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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 |  |  |  |  |
| Spr |  |  |  |  |
| Sum |  |  |  |  |

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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 |  |  |  |  |  |  |
| Sum |  |  |  |  |  |  |

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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 correctPosture and breathing-To improvise in makingsounds with the voice-To sing withdeveloping awarenessof pulse and rhythm | -To sing with confidencefollowing pitch-To use the voice indifferent ways such asspeaking, singing andchanting-To sing with expressionand correct phrasing | -To sing and follow pitchwith hand gestures-To show control ofdifferent elements in thevoice such as tempoand dynamics-To start to sing with purevowels | -To sing in tune withawareness of otherparts-To sing melodies frommemory with accuratepitch-To start to understand the ‘break’ in thevoice | * To sing an inner harmony part with confidence

-To be confident oftheir voice range-To know how to warmup the voice and beable to lead a warmup | -To T To sing together as a class  ensemble or solo -To teach a song toyounger children-To sing extendedphrases with goodtechnique |
| Performing | -To develop anawareness of pulsewhilst playing aninstrument -To create appropriateSounds on an instrument withincreasing physicalcontrol-To follow simple visualand verbalcues(stop/start, louder/softer) | -To repeat, investigateAnd improvise simplerhythms against asteady beat-To play tuned andUntuned percussionfrom a graphic scoreeg long/short,loud/soft, high/low-To play with anawareness of others | -To accompany asong using simplerhythms with awareness andaccuracy within agroup-To play and singphrases from standardnotation-To play in a scoredclass composition that explores changes inpitch, timbre, durationand tempo to createan atmosphere | -To lead a call andresponse in time-To begin to playtuned instrumentsexpressively (chimesand ukulele)-To be able to followvisual and musicalcues and recallinternalised parts | -To perform in acomplex rhythmictexture-To perform simplemelodic and rhythmicparts reading notationwith awareness of allinterlocking parts-To perform as part ofa small ensemble withlimited guidance | -To be able to improviseand maintain rhythmicpatterns-To perform simplechord progressions withincreasing accuracy,reading tab (ukulele)and standard(Keyboard) notation- | To perform effectivelywith awareness ofvenue, audience andoccasion-To perform an originalsong as part of agroup ensemble –To demonstrate good rehearsal technique |
| Composing | -To explore differentsounds aninstrument, includingthe voice, can make-To explore differentcombinations ofsounds-To explore ways ofchanging apiece ofmusic (louder/faster) | -To explore howsounds can beorganised to paint apicture-To experiment withCombining differentsounds to create newsounds-To be able tocompose patternsand rhythmsTo improvise with 2 given notes | -To explore how soundscan be organised toexpress an emotion-To compose a classcomposition-To compose a rhythmusing a rhythm sentenceand to write it out instandard notation To improvise with three given notes | -To order and choosesounds to create aneffect-To create differentaccompaniments forfamiliar songs-To compose songswith three notes andgiven text | -To compose music thatcombines severallayers of sound and tobe aware of theireffect-To create repeatedpatterns with a rangeof instruments-To compose simplemelodies with thepentatonic scale | -To compose morecomplex melodies bydeveloping ideaswithin musicalstructures-To create a simplechord progression withaccompanyingriffs/ostinati-To compose melodylines with structure(question and answer) | -To compose using avariety of differentmusical devices melody/rhythms/chord-To improvise melodicand rhythmic phrasesas part of a groupperformance-To compose anoriginal song using arange of stimuli andunderstanding therelationship betweenmelody and lyrics |
| Listening and Evaluating | -To comment onWhether they like ordislike a piece of musicand provide reason-To begin to recogniseVisually and aurallysome commonWestern instruments.-To comment on pulseIn different pieces of music | -To select a favouriteinstrument and givereasons-To know the name of some percussioninstruments fromdifferent parts of theworld(Africa/Brazil/India)-To begin to recogniseDifferent musical styles in songs. | -To comment on tempoand dynamics of givenlistening extracts-To be able to recognisethe four maininstrumental familiesaurally and visually-To recognise aurallymusical styles (African,Classical, Reggae andRock) | -To be able to sing andstart to play simplemelodies ‘by ear’-To recognise numbersof instruments andvoices in a piece ofmusic or song-To understand thatsinging is used in anumber of contextsincluding secular andsacred | -To aurally recogniseand reproduce simpleinterludes in music-To recognise songs fromthe pentatonic scaleand to discusstraditional music fromdifferent cultures.-To reflect on theemotional impact of apiece | -To be able to commenton tonality of a givenmusic extract-To compare andcontrast different kindsof music usingappropriate musicalvocabulary-To share ways toimprove thecomposition of others | -To be aurally familiarwith common diatonicchord sequences (I, IV,V etc)-To notice andcomment on the useof musical structuresand devices within apiece of music-To discuss ways toimprove thecomposition of othersusing musicaldimensions as a guide |