical elementscan be used to createdifferent moods andeffects.  | **(c)** I can listen for sounds around school, both inside and out. | **(d)** When responding to stimuli I can create musical sound effects and a short sequence of sound. E.g., a rainstorm. | **(e)** I can understand the difference between pitch and rhythm patterns. |
| **Assessment Focus (2): Singing**  |
| **(a)** I can sing simple songs, chants, and rhymes from memory, and can do so expressively. (Small range of songs from memory). | **(b)** I can sing call and response songs to control my vocal pitch and to match the pitch I hear. And talk about the differences. | **(c)** I can improvise simple chants and change words to a known song or Nursery rhyme. i.e., Mary had a little lamb | **(d)** I can sing and perform in the school productions, plays, choir, and nativities. Both, in and outside of school. | **(e)** Sing a variety of songs with growing awareness of the overall shape of the music (beginning, middle, end) |
| **Assessment Focus (3): Composing** |
| 1. I can imitate dance moves from familiar music such as pop songs.
 | **(b)** I can explore and create simple symbols and visual representations of notation, using graphics and colours (solfege) | **(c)** I can use music technology to create, capture and change sound.  | **(d)** I can make patterns and rhythms for others to perform. Being able to interpret my intentions.  | **(e)** To think about and make simple suggestions about what could make their own work better. E.g., play faster or louder. |
| **Assessment Focus (4): Musicianship and performing** |
| 1. I can explore and select an instrument and make a sound effect to go with a theme or story, such as the seaside
 | **(b)** I can perform my simple graphic scores, rhythm patterns and chants.  | **(c)** I can use classroom percussion instruments and body percussion to keep a steady beat/pulse and do so walking clapping or other movement. | **(d)** I can perform word pattern chants that I have created. | **(e)** I can listen to live music both, in and out of the school environment. I can appraise them appropriately later. |

**Year 2: Music progression of skills document**

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| **Assessment Focus (1): Listening.**  |
| (a) Know the difference between left and right to support coordination and shared movement with others.  | (b) Mark the beat of a listening piece by tapping or clapping along – recognising the tempo of the piece and that the tempo may change. | (c) To listen to pieces of music and discuss where and when they may be heardexplaining why using simple musical vocabulary. E.g., It’s quiet and smooth and it would be good for a baby lullaby. | (d) To identify and recognise repeated patterns and follow awider range of musical instructions | (e) To respond to different moods in music and thinking about changes in sounds. |
| **Assessment Focus (2): Singing**  |
| **(a)** I can sing songs with a small pitch range of Do-So, matching the pitch and can describe differences. | (b) Work with a partner to create a musical conversation. i.e., question and answer to be sung and played on untuned instruments. | (c) To sing with thesense of shape of themelody | (d) I can respond to the leaders’ gestures, directions, and visual directions. E.g. Stop, Pause, loud or quiet.  | (e) To think about others while performing |
| **Assessment Focus (3): Composing** |
| (a) Use musical apps and technology to capture, combine or change sounds. | (b) I can recognise and create simple dot notations (including solfege colours) | (c) I can create music in response to non-musical stimulus   | (d) Recognise that the beat may change in the music – sing and or walk about to it.  | (e) To begin to explore and choose and order sounds using the inter-relateddimensions of music. |
| **Assessment Focus (4): Musicianship and performing** |
| 1. To create and choose

sounds for a specificeffect. | (b) I can perform by following a graphic score, in time. | (c) I know the meaning of dynamics, and tempo and can show this whilst singing. | (d) Read and respond to rhythm pattern notations – in stick or note representations. | (e) I know the note names crotchet, crotchet rest, quaver, and quavers. |

**Year 3: Music progression of skills document**

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| **Assessment Focus (1): Listening.**  |
| (a) To know and use the musical vocabulary **Allegro** (fast and lively) and **Adagio** (slow) when talking about a piece of music or appraising. | (b) Listen to a wide variety of musical styles, appropriately identify the genre, and appraise it. | (c) To listen with attention and begin to recall sounds. Either by note name, or Solfege scale (Colour or name do-re etc). | (d) Feel the strong beat, demonstrating a developing sense of metre (grouping of pulse in 2s, 3s or 4s). | (e) Tempo is an expressive element in music that is used to achieve desired effects and moods. Children can correctly identify this and anticipate changes. |
| **Assessment Focus (2): Singing**  |
| (a) To perform using dynamics: forte and piano (loud and soft) | (b) Sing a widening range of Do-So songs, in unison and in varying styles. Pop, ska, Funk etc | (c) In Western ‘stave’ notation, notes of different lengths are called: **Crotchet**:1 beat (corresponds with the pulse). **Quaver**: ½ beat (the crotchet pulse beat is divided into 2 even halves). **Minim**: 2 beats. | (d) Recognise aurally and speak/sing ‘SOLFA’ rhythmic syllables for **2, 1, ½ beat notes and 1 beat rests (Cow, Mon-key, cat, rest)**  | (e) To think about others whileperforming. |
| **Assessment Focus (3): Composing: improvise & compose.** |
| 1. Recognise (at least verbally) the simple musical structures available e.g., canon, round, chorus, ABA and use of ostinato.
 | 1. Use listening skills to compose a 3 note musical structure. Showing the different arrangements from middle C,D,E(Do, Re, Mi aka Solfege)
 | (c) Improvise on untuned percussion instruments ‘on the spot’ responses to a limited note range allowing for rise and fall phrases in.  | (d) Compose using voice, instruments both tuned and un-tuned, to different stimuli i.e., pictures, paintings, objects, poetry, and stories. | (e) Compose & Improvise pieces with structure, a clear middle, beginning and end (ABA). |
| **Assessment Focus (4): Musicianship and performing** |
| 1. **Identify and separate rhythm from pulse**

e.g. mark the pulse whilst another group taps the rhythm of a song, with awareness of when a rest in the rhythm occurs. | **(b)** Develop understanding of the history of music – not just composers but all musicians from different traditions/styles | **(c)** To perform rhythmic and musical parts and beginning to vary the pitch with a small range of notes (Do-So). | **(d)** To comment on the effectiveness of own work, identifying and makingImprovements to it. | **(e)** To perform solo and in an ensemble form – such as school productions. Whilst confidently performing actions in time to a range of songs. |

**Year 4: Music progression of skills document**

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| **Assessment Focus (1): Listening.**  |
| (a) To know the differences between a Major and a Minor scale/song/tune. | (b) Follow (and perform) simp0le rhythmic scores to a steady beat and maintain individual parts accurately, within the rhythmic texture. | (c) Explore musical components by composing music for differing moods and with varying vibes. | (d) Listen to a short sequence and arrange note cards into bars to match that heard. | (e) Use the taught inter-related dimensions of music to appraise songs heard in class.  |
| **Assessment Focus (2): Singing**  |
| (a) Beginning to sing songs of an Octave - Do to Ti’ (Middle C, D, E, F,G, A, B). small/large leaps | (b) Sing in rounds and partner songs with different time signatures.  | (c) To sing in unison maintaining the correct pitch and using increasing expression. | (d) Recognise aurally the differences in pitch between bigger and smaller intervals (jumps/leaps) and steps. | (e) To think about others whileperforming. |
| **Assessment Focus (3): Composing: improvise & compose.** |
| 1. Play and perform melodies following staff notation of taught notes and symbols including solfege – in whole class teaching.
 | (b) Identify and separate rhythm from pulse i.e. mark the pulse whilst another group taps the rhythm of a song, with awareness of when a rest occurs. | (c) Explore tuned & untuned instruments and where possible include private individual teaching instruments to expand the scope and range of sounds available for composition. (Technology can assist with this).  | (d) Combine notation of 5 pitches, in the pentatonic scale, for the instrument being taught (Glockenspiel) With Note letter names. C,D,E,F,G,A,B (Do -Ti) | (e) Determine the length of a phrase (number of pulse beats in the phrase) and relate this to the overall structure of a song |
| **Assessment Focus (4): Musicianship and performing** |
| (a) Perform in two or more parts from simple notation in whole class teaching. Using class instruments.  | (b) Continue to develop their understanding of the history of music – not just composers but all musicians from different traditions. | (c) Using technology to capture and record theirs and others creativity. | (d) Develop a skill in an instrument over sustained teaching. (Glockenspiel) | (e) To perform solo and in an ensemble form – such as school productions. |

**Year 5: Music progression of skills document**

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| **Assessment Focus (1): Listening.**  |
| a) Begin to recognise pitch notation within an octave in ‘dot’ notation using the full stave over a range of 5 – 8 notes. | b) To listen to and recall a range of sounds and patterns of sounds confidently. | c) Show an understanding of how lyrics can reflect culturaland social meaning and use this to enhance their performances. | d) To begin to identify the relationship between sounds and how music can reflect different meanings. | e) Describe and compare different kinds of music using appropriate musical vocabulary after listening to pieces of selected music. |
| **Assessment Focus (2): Singing**  |
| a) To sing in unison withclear diction, controlledpitch and sense of phrase and dynamic range | b) Sing rounds, canons, and simple harmonic two or three parts, maintaining own part accurately with confidence and growing awareness of how the different parts fit together. | c) Use an ‘unbroken’, relaxed singing tone, using one breathper melodic phrase. | d) Show an understanding of how lyrics can reflect cultural and social meaning and use this to enhance their performances. | e) Sing songs from a wide range of musical genres and styles, and to maintain my own part and be aware how the different parts fit together. |
| **Assessment Focus (3): Composing: improvise & compose.** |
| a) Continue with Solfege and staff notation as taught. Gaining a more secure knowledge. | b) Compose using chords to suggest a mood, environment, or atmosphere. | c) Develop a skill of playing by ear on tuned instruments. | d) To improvise over a beat and or a drone, have increasingly complicated rhythmic and melodic phrases within given structures. | e) Continue to use the inter-related dimensions expressively in performances and composition with good control and awareness of their effect. |
| **Assessment Focus (4): Musicianship and performing** |
| a) Perform in two or more parts from simple notation in whole class teaching. Using class instruments | b) Continue to develop their understanding of the history of music – not just composers but all musicians from different traditions.  | c) Using technology to capture and record theirs and others creativity. | d) To comment on the success of own and others work, suggestingimprovements based on intended outcomes. | e) To play and perform partsin a range of solo andensemble contexts withincreasing accuracy andexpression. |

**Year 6: Music progression of skills document**

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| **Assessment Focus (1): Listening.**  |
| 1. Recognise pitch notation within an octave range and record the placement on at stave.
 | b) Identify aurally how and why dynamics have been used in compositions, using appropriate musical and descriptive vocabulary | c) Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | d) analyse features within different pieces of music and share my opinions about a piece of music and explain my reasoning.  | e) Clap back a four-bar rhythm pattern Sing **and** clap back a main theme from a listening exercise. |
| **Assessment Focus (2): Singing**  |
| 1. Know what a syncopated rhythm is and sing syncopated rhythms as part of school performances. (unexpected / off beat)
 | b) Know what it means to sing in harmony and show this through class or whole school singing. | c) Sing an ever-broader range of songs and in varying genres and styles. | d) Continue to develop an understanding of how lyrics can reflect culturaland social meaning and use this to enhance performances. | e) Perform in an ensemble, solo or other appropriate manner, considering other parts, whilst keeping time and having accuracy. |
| **Assessment Focus (3): Composing: improvise & compose.** |
| 1. Compose, read, and perform rhythmic patterns e.g., using simple combinations written rhythmic symbols for: 4, 3, 2, 1, ½ beat notes.
 | b) Know how to read musical notation (stave and graphic forms). | c) Sing and play an instrument taught in whole class teaching – Ukulele  | d) Create and perform music that meets intentions andcombines sounds imaginatively with awareness and understanding. | e) Take the lead in a performance and play a short section from memory. |
| **Assessment Focus (4): Musicianship and performing** |
| 1. Perform in two or more parts from simple notation in whole class teaching. Using class instruments
 | b) Understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests | c) Begin to combine rhythm / pitch notation using a stave to compose and perform short melodies using a limited range of pitches e.g., Major, Minor or the Pentatonic scale. | d) To comment on the success of own and others work, suggestingimprovements based on intended outcomes. E.g., Provide a different structure as an alternative. | e) Continue to develop their understanding of the history of music – not just composers but all musicians from different traditions. |