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|  | **Music - National Curriculum** | |
| **Key Stage 1** | **Key Stage 2** |
| **Subject Content** | -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 | -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy and 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 |

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| **National Curriculum** | | | | | |
| **Key Stage 1 - Subject content** | | | | | |
|  | | 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 |
| Year 1 | Aut |  |  |  |  |
| Spr |  |  |  |  |
| Sum |  |  |  |  |
| Year 2 | Aut |  |  |  |  |
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| **National Curriculum** | | | | | | | |
| **Key Stage 2 - Subject content** | | | | | | | |
|  | | -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy and 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 |
| Year 3 | Aut |  |  |  |  |  |  |
| Spr |  |  |  |  |  |  |
| Sum |  |  |  |  |  |  |
| Year 4 | Aut |  |  |  |  |  |  |
| Spr |  |  |  |  |  |  |
| Sum |  |  |  |  |  |  |
| Year 5 | Aut |  |  |  |  |  |  |
| Spr |  |  |  |  |  |  |
| Sum |  |  |  |  |  |  |
| Year 6 | Aut |  |  |  |  |  |  |
| Spr |  |  |  |  |  |  |
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|  | **Music Progression Map** |  |

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|  | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Singing | - To enjoy singing familiar songs within a group at their own pitch  - To use the voice to create loud and soft sounds  - To sing songs with movements to a steady beat | -To sing with correct  Posture and breathing  -To improvise in making  sounds with the voice  -To sing with  developing awareness  of pulse and rhythm | -To sing with confidence  following pitch  -To use the voice in  different ways such as  speaking, singing and  chanting  -To sing with expression  and correct phrasing | -To sing and follow pitch  with hand gestures  -To show control of  different elements in the  voice such as tempo  and dynamics  -To start to sing with pure  vowels | -To sing in tune with  awareness of other  parts  -To sing melodies from  memory with accurate  pitch  -To start to understand  the ‘break’ in the  voice | * To sing an inner harmony part with confidence   -To be confident of  their voice range  -To know how to warm  up the voice and be  able to lead a warm  up | -To T To sing together as a class  ensemble or solo  -To teach a song to  younger children  -To sing extended  phrases with good  technique |
| Performing | -To develop an  awareness of pulse  whilst playing an  instrument  -To create appropriate  Sounds on an  instrument with  increasing physical  control  -To follow simple visual  and verbal  cues(stop/start, louder/  softer) | -To repeat, investigate  And improvise simple  rhythms against a  steady beat  -To play tuned and  Untuned percussion  from a graphic score  eg long/short,  loud/soft, high/low  -To play with an  awareness of others | -To accompany a  song using simple  rhythms with  awareness and  accuracy within a  group  -To play and sing  phrases from standard  notation  -To play in a scored  class composition that  explores changes in  pitch, timbre, duration  and tempo to create  an atmosphere | -To lead a call and  response in time  -To begin to play  tuned instruments  expressively (chimes  and ukulele)  -To be able to follow  visual and musical  cues and recall  internalised parts | -To perform in a  complex rhythmic  texture  -To perform simple  melodic and rhythmic  parts reading notation  with awareness of all  interlocking parts  -To perform as part of  a small ensemble with  limited guidance | -To be able to improvise  and maintain rhythmic  patterns  -To perform simple  chord progressions with  increasing accuracy,  reading tab (ukulele)  and standard  (Keyboard) notation  - | To perform effectively  with awareness of  venue, audience and  occasion  -To perform an original  song as part of a  group ensemble –  To demonstrate good rehearsal technique |
| Composing | -To explore different  sounds an  instrument, including  the voice, can make  -To explore different  combinations ofsounds  -To explore ways of  changing apiece of  music (louder/faster) | -To explore how  sounds can be  organised to paint a  picture  -To experiment with  Combining different  sounds to create new  sounds  -To be able to  compose patterns  and rhythms  To improvise with 2 given notes | -To explore how sounds  can be organised to  express an emotion  -To compose a class  composition  -To compose a rhythm  using a rhythm sentence  and to write it out in  standard notation To  improvise with three given  notes | -To order and choose  sounds to create an  effect  -To create different  accompaniments for  familiar songs  -To compose songs  with three notes and  given text | -To compose music that  combines several  layers of sound and to  be aware of their  effect  -To create repeated  patterns with a range  of instruments  -To compose simple  melodies with the  pentatonic scale | -To compose more  complex melodies by  developing ideas  within musical  structures  -To create a simple  chord progression with  accompanying  riffs/ostinati  -To compose melody  lines with structure(question and answer) | -To compose using a  variety of different  musical devices  melody/rhythms/chord  -To improvise melodic  and rhythmic phrases  as part of a group  performance  -To compose an  original song using a  range of stimuli and  understanding the  relationship between  melody and lyrics |
| Listening and Evaluating | -To comment on  Whether they like or  dislike a piece of music  and provide reason  -To begin to recognise  Visually and aurally  some common  Western instruments.  -To comment on pulse  In different pieces of  music | -To select a favourite  instrument and give  reasons  -To know the name of  some percussion  instruments from  different parts of the  world(Africa/Brazil/India)  -To begin to recognise  Different musical styles in  songs. | -To comment on tempo  and dynamics of given  listening extracts  -To be able to recognise  the four main  instrumental families  aurally and visually  -To recognise aurally  musical styles (African,  Classical, Reggae and  Rock) | -To be able to sing and  start to play simple  melodies ‘by ear’  -To recognise numbers  of instruments and  voices in a piece of  music or song  -To understand that  singing is used in a  number of contexts  including secular and  sacred | -To aurally recognise  and reproduce simple  interludes in music  -To recognise songs from  the pentatonic scale  and to discuss  traditional music from  different cultures.  -To reflect on the  emotional impact of a  piece | -To be able to comment  on tonality of a given  music extract  -To compare and  contrast different kinds  of music using  appropriate musical  vocabulary  -To share ways to  improve the  composition of others | -To be aurally familiar  with common diatonic  chord sequences (I, IV,  V etc)  -To notice and  comment on the use  of musical structures  and devices within a  piece of music  -To discuss ways to  improve the  composition of others  using musical  dimensions as a guide |