

Stukeley Federation
Music Curriculum Progression

		KS1		KS2			
	EYFS	Year 1	Year 2	Year3	Year 4	Year 5	Year 6
Listen and Appraise	<p>Listen to sounds and songs by talking about them or physically responding to them with movement and dance.</p> <p>Recognise the sounds of the percussion instruments used in the classroom and name and identify them cymbal, tambourine, wood blocks, shakers, drum, hand bells, cow bell, maracas, scrapers, beaters, xylophone, glockenspiels</p> <p>Respond appropriately to a range of classroom songs, e.g. Tidy up songs, line up songs, sitting on the carpet ready to learn song.</p> <p>Begin to identify and describe key features or extreme contrasts within music.</p> <p>Begin to use musical terms louder/quieter, faster/slower, loud/soft, higher/lower, long/short</p>	<p>To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc</p> <p>To think about and make simple suggestions about what could make their own work better. E.g. play faster or louder.</p> <p>To begin to identify simple repeated patterns and follow basic musical instructions.</p> <p>To begin to understand that musical elements can be used to create different moods and effects.</p> <p>To begin to represent sounds with simple sounds including shapes and marks.</p> <p>To listen to short simple pieces of music and talk</p>	<p>To respond to different moods in music and explain thinking about changes in sound. To respond to different moods in music though movement and descriptive language.</p> <p>To identify what improvements could be made to their own work and make these changes, including altering use of voice, playing of and choice of instruments.</p> <p><i>Suggested pieces of music to listen to taken from Model Music Curriculum2021 See YouTube playlist below</i></p> <p><i>As previous year plus...</i></p> <p><i>Western Classical Tradition and Film Night Ferry, Anna Clyne (2^{1st} Century)</i> <i>Bolero, Ravel (20th Century)</i></p>	<p>To explore and comment on the ways sounds can be used expressively.</p> <p>To comment on the effectiveness of their own work, identifying and making improvements.</p> <p><i>Suggested pieces of music to listen to taken from Model Music Curriculum2021 See YouTube playlist below</i></p> <p><i>As previous years plus...</i></p> <p><i>Western Classical Tradition and Film Hallelujah from Messiah, Handel (Baroque)</i> <i>Night on Bare Mountain, Mussorgsky (Romantic)</i> <i>Jai Ho from Slumdog Millionaire, A.R. Rahman (2^{1st} Century)</i></p>	<p>To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.</p> <p>To comment of the effectiveness of their own work, identifying and making improvements based on its intended outcome.</p> <p>To listen to and recall patterns of sounds with increasing accuracy.</p> <p>To understand how different musical elements are combined and used expressively.</p> <p>To understand and begin to use established and invented musical notations to represent music.</p>	<p>To describe, compare and evaluate different types of music beginning to use musical words. ANY EXAMPLES OF VOCAB? Pulse, pitch, rhythm, dynamics, tempo, timbre, texture and structure.</p> <p>To comment on the success of their own and other's work, suggesting improvements based on intended outcomes.</p> <p><i>Suggested pieces of music to listen to taken from Model Music Curriculum2021 See YouTube playlist below</i></p> <p><i>As previous years plus...</i></p> <p><i>Western Classical Tradition and Film English Folk Song Suite, Vaughan Williams (20th Century)</i></p>	<p>To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.</p> <p>To identify and explore the relationship between sounds and how music can reflect different meanings.</p> <p>To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.</p> <p><i>Suggested pieces of music to listen to taken from Model Music Curriculum2021 See YouTube playlist below</i></p> <p><i>As previous years plus...</i></p> <p><i>Western Classical Tradition and Film 1812 Overture, Tchaikovsky (Romantic)</i></p>

Stukeley Federation
Music Curriculum Progression

		<p>about when and why they may hear it. E.g. a lullaby or wedding march.</p> <p><i>Suggested pieces of music to listen to taken from Model Music Curriculum 2021 See YouTube playlist below</i></p> <p><i>Western Classical Tradition and Film</i></p> <p><i>Rondo alla Turca, Mozart (Classical)</i> <i>Mars from The Planets, Holst (20th Century)</i></p> <p><i>Popular Music</i> <i>Wild Man, Kate Bush (Art Pop)</i> <i>Runaway Blues, Ma Rainey (Blues)</i></p> <p><i>Musical Traditions</i> <i>Fanfarra (Cabua-Le-Le), Sergio Mended/Carlinhos Brown (Samba – Brazil)</i></p>	<p><i>Popular Music</i> <i>Hound Dog, Elvis Presley (Rock n Roll)</i> <i>With a little help from my friends, The Beatles (Pop)</i></p> <p><i>Musical Traditions</i> <i>Baris, Gong Kebyar of Peliatan (Gamelan, Indonesia)</i></p>	<p><i>Popular Music</i> <i>I got you (I Feel Good), James Brown (Funk)</i></p> <p><i>Musical Traditions</i> <i>Sahela Re, Kishori Amonkar (Indian Classical, India)</i></p>	<p>To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p> <p><i>Suggested pieces of music to listen to taken from Model Music Curriculum2021 See YouTube playlist below</i></p> <p><i>As previous years plus...</i></p> <p><i>Western Classical Tradition and Film</i> <i>Symphony No. 5, Beethoven (Clasical)</i> <i>O Euchari, Hildegard (Early)</i> <i>For the Beauty of the Earth, Rutter (20th Century)</i></p> <p><i>Popular Music</i> <i>Take the 'A' Train, Billy Strayhor/Duke Ellington Orchestra (Jazz)</i></p>	<p><i>Symphonic Variations on an African Air, Coleridge-Taylor (20th Century)</i> <i>This little Babe from Ceremony of Carols, Britten (20th Century)</i></p> <p><i>Popular Music</i> <i>Play Dead, Bjork (90s Singer/songwriter)</i> <i>Smalltown Boy, Bronski Beat (80s Synth/Pop)</i></p> <p><i>Musical Traditions</i> <i>Jin-Go-La-Ba (Drums of Passion), Babatunde Olatunji (Drumming, Nigeria)</i> <i>Inkanyezi Nezazi, Ladysmith Black Mambazo (Choral, South Africa)</i></p>	<p><i>Connect It, Anna Meredith (21st Century)</i></p> <p><i>Popular Music</i> <i>Say My Name, Destiny's Child (90s RnB)</i></p> <p><i>Musical Traditions</i> <i>Sprinting Gazelle, Reem Kelani (Folk, Middle East)</i> <i>Sea Shanties, Various (Folk, England)</i> <i>Mazurkas Op. 24, Chopin (Folk, Poland)</i> <i>Libertango, Piazzolla (Tango, Argentina)</i></p>
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Stukeley Federation
Music Curriculum Progression

					<i>Musical Traditions Bhabiye Akh Larr Gayee, Bhujhangy Group (Bhangra, Punjab/UK) Tropical Bird, Trinidad Steel Band (Calypso, Trinidad)</i>		
Sing	<p>Speak and chant short phrases and songs together. Find their singing voice and begin to develop an awareness of pitch over a small range of notes. Make changes to their voices to express different moods or feelings. Coordinate actions to go with songs, sing short phrases or responses on their own e.g. a call and respond song. Sing a variety of songs both accompanied and accompanied. With and without musical accompaniment.</p>	<p>To use voices in different ways such as speaking, singing and chanting.</p>	<p>To use voices expressively and creatively.</p> <p>To sing with the sense of shape of the melody.</p>	<p>To sing in unison, becoming aware of pitch.</p>	<p>To sing in unison maintaining the correct pitch and using increasing expression.</p>	<p>To sing in unison with clear diction, controlled pitch and sense of phrase.</p>	<p>To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.</p>
Play	<p>Play instruments by shaking, hitting, tapping, scraping etc. Start and stop together with the group or another child. Play loudly, quietly, slowly and quickly.</p>	<p>To create and choose sounds.</p> <p>To perform simple rhymical patterns, beginning to show an awareness of pulse.</p>	<p>To create and choose sounds for a specific effect.</p> <p>To perform rhymical patterns and accompaniments,</p>	<p>To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.</p>	<p>To play and perform parts with an increasing number of notes, beginning to show musical expression by</p>	<p>To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</p>	<p>To play and perform with accuracy, fluency, control and expression.</p>

Stukeley Federation
Music Curriculum Progression

	<p>Begin to develop a sense of beat using instruments and body sounds. Copy a simple rhythm or number of beats played on an instrument. Play along to music, showing a developing awareness of beat. Play with a sense of purpose and enjoyment.</p>		<p>keeping a steady pulse.</p>		<p>changing dynamics.</p>		
Compose	<p>Begin to create and manipulate different effects on a sound source or instrument e.g. volume control or bass setting or percussion instruments or found objects in indoor or outdoor area. Sort and name different sounds they hear. VOCAB? High, low, fast, slow Add chosen sound effects at an appropriate moment in a song or story. E.g animal noises in Old MacDonald's Farm or using instruments in a story such as We are going on a bear hunt.</p>	<p>To know about and experiment with sounds. To recognise and explore how sounds can be organised. To identify and organise sounds using simple criteria e.g. loud, soft, high, low</p>	<p>To repeat short rhythmic and melodic patterns. To begin to explore and choose and order sounds using inter-related dimensions of music.</p>	<p>To create simple rhythmical patterns that use a small range of notes. To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.</p>	<p>To create rhythmical and simple melodic patterns using an increased number of notes. To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</p>	<p>To create increasingly complicated rhythmic and melodic phrases within given structures.</p>	<p>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.</p>
Perform and Share	<p>To think about others when performing. To show enjoyment when performing.</p>	<p>To think about others when performing. In what ways?</p>	<p>To think about others when performing. In what ways?</p>	<p>To think of others when performing. In what ways?</p>	<p>To think of others when performing.</p>	<p>To maintain my own part and be aware how the different parts fit together.</p>	<p>To express emotions through performance.</p>

Stukeley Federation
Music Curriculum Progression

	To perform as a class.	To perform as a class. To take turns.	To perform to an audience. To work in a small group	To perform a solo to a teacher. To perform in a group to a teacher.	In what ways? To perform a solo to the class. To perform as a group to an audience. To accompany other performers.	To perform as a group to an audience. To accompany other performers.	To perform as a group to an audience.
Vocabulary	loud, soft, quiet, high, low, fast, slow, long, short sounds cymbal, tambourine, steel drum, wood blocks, shakers, drum, hand bells, cow bell beat, rhythm, chant, call and repeat	EYFS plus Beat, beater, cymbal, drum, high/low, listen, loud, perform, quiet, shaker, steady beat, tambourine, tempo, triangle, tune, voice	Year 1 plus Accompany, body percussion, chime bar, chord, claves, compose, duration, ostinato, percussion, phrase, pitch Glockenspiel	Key Stage 1 plus Names of orchestral instruments Accompaniment Call and response Composer Conductor Duet Duration Dynamics Lyrics Melody Orchestra Orchestration Ostinato Round Scale	Year 3 plus Harmony Improvise Leaping (large interval between two notes) Pentatonic	Year 4 plus Accent Bass Notation Texture Timbre	Year 5 plus Diction Interval Syncopation
Vocabulary Inter-related dimensions of music	<p>PULSE: the steady beat 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 or 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.</p>						
YouTube Links	Year 1 Suggested playlist https://www.youtube.com/watch?v=LpCBCwPGQGE&list=PLitQ2pP9mJehgHI2SKh41Y5eUrFHmRo-V Year 2 Suggested playlist https://www.youtube.com/watch?v=t_yuudUveNM&list=PLitQ2pP9mJeiRGOvXhw6WY_02DmCU9g_W Year 3 Suggested playlist https://www.youtube.com/watch?v=-4axTbfoVZM&list=PLitQ2pP9mJehJa2_AYSJQOoxpvZy7kBrd						

Stukeley Federation
Music Curriculum Progression

	Year 4 Suggested playlist https://www.youtube.com/watch?v=HI5Y9I2NHlo&list=PLitQ2pP9mJeigXP056mW2dTK4Kp2Wgbpx Year 5 Suggested playlist https://www.youtube.com/watch?v=mUmTjrTk8Uc&list=PLitQ2pP9mJegL6G920NQ0bAUOxyVkOouL Year 6 Suggested playlist https://www.youtube.com/watch?v=SO55XyrQmGk&list=PLitQ2pP9mJehEmHrFDbZbmSp5Ln13JkIP
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