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**Music Curriculum**

**Progression Document**

**New Ash Green Primary School Curriculum Overview**

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|  | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 1** | Music Express Units: Ourselves  Number  Musical focus: Exploring sounds and Pitch | Music Express Units: Animals  Weather  Musical focus: Exploring sounds and Pitch | Music Express Units: Machines  Seasons  Musical focus: Beat and Pitch | Music Express Units:  Our School  Patterns  Musical focus: Exploring Sounds and Beat | Music Express Units:  Story time  Our bodies  Musical focus: Exploring Sounds and Beat | Music Express Units:  Travel  Water  Musical focus: Performance and Pitch |
| **Year 2** | Music Express Units: Ourselves  Toys  Musical focus: Exploring sounds and Beat | Music Express Units:  Our Land  Our Bodies  Musical focus: Exploring sounds and Beat | Music Express Units: Animals  Number  Musical focus: Pitch and Beat | Music Express Units:  Story time  Seasons  Musical focus: Exploring sounds and Pitch | Music Express Units: Weather  Pattern  Musical focus: Exploring sounds and Beat | Music Express Units:  Water  Travel  Musical focus: Performance and Pitch |
| **Year 3**  Musical instrument: Ocarinas | Music Express Units:  Environment  Building  Musical focus: Composition and Beat | Music Express Units:  Sounds  Poetry  Musical focus: Exploring sounds and Performance | Music Express Units:  China  Time  Musical focus:  Pitch and Beat | Music Express Units:  In the Past  Communication  Musical focus: Pitch and composition | Music Express Units:  Human Body  Singing French  Musical focus: Structure and Pitch | Music Express Units:  Ancient World  Food and Drink  Musical focus: Structure and Performance |
| **Year 4**  Musical instrument: Recorders | Music Express Units:  Poetry  Environment  Musical focus: Performance and Composition | Music Express Units:  Sounds  Recycling  Musical focus: Exploring sounds and structure | Music Express Units:  Building  Around the World  Musical focus: Beat and Pitch | Music Express Units:  Ancient Worlds  Singing Spanish  Musical focus: Structure and Pitch | Music Express Units:  Communication  Time  Musical focus: Composition and Beat | Music Express Units:  In the past  Food and Drink  Musical focus: Notation and Performance |
| **Year 5**  Musical instrument: VIOLINS | Music Express Units:  Our Community  Musical focus: Performance  Musical instrument: VIOLINS | Music Express Units:  Solar System  Musical focus: Listening | Music Express Units:  Lifecycles  Musical focus: Structure  Musical instrument: VIOLINS | Music Express Units:  Keeping Healthy  Musical focus: Beat | Music Express Units:  At the Movies  Musical focus: Composition  Musical instrument: VIOLINS | Music Express Units:  Celebration  Musical focus: Performance |
| **Year 6*.***  Musical instrument: VIOLINS | Music Express Units:  World Unite  Musical focus: Step Dance Performance | Music Express Units:  Journeys  Musical focus: Song Cycle Performance  Musical instrument: VIOLINS | Music Express Units:  Growth  Musical focus: Street Dance Performance | Music Express Units:  Roots  Musical focus: Mini Musical Performance  Musical instrument: VIOLINS | Music Express Units:  Class Awards  Musical focus: Awards Show Performance | Music Express Units:  Moving On  Musical focus: Leavers assembly Performance  Musical instrument: VIOLINS |

* Please note from Years 3 -6, pupils to follow Music Express Units when not being taught their instruments.

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| **Music Skill Progression** | | | | | | | |
|  |  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | **Controlling sounds through singing and playing – performing skills** | * Use their voices to sing, change and speak rhymes * Play tuned and untuned instruments * Perform with others | * Use their voices expressively * Sing songs and chants from memory * Make and control long and short sounds using voices and instruments * Begin to understand pitch. | * Sing songs in unison or two parts * Understand the importance of clear articulation * Play a variety of instruments with control * Develop awareness of what others are playing or singing | * Sing songs with control of pitch and clear diction * Hold part in a two part round * Breathe well to give a sense of phrase in singing * Sing with awareness of pulse * Develop rhythmic accuracy in playing of instruments * Present performance with awareness of the audience | * Sing songs with musical expression * Increase rhythmic accuracy in playing instruments * Play a simple accompaniment * Maintain a simple part within an ensemble * Practise and rehearse performances with increasing awareness of the audience | * Sing expressively and in tune in unison and in two parts songs * Play a simple accompaniment on a range of instruments * Maintain a part within an ensemble * Practise and rehearse performances with increasing awareness of the intended audience |
| **Creating and developing musical ideas – composing skills** | * Clap short rhythms * Create short musical patterns * Explore sounds * Organise sounds into long/short loud and quiet | * Create short melodic patterns * Create a sequence of long and short sounds * Choose and order sounds to achieve an effect | * Improvise rhythmic materials * Compose simple melodies with support * Recognise and create repeated patterns | * Create simple rhythmic accompaniments * Choose and control sounds in composition | * Develop rhythmic and melodic material * Choose, order, combine, and organise musical ideas | * Improvise, developing rhythmic and melodic material when performing * Choose, order, combine, and organise a range of musical ideas |
| **Responding and reviewing – appraising skills** | * Express ideas and feelings about music using movement and dance * Think about ways to improve their work | * Express ideas and feelings about music using movement and dance and musical language * Suggest ways to improve their own work | * Compare sounds * Use some musical language to explain their ideas * Think about ways to improve someone else’s work | * Analyse sounds and be able to recognise changes in pitch * Listen out for different types of sound * Describe music using appropriate vocabulary * Suggest ways to improve their own and others’ work | * Analyse and compare a variety of sounds * Explore their ideas about music using movement and dance * Suggest ways to improve their own and others’ work in relation to its intended effect | * Analyse and compare a variety of sound using musical language * Use expressive language to explain ideas about music * Improve their own and others’ work in relation to its intended effect |
|  | **Listening and applying knowledge and understanding** | * Listen with concentration * Recall some sounds * Think how musical elements might be used expressively within a song * Know sounds can be made in different ways * Invent signs and symbols for sounds | * Listen out for different types of sound * Recall short patterns with increasing aural memory * Suggest how musical elements might be used expressively within a composition * Know how to make different sounds * Use given signs and symbols for sounds * Know how music can be used for particular purposes | * Recognise changes in timbre, pitch and dynamics * Use musical elements more effectively to create a mood * Know how music is produced in different ways * Know how music is described in different notations * Compare different kinds of music | * Recall sounds with increasing aural memory * Use musical elements more effectively to create an effect * Know how music is produced in different ways eg ICT * Be aware of conventional musical notation * Consider how time and place can influence the way that music is heard | * Remember main features of a piece/extract of music * Use musical elements more effectively to create a range of effects * Understand and use some conventional musical notation * Consider how time and place can influence the way that music is created and performed | * Listen to a piece of music with an awareness of a specific use of a feature eg pitch * Identify some common musical structures * Use conventional musical notation * Consider how another time and place might have influenced the way that music was created and performed |
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