



Music Progress Curriculum Plan



When the children leave St Peter's School they will:

- Have a love of music of different styles.
- Be able to describe musical preferences giving reasons for their choices.
- Be able to sing in tune and enjoy singing with others.
- Be able to read and write traditional music notation and create simple scores using symbols.
- Be confident to perform in public

Performing	EYFS	KS1		Lower KS2		Upper KS2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Can perform with increasing confidence. Can use their voice to speak and sing.</p> <ul style="list-style-type: none"> • Able to join in singing in a group. • Can follow a rhythm (clapping) <p>Can follow a beat Knows how to handle instruments carefully. Knows appropriate ways to play instruments.</p> <ul style="list-style-type: none"> • Can experiment with creating sounds with different instruments. 	<p>Can they use their voice to speak/sing/chant?</p> <ul style="list-style-type: none"> • Do they join in with singing? • Can they clap short rhythmic patterns? • Can they use instruments to perform a simple piece? • Can they respond to musical indications about when to play or sing? • Can they respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse? 	<p>Can they follow the melody using their voice or an instrument?</p> <ul style="list-style-type: none"> • Can they sing songs as an ensemble following the tune (melody) well? • Can they perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)? • Can they play simple rhythmic patterns on an instrument? • Can they sing/clap a pulse increasing or decreasing in tempo? • Do they have control when playing instruments? • Can they perform musical patterns keeping a steady pulse? 	<p>Do they sing songs from memory with increasing expression, accuracy and fluency?</p> <ul style="list-style-type: none"> • Do they maintain a simple part within an ensemble? • Do they modulate and control their voice when singing and pronounce the words clearly? • Can they play notes on tuned and un-tuned instruments with increasing clarity and accuracy? • Can they improvise (including call and response) within a group using the voice? • Can they collaborate to create a piece of music? 	<p>Can they perform a simple part of an ensemble rhythmically?</p> <ul style="list-style-type: none"> • Can they sing songs from memory with increasing expression, accuracy and fluency? • Can they improvise using repeated patterns with increasing accuracy and fluency? <p>Can they use selected pitches simultaneously to produce simple harmony?</p> <p>Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?</p>	<ul style="list-style-type: none"> • Can they perform 'by ear' and from simple notations? • Can they improvise within a group using melodic and rhythmic phrases? • Can they recognise and use basic structural forms e.g. simple song structures such as rounds? • Can they maintain their part whilst others are performing theirs? • Can they devise and play a repeated sequence of notes on a tuned instrument to accompany a song? 	<ul style="list-style-type: none"> • Can they combine groups of beats with different note values? • Can they use a variety of different musical devices in their composition? (e.g. melody, rhythms and chords) <p>Can they show how a small change of tempo can make a piece of music more effective?</p>

Composing	EYFS	KS1		Lower KS2		Upper KS2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Can make a range of sounds with their voice</p> <ul style="list-style-type: none"> • Can they make a range of sounds with instruments eg tap scrape and shake • Can represent sounds pictorially (eg long sounds and short sounds) 	<p>Can they make a range of sounds with their voice?</p> <ul style="list-style-type: none"> • Can they make a range of sounds with instruments? • Can they identify changes in sounds? • Can they tell the difference between long and short sounds? • Can they represent sounds pictorially? • Can they make a sequence of sounds for a purpose? <p>Can they repeat (short rhythmic and melodic) patterns?</p> <ul style="list-style-type: none"> • Can they give a reason for choosing an instrument? 	<p>Can they order sounds to create a beginning, middle and end?</p> <ul style="list-style-type: none"> • Can they choose sounds to achieve an effect (including use of technology)? • Can they begin to compose short patterns using two or three notes (tuned instruments/voice)? • Can they create short, rhythmic patterns – sequences of long and short sounds? • Are they selective in the control used on an instrument in order to create an intended effect? • Can they create their own symbols to represent sounds? • Can they choose sounds to create an effect on the listener? <p>Can they use simple structures (e.g. repetition and order) in a piece of music?</p> <ul style="list-style-type: none"> • Do they know that in between musical phrases are where we breathe in a song? 	<p>Can they create repeated patterns using a range of instruments?</p> <ul style="list-style-type: none"> • Can they combine different sounds to create a specific mood or feeling? • Do they understand how the use of tempo can provide contrast within a piece of music? • Can they begin to read and write musical notation? • Can they effectively choose, order, combine and control sounds to create different textures and moods? • Can they use silent beats for effect (rests)? • Can they combine different inter-related dimensions of music (e.g. tempo, dynamics, timbre) in their composition? <p>Can they create accompaniments for melodies?</p> <ul style="list-style-type: none"> • Can they compose a simple piece of music that they can recall to use again? • Do they understand time signatures as 4 or 3 beats in a bar? <p>(Chn cover C,D,E,F and G on a keyboard and as written notation on a staff)</p>	<p>Can they use notations to record and interpret sequences of notes?</p> <ul style="list-style-type: none"> • Can they use notations to record compositions in a small group or on their own? • Can they use notation in a performance? • Can they show how they can use dynamics to provide contrast? <p>(Chn cover octave from middle C on a keyboard and as written notation on a staff)</p>	<p>Can they use notation to record groups of notes played simultaneously (chords)?</p> <ul style="list-style-type: none"> • Can they choose the most appropriate tempo for a piece of music? • Can they use technology to compose music which meets a specific criterion? <p>Can they identify (and use) patterns of repetitions, contrasts and variations?</p> <p>(Chn cover chords within C major octave)</p>	<ul style="list-style-type: none"> • Can they use a variety of different musical devices in their composition? (e.g. melody, rhythms and chords)

Appraising	EYFS	KS1		Lower KS2		Upper KS2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Can say if they like or dislike a piece of music and why.</p> <p>Can identify and distinguish environmental sounds.</p> <ul style="list-style-type: none"> • Can begin to describe the sounds (e.g. loud, quiet, high, low, fast, slow) • Can begin to express how music makes them feel. 	<p>Can they form an opinion to express how they feel about a piece of music?</p> <ul style="list-style-type: none"> • Can they recognise repeated patterns? • Can they tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds? • Can they hear the beat in a piece music? • Can they tell the difference between loud and quiet sounds? • Can they describe how sounds are made and changed? • Can they respond to different moods in music and say how a piece of music makes them feel? <p>Can they identify what different sounds could represent and give a reason why?</p> <ul style="list-style-type: none"> • Can they identify texture - listening for whether there is more than one sound at the same time? • Can they identify musical structure in a piece of music (verse, chorus etc.)? 	<p>Can they identify particular features when listening to music?</p> <ul style="list-style-type: none"> • Can they begin to associate sounds they hear with instruments? • Can they independently identify the beat in a piece of music and tap along? • Can they listen carefully to recall short rhythmic patterns? • Can they begin to recognise changes in timbre, dynamics and pitch? • Are they able to recognise and name different instruments by sight? • Can they evaluate and improve their own work and give reasons? • Listen to simple inter-related dimensions of music • Verbally recall what they have heard with simple vocabulary – loud, soft, high, low • Begin to say what they like and dislike • Can they tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect? 	<p>Can they use musical words pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music?</p> <ul style="list-style-type: none"> • Can they evaluate and improve their work, explaining how it has improved using a success criterion? • Do they know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)? • Are they able to recognise a range of instruments by ear? • Can they internalise the beat in a piece of music? • Can they identify the features within a piece of music? • Describe music using appropriate vocabulary • Begin to compare different kinds of music • Recognise differences between music of different times and cultures • Can they recognise changes in sounds that move incrementally and more dramatically? • Can they compare repetition and variation within a piece of music? 	<p>Can they identify how a change in timbre can change the effect of a piece of music?</p> <p>Can they describe, compare and evaluate using musical vocabulary?</p> <ul style="list-style-type: none"> • Can they suggest improvements to their own or others' work? • Can they choose the most appropriate tempo for a piece of music? • Can they identify and begin to evaluate the features within different pieces of music? • Can they contrast the work of established composers and show preferences? • Describe what they hear using a wider range of musical vocabulary • Recognise how the inter-related dimensions of music are used by composers to create different moods and effects • Understand the cultural and social meaning of lyrics • Appreciate harmonies, drone and ostinato (flair and a continually repeated musical phrase) • Explore ways in which sounds are combined towards certain effects • Understand the relationship between 	<p>Can they describe, compare and evaluate music using musical vocabulary?</p> <ul style="list-style-type: none"> • Can they suggest improvements to their own or others' work? • Can they choose the most appropriate tempo for a piece of music? • Can they identify and begin to evaluate the features within different pieces of music? • Can they contrast the work of established composers and show preferences? • Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary • Recognise how different inter-related dimensions of music are combined and used expressively in many different types of music • Can they explain how tempo changes the character of music? • Can they identify where a gradual change in dynamics has helped to shape a phrase of music? 	<ul style="list-style-type: none"> • Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? • Can they compare and contrast the impact that different composers from different times will have had on the people of the time? • Can they analyse features within different pieces of music? <p>Can they improve their compositions/work? Can they appraise the introductions, interludes and endings for songs and compositions they have created?</p>

					lyrics and melody • Can they explain how tempo changes the character of music? • Can they identify where a gradual change in dynamics has helped to shape a phrase of music?		
VOCABULARY (The lists are cumulative so year 4 must also know year 3 etc.)	EYFS	KS1		Lower KS2		Upper KS2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Tempo fast slow Pitch high low Instrument names Dynamics loud quiet Rhythm Beat Tap Shake Scrape	• beat • beater • cymbal • drum • high (sound) • listen • loud • low (sound) • perform • quiet • shaker • steady beat • tambourine • tempo • triangle • tune • voice glockenspiel	accompany • body percussion • chime bar • compose • duration • pitch beat • tuned percussion • untuned percussion • volume notes crotchet minim semi-breve rest	names of orchestral instruments • accompaniment • call and response • composer • conductor • drone • duet • duration • dynamics • lyrics • melody • orchestra • round • scale • structure • theme • unison • stave treble clef notations crotchet minim semi-breve rest treble clef keyboard	• improvise • Major scale • Octave • quaver	Accent • bass • notation • texture • timbre interval semi-quaver	Diction Chromatic scale