



St Mary's Bentworth CE Primary School

Music Progression

Our high-quality music curriculum is planned as a journey across the school and inspires our pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As our pupils progress, they develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

By the end of Key Stage 1

By the end of Key Stage 1, our pupils will have been taught the initial skills, knowledge and understanding to enable them to use their voices expressively and to play musically. They will have listened to a wide range of music and begun to understand and explore how sounds can be selected and combined in order to create music.

Our pupils are taught to:

- 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 interrelated dimensions of music

By the end of Key Stage 2

By the end of Key Stage 2, our pupils will have been taught to sing and play musically with increasing confidence and control. They will have developed an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Our pupils are taught to:

- 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 interrelated 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

'Greater Depth' is achieved through a focus on ACE – tasks enable pupils to Apply, Connect and Explain & Evaluate

Apply:	Pupils <u>apply</u> skills, knowledge and understanding from their current, and previous, learning independently and in new contexts
Connect:	Pupils make clear, strong and appropriate <u>connections</u> between their skills, knowledge and understanding and the new context.
Explain & Evaluate:	Pupils can <u>explain</u> and critically <u>evaluate</u> the effect of independently combining the use of taught music, known music and experience of musical instruments to create their own music

Oak Class: Year 1

EYFS The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.		
Pitch (high/low) Explore, respond to and recognise high, middle and low sounds.	Duration (length) Explore, respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed.	Dynamics (loud/quiet) Explore, respond to, recognise and identify loud, moderate, quiet and silence.
Tempo (speed) Explore, respond to, recognise and identify fast, moderate and slow.	Timbre (sound of instruments) Use and identify families of school percussion instruments and explore how they could be played. Use and identify vocal sounds and explore how they could be used.	Texture (layers) Explore, respond to and recognise solo sounds and layers of sounds.
Structure Explore, respond to and recognise simple structures including verse, chorus, beginning middle end, and echoes.	Singing Explore and use vocal sounds, chant and sing rhymes and songs illustrating character and/or mood building rhythmic and melodic memory.	Playing Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques.
Rehearsing and Performing Begin to sing and play in time and follow a range of simple directions including ideas about how to improve.	Notating Respond to and recognise signs, symbols and other basic graphic notation.	Listening and Responding Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/ contrasts and how music makes you feel.
Describing and Discussing Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions.		

Ash class: Year 2 and 3

Pitch (high/low) Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise and identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns (1, 2, 3, 4, 5, 6, 7, 8, 7, 6, 5, 4, 3, 2, 1)	Duration (length) Respond to, recognise and distinguish between a steady beat and rhythmic pattern and how they fit together. Begin to understand 3 (waltz) and 4 (pop) metre.	Dynamics (loud/quiet) Respond to, recognise and identify getting louder and quieter using terms such as forte, piano, crescendo (louder) and diminuendo (quieter).
Tempo (speed) Respond to, recognise and identify getting faster and slower. Introduce terms such as accelerando (get faster) and rallentando (slow down).	Timbre (sound of instruments) Identify and choose the way sounds are made and can be used. Recognise families of non-percussion instruments and the way that they are played.	Texture (layers) Identify the use and purpose of different layers in music heard, created and performed.
Structure Respond to, recognise and identify structures and the building (structure) of a piece of music. Ternary (ABA), question and answer, verse and chorus and introductions. Explore the use of ostinato (short repeated rhythm over a number of bars/period of time).	Singing Explore the use of the voice as an instrument, chant and sing with developing expression and awareness in simple layers, including rounds and partner songs.	Playing Demonstrate accuracy, musicality and control of correct technique on a range of untuned and tuned percussion instruments.
Rehearsing and performing Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve/practice in an individual and group setting.	Notating Identify and use a range of graphic notation including basic rhythm and pitch notation. Introduce basic stave notation.	Listening and responding Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas.
Describing and discussing Discuss what you hear, begin to explore the ideas behind the music, such as the ideas used by the composer. Label these using a growing musical vocabulary (tempo, dynamics, pitch) and use them to describe how they make you feel.		

Lime Class: Year 4 and 5

Pitch (high/low) Identify melodic shape and explore different scale patterns including major (happy) and minor (sad).	Duration (length) Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre.	Dynamics (loud/quiet) Explore and understand how a wide range of dynamics can be used and manipulated for expressive effect.
Tempo (speed) Begin to understand how a wide range of tempi can be used and manipulated for expressive effect.	Timbre (sound of instruments) Identify voice types and a wider range of non-percussion instruments by family and name: further extend the use of voices and percussion instruments. Introduce the children to an orchestra.	Texture (layers) Identify and use different types of texture including solo, unison (more than one all playing the same part at the same time), ostinato parts and simple harmony. Begin to extend the use of simple harmony to include consonant and dissonant clusters of notes.
Structure Develop understanding of extended conventional structures including Rondo (ABACADA). Explore developmental structures (e.g. 12 bar blues, theme and variations).	Singing Extend imaginative vocal use, chant and sing in layers including simple part songs with expressive interpretation and awareness of style.	Playing Demonstrate accurate and fluent instrumental skills and use them to perform with musical awareness and accuracy.
Rehearsing and Performing Recognise which refinements need to be made and explore a range of different rehearsal strategies and skills.	Notating Understand, select and use a range of notation for specific purposes including detailed graphic notation (art link) and core stave notation.	Listening and Responding Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify why and how the composer has used key features/devices.
Describing and Discussing Begin to discuss and share informed opinions about what you hear commenting on the context/purpose and impact of the music. Consider the composer's musical use of key features/devices using a musical vocabulary.	History of Music Develop an understanding of the history of music (Renaissance, Baroque, Classical, 20 th Century). Name a key composer and musical features from each period.	

Elder Class: 6

Pitch (high/low) Explore, recognise and identify a range of different scale patterns including pentatonic (pop music), major and minor.	Duration (length) Identify and understand more complex rhythm patterns and metres counting in 6.	Dynamics (loud/quiet) Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect
Tempo (speed) Understand how a wide range of tempi can be precisely used and manipulated for expressive effect	Timbre (sound of instruments) Identify voices/instruments within families and their role in a wider range of ensembles (orchestras); refine the use of voices and percussion instruments with intended impact. Introduce the children to an orchestra.	Texture (layers) Use a range of harmonic devices with greater awareness and understanding in different musical contexts
Structure Use a broader range of developmental structures and expressive structures (see year 5)	Singing Further extend imaginative vocal use, chant and sing in balanced parts with expressive interpretation and awareness of style	Playing Demonstrate precise and confident instrumental skills and use them to perform with musical awareness and accuracy.
Rehearsing and Performing Recognise which refinements need to be made and know how to make them.	Notating Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation	Listening and Responding Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the composer's intent and how this was achieved.
Describing and Discussing Discuss and share informed opinions about what you hear commenting on the context/purpose and impact of the music. Consider the composer's musical intent and how it was achieved using a fluent musical vocabulary.	History of Music Develop an understanding of the history of music (Renaissance, Baroque, Classical, 20 th Century). Name a key composer and musical features from each period.	