

# THE CAREY FEDERATION



## Music Curriculum Progression.

(Based on the Model Music Curriculum)

	EYFS	Year 1 and 2	Year 3 and 4	Years 5 & 6
<b>Implementation</b> Controlling sounds through singing and playing (Play and Perform)	<ul style="list-style-type: none"> <li>• Sing to self and make up simple songs.</li> <li>• Imitate sounds begin to do it spontaneously when adults aren't there.</li> <li>• Begin to choose sounds and make patterns.</li> <li>• Express self through sound.</li> <li>• Sing nursery rhymes together in a group.</li> <li>• Children should know 8 nursery rhymes before the end of EYFS</li> <li>• Work with percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Use voices in different ways such as speaking, singing and chanting.</li> <li>• To create and choose sounds To perform simple rhythmical patterns, beginning to show an awareness of pulse.</li> <li>• To think about others when performing.</li> <li>• Learn to play percussion in time with the pulse of different pieces.</li> <li>• Use voices expressively and creatively.</li> <li>• To sing with the sense of shape of the melody.</li> <li>• To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse.</li> </ul>	<ul style="list-style-type: none"> <li>• To sing in unison, becoming aware of pitch.</li> <li>• To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.</li> <li>• To think about others while performing.</li> <li>• To play a tuned instrument (recorder)</li> <li>• To sing in unison maintaining the correct pitch and using increasing expression.</li> <li>• To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.</li> <li>• To think about others while performing.</li> <li>• To play a tuned instrument (</li> </ul>	<ul style="list-style-type: none"> <li>• To sing in unison with clear diction, controlled pitch and sense of phrase.</li> <li>• To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</li> <li>• To play and perform with accuracy, fluency, control and expression.</li> <li>• To play and perform with accuracy, fluency, control and expression.</li> <li>• To maintain my own part and be aware how the different parts fit together</li> <li>• To play a tuned instrument (glockenspiels)</li> <li>• To sing in solo, unison and in parts with clear diction, controlled pitch and with sense</li> </ul>

		<ul style="list-style-type: none"> <li>• To play a tuned instrument (e.g. ocarina/glockenspiel)</li> </ul>	e.g. Ukulele)	of phrase. <ul style="list-style-type: none"> <li>• To think about the audience when performing and how to create a specific effect.</li> <li>• To play a tuned instrument (glockenspiels and keyboards)</li> </ul>
<b>Implementation</b> Creating and developing musical ideas  (Create and Compose)	<ul style="list-style-type: none"> <li>• To begin to experiment with sounds.</li> <li>• Begin sorting different sounds by how loud or quiet they are.</li> </ul>	<ul style="list-style-type: none"> <li>• To know about and experiment with sounds.</li> <li>• To recognise and explore how sounds can be organised,</li> <li>• To identify and organise sounds using simple criteria e.g. loud, soft, high low.</li> <li>• Repeat short rhythmic and melodic patterns.</li> <li>• To begin to explore and choose and order sounds using the interrelated dimensions of music*.</li> <li>• Introduce graphic scores as a way of recording composition.</li> </ul>	<ul style="list-style-type: none"> <li>• To create simple rhythmical patterns that use a small range of notes.</li> <li>• To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.</li> <li>• Sequences and rhythms can be written using informal symbols in a graphic score.</li> <li>• To create rhythmical and simple melodic patterns using an increased number of notes.</li> <li>• To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</li> </ul>	<ul style="list-style-type: none"> <li>• To create increasingly complicated rhythmic and melodic phrases within given structures.</li> <li>• Begin to read and compose using stave notation.</li> <li>• To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.</li> <li>• Be able to read and record an octave on a stave from C to C. (Standard chime bar)</li> </ul>
Implementation  Responding and reviewing (Appraising skills)	<ul style="list-style-type: none"> <li>• Begin to say if you like a song and begin to explain why.</li> <li>• Begin to explain what the music makes you do</li> </ul>	To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc. <ul style="list-style-type: none"> <li>• To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder.</li> <li>• To respond to different moods in music and explain</li> </ul>	<ul style="list-style-type: none"> <li>• To explore and comment on the ways sounds can be used expressively.</li> <li>• To comment on the effectiveness of own work, identifying and making improvements.</li> <li>• To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.</li> </ul>	<ul style="list-style-type: none"> <li>• To describe, compare and evaluate different types of music beginning to use musical words.</li> <li>• To comment on the success of own and others work, suggesting improvements based on intended outcomes.</li> <li>• To describe, compare and evaluate different types of music using a range of musical</li> </ul>

		<p>thinking about changes in sound.</p> <ul style="list-style-type: none"> <li>• To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.</li> </ul>	<p>vocabulary including the inter-related dimensions of music*.</p> <ul style="list-style-type: none"> <li>• To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.</li> </ul>
<p>Implementation</p> <p>Listening and applying knowledge and understanding</p>	<ul style="list-style-type: none"> <li>• Makes up own rhythms.</li> <li>• Begin to experiment with different sounds and patterns.</li> <li>• Create a movement in response to the music.</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to identify simple repeated patterns and follow basic musical instructions.</li> <li>• To begin to understand that musical elements can be used to create different moods and effects.</li> <li>• To begin to represent sounds with simple sounds including shapes and marks.</li> <li>• To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.</li> <li>• Listen to a variety of different composers.</li> <li>• To identify and recognise repeated patterns and follow a wider range of musical instructions.</li> <li>• To understand how musical elements create different moods and effects.</li> <li>• To confidently represent</li> </ul>	<p>To listen with attention and begin to recall sounds.</p> <ul style="list-style-type: none"> <li>• To begin to understand how different musical elements are combined and used to create an effect.</li> <li>• To begin to recognise simple notations to represent music, including pitch and volume.</li> <li>• To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</li> <li>• To listen and appraise different genres of music</li> <li>• To listen to and recall patterns of sounds with increasing accuracy.</li> <li>• To understand how different musical elements are combined and used expressively.</li> <li>• To understand and begin to use established and invented musical notations to represent</li> </ul>	<ul style="list-style-type: none"> <li>• To listen to and recall a range of sounds and patterns of sounds confidently.</li> <li>• To begin to identify the relationship between sounds and how music can reflect different meanings.</li> <li>• To recognise and use a range of musical notations including staff notation.</li> <li>• To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.</li> <li>• To listen and appraise different genres of music</li> <li>• Listen to composers of Renaissance music 1400s and 1600s. - Monteverdi - Josquin Des Prez</li> <li>• To listen to, internalise and</li> </ul>

		<p>sounds with a range of symbols, shapes or marks.</p> <ul style="list-style-type: none"> <li>• To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.</li> <li>• To listen and appraise different genres of music following the Charanga scheme of work</li> <li>• Listen to a variety of different composers</li> </ul>	<p>music.</p> <ul style="list-style-type: none"> <li>• To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</li> <li>• Listen to composers of Romantic music between 1830s and 1900s. - Beethoven – Tchaikovsky</li> <li>• Listen to composers of 20th century music from 1901 to 2000. - John Williams - Beatles - Gershwin - Lady Gaga</li> </ul>	<p>recall sounds and patterns of sounds with accuracy and confidence.</p> <ul style="list-style-type: none"> <li>• To identify and explore the relationship between sounds and how music can reflect different meanings.</li> <li>• To use and apply a range of musical notations including staff notation, to plan, revise and refine notation, to plan, revise and refine musical material.</li> <li>• To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.</li> <li>• To listen and appraise different genres of music as a result be able to confidently recognise and describe key features of each genre.</li> <li>• Listen to composers of Renaissance music 1400s and 1600s. - Monteverdi - Josquin Des Prez</li> <li>• Listen to composers from the classical period 1750 to 1825. - Mozart - Bach - Clara Schumann - E.G. Traditional war songs.</li> </ul>
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<p><b>Vocabulary</b> (May be used throughout)</p>	<p>Loud Quiet Rhythm – a structured pattern of beats Sound Song Instrument Music Movement Dance Patterns Beat (Linking to heartbeat)</p>	<p>Pulse – constant beat Rhythm – a structured pattern of beats Beat – a unit of rhythm Perform Ensemble Pitch – High and Low Volume Tempo – Fast and Slow Unison- playing together Express Melody Rhythmical pattern Melodic pattern Steady pulse Tempo Pitch Dynamics Pulse Beat</p>	<p>All Previous: Notes Dynamics    Forte- loud Piano – quiet Solo Background rhythm Ostinato – repeated rhythm Musical effect – happy – major sad or spooky minor. Dynamics Forte- loud Piano – quiet Fortissimo – Very loud Pianissimo – Very quiet Crescendo – Gradually getting louder Diminuendo – Gradually getting quieter</p>	<p>All previous: Diction – style of pronunciation Ensemble Stave notation Quavers Crotchets Minim Semi-quaver Time signature 4/4 Bar line Further notation to be added. Musical phrase Improvisation Internalise Culture Tradition</p>
<p><b>Impact</b></p>	<p>See 'The Carey Federation – Music Curriculum Progression of Skills Assessment Grid'</p>			

\*Inter-related dimensions of music to be used throughout each year group.

### **Features of music:**

- PULSE: the steady beat of a piece of a piece of music
- PITCH: the melody and the way the notes change from low to high and vice versa.
- RHYTHM: or duration is the pattern of long and short sounds in a piece of music
- DYNAMICS: Loud and soft
- TEMPO: Fast and slow
- TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)
- TEXTURE: Layers of sound (number of instruments or voices playing together)
- STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse