



St John's Church of England Primary School

Progression in

Music

Sharing Joy and Hope in the Community

National Curriculum 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.

Aims

The national curriculum for music aims to ensure that all pupils:

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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<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 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	<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> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music</p>

SKILLS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing skills	Perform a traditional song with style, dynamics and personality Sing a cumulative song from memory, remembering the order of the verses	Pitch a challenging jazzy melody accurately Sing small intervals in a minor key accurately and confidently	Recognise and sing sequences of echoed phrases accurately Sing in a relaxed jazz style, pitching 'blues' notes accurately Sing in two parts, breathing at the ends of phrases	Sing in a blues/gospel style with expression and dynamics Sing a song with musical expression and changes in dynamics and mood Sing the harmony part of a two-part song accurately, with actions and sound effects	Sing a lyrical melody with appropriate phrasing and a keen sense of rhythm Sing with expression and an appreciation of the song's history and purpose Sing accurately and with expression, warming the tone on the longer notes	Sing a syncopated melody accurately and in tune Sing a call-and-response song with accurate harmonies and clear rhythmic articulation of the words Sing accurately in two parts, with dynamic contrast and expression
Playing instruments	Create a performance with an accompaniment using untuned percussion and kazoos Play a simple ostinato on untuned percussion	Sing a syncopated melody with rhythmic precision and accompany with tuned percussion Play an accompaniment on tuned percussion and using sound effects	Play rhythmic ostinatos to accompany singing Play a two-chord accompaniment on tuned percussion	Play an accompaniment to a song Create a simple drum accompaniment Use tuned percussion to accompany a song	Create a melodic ostinato accompaniment and build up layers of sounds Improvise a short lullaby using nonsense words Compose a soundscape for some of the creatures in the world	Explore ascending and descending phrases on the pentatonic scale using voices and tuned percussion Identify and play chords in the key of G major Play a sequence of major and minor chords on tuned percussion or pitched instruments
Listening skills	Identify and follow a simple song structure and rhyme pattern	Recognise and play echoing phrases by ear Explore musical contrast and textures within a verse and chorus structure	Sing a traditional call-and-response song as a soloist or as part of a solo group Pick out a song melody on tuned percussion	Gain an understanding of phrasing, texture and song structure Use musical terminology to describe a piece of music	Play a melodic riff by ear Listen to and discuss some well-known calypso songs	Keep a steady pulse in a 3/4 metre and identify different rhythm patterns Recognise features of a folk song and compare different arrangements
Notation				Recognise simple rhythmic notation Use musical terminology to describe a piece of music	Write new lyrics to match an existing melody	Compose a syncopated melody using notes of the C major scale

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Composition</p>	<p>Create and perform a new rap based on a model Use pairs of rhyming words to invent new lyrics and moves</p>	<p>Compose accompanying 'robot music' using percussion and unconventional sound-makers Improvise on a pentatonic scale</p>	<p>Improvise instrumental and percussion accompaniments Create and perform new clapping patterns based on other numbers</p>	<p>Improvise using tuned percussion, movement, instruments and new lyrics Create new words to fit with an existing melody</p>	<p>Create, perform and record melodic and rhythmic accompaniments Compose a fanfare in memory of the men and women who were involved in WW1</p>	<p>Create an expressive performance with movement and percussion parts Compose a short piece using the pentatonic scale Compose a simple seasonal song with a chordal accompaniment</p>
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