



Sedbergh Primary School

Music Subject Progression Grid

Music - Curriculum Subject Statement			
Core Values	Early Years Foundation Stage	Key Stage 1	Key Stage 2
Aspiration, Respect & Connection	We aim to inspire all children to have a love of music. Children explore a range of instruments and experiment with ways of changing them. Through music the children are able to represent their own ideas, thoughts and feelings. We have daily singing opportunities and encourage children to choose and sing their favourite song.	We aim to inspire all children to be creative and use their voices expressively by singing songs and rhymes. Children are given many opportunities to play tuned and un-tuned instruments and are encouraged to experiment with sounds to create their own music.	Our aim is for all children to use their voices and play musical instruments with increasing confidence and control. Children have opportunities to improvise and compose music for a range of purposes and develop an understanding of the history of music.

Purpose of Study

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

National Curriculum Subject Aims

- ✓ 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.

National Curriculum Subject Content

Key Stage 1	Key Stage 2
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">✓ Use their voices expressively and creatively 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	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</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.

Topic Progression Grid

Year Group/Class	Elder EYFS	Spruce Years 1 & 2	Ash Years 3 & 4	Beech Year 5	Oak Year 6
Autumn 1	Charanga Nursery rhymes	Charanga – Hands, Feet, Heart	Charanga – Mama Mia Music Express	Charanga – Livin’ On A Prayer (80’s Rock)	Charanga - Happy
Autumn 2	Charanga – performing songs. Learn rhythms and actions.	Christmas Classics	Charanga – Glockenspiel Music Express	Classroom Jazz	Classroom Jazz
Spring 1	Explore sounds of instruments. Listen and recognise sounds.	Charanga – I Wanna Be A Rock Star	Charanga – Stop! Music Express	Charanga – Make You Feel My Love (Bob Dylan)	Charanga - A New Year Carol
Spring 2	Using pitch/songs from around the world	Charanga – Zoo Time	Charanga – Lean on me (Soul & Gospel songs) Music Express	Charanga – The Fresh Prince of Bel Air	You’ve Got A Friend
Summer 1	Body percussion	Charanga – Friendship song	Charanga – Blackbird (Civil rights) Music Express	Dancing In The Street	Music and Me
Summer 2	Use musical instruments to explore cultures around the world	Charanga – Reflect, Rewind, Replay	Charanga – Reflect, Rewind, Replay Music Express	Charanga – Reflect, Rewind, Replay	Charanga – Reflect, Rewind, Replay

Curriculum Progression in Music

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Singing songs with control and using the voice expressively.	<p>To find their singing voice and use their voices confidently.</p> <p>Sing a melody accurately at their own pitch.</p> <p>Sing with a sense of awareness of pulse and control of rhythm.</p> <p>Recognise phrase lengths and know when to breathe.</p> <p>Sing songs expressively.</p> <p>Follow pitch movements with their hands and use high, low and middle voices.</p> <p>Begin to sing with control of pitch (e.g. following the shape of the melody).</p> <p>Sing with an awareness of other performers.</p>	<p>Sing with confidence using a wider vocal range.</p> <p>Sing in tune.</p> <p>Sing with awareness of pulse and control of rhythm.</p> <p>Recognise simple structures. (Phrases).</p> <p>Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</p> <p>Sing songs and create different vocal effects. Understand how mouth shapes can affect voice sounds.</p> <p>Internalise sounds by singing parts of a song 'in their heads.'</p>	<p>Sing songs with increasing control of breathing, posture and sound projection.</p> <p>Sing songs in tune and with an awareness of other parts.</p> <p>Identify phrases through breathing in appropriate places.</p> <p>Sing with expression and rehearse with others.</p> <p>Sing a round in two parts and identify the melodic phrases and how they fit together.</p> <p>Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</p>
Listening and memory	<p>Recall and remember short songs and sequences and patterns of sounds.</p> <p>Respond physically when performing, composing and appraising music.</p> <p>Identify different sound sources.</p> <p>Identify well-defined musical features.</p>	<p>Identify melodic phrases and play them by ear.</p> <p>Demonstrate the ability to recognise the use of structure and expressive elements.</p> <p>Identify phrases that could be used as an introduction, interlude and ending.</p>	<p>Internalise short melodies and play these on pitched percussion (play by ear).</p> <p>Create dances that reflect musical features.</p> <p>Identify different moods and textures.</p> <p>Identify how a mood is created by music and lyrics.</p> <p>Listen to longer pieces of music and identify features.</p>
Controlling pulse and rhythm	<p>Identify the pulse in different pieces of music.</p> <p>Identify the pulse and join in getting faster and slower together.</p> <p>Identify long and short sounds in music.</p> <p>Perform a rhythm to a given pulse.</p> <p>Begin to internalise and create rhythmic patterns.</p> <p>Accompany a chant or song by clapping or playing the pulse or rhythm.</p>	<p>Recognise rhythmic patterns.</p> <p>Perform a repeated pattern to a steady pulse.</p> <p>Identify and recall rhythmic and melodic patterns.</p> <p>Identify repeated patterns used in a variety of music. (Ostinato).</p>	<p>Identify different speeds of pulse (tempo) by clapping and moving.</p> <p>Improvise rhythm patterns.</p> <p>Perform an independent part keeping to a steady beat.</p> <p>Identify the metre of different songs through recognising the pattern of strong and weak beats.</p> <p>Subdivide the pulse while keeping to a steady beat.</p>

<p>Exploring sounds, melody and accompaniment.</p>	<p>To explore different sound sources. Make sounds and recognise how they can give a message. Identify and name classroom instruments. Create and chose sounds in response to a given stimulus. Identify how sounds can be changed. Change sounds to reflect different stimuli.</p>	<p>Identify ways sounds are used to accompany a song. Analyse and comment on how sounds are used to create different moods. Explore and perform different types of accompaniment. Explore and select different melodic patterns. Recognise and explore different combinations of pitch sounds.</p>	<p>Skills development for this element are to be found within 'Control of instruments' and 'Composition'.</p>
<p>Control of instruments</p>	<p>Play instruments in different ways and create sound effects. Handle and play instruments with control. Identify different groups of instruments.</p>	<p>Identify melodic phrases and play them by ear. Select instruments to describe visual images. Choose instruments on the basis of internalised sounds.</p>	<p>Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy. Create different effects using combinations of pitched sounds. Use ICT to change and manipulate sounds.</p>
<p>Composition</p>	<p>Contribute to the creation of a class composition. Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.</p>	<p>Create textures by combining sounds in different ways. Create music that describes contrasting moods/emotions. Improvise simple tunes based on the pentatonic scale. Compose music in pairs and make improvements to their own lyrics. Create an accompaniment to a known song.</p>	<p>Identify different starting points or composing music. Explore, select combine and exploit a range of different sounds to compose a soundscape. Write lyrics to a known song. Compose a short song to own lyrics based on everyday phrases. Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.</p>
<p>Reading and writing notation</p>	<p>Perform long and short sounds in response to symbols. Create long and short sounds on instruments. Play and sing phrase from dot notation. Record their own ideas. Make their own symbols as part of a class score.</p>	<p>Perform using notation as a support. Sing songs with staff notation as support.</p>	
<p>Performance skills</p>	<p>Perform together and follow instructions that combine the musical elements.</p>	<p>Perform in different ways, exploring the way the performers are a musical resource. Perform with awareness of different parts.</p>	<p>Present performances effectively with awareness of audience, venue and occasion.</p>
<p>Evaluating and appraising</p>	<p>Choose sounds and instruments carefully and make improvements to their own and others' work.</p>	<p>Recognise how music can reflect different intentions.</p>	<p>Improve their work through analysis, evaluation and comparison.</p>