

**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 understand  musical elements  can be used to create  different moods and  effects. | **(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 heard  explaining 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 a  wider 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 the  sense of shape of the  melody | (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-related  dimensions of music. |
| **Assessment Focus (4): Musicianship and performing** | | | | |
| 1. To create and choose   sounds for a specific  effect. | (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 while  performing. |
| **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 making  Improvements 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 while  performing. |
| **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 cultural  and 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 with  clear diction, controlled  pitch 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 breath  per 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, suggesting  improvements based on intended outcomes. | e) To play and perform parts  in a range of solo and  ensemble contexts with  increasing accuracy and  expression. |

**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 cultural  and 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 and  combines 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, suggesting  improvements 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. |