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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: OurselvesNumberMusical focus: Exploring sounds and Pitch  | Music Express Units: AnimalsWeather Musical focus: Exploring sounds and Pitch | Music Express Units: Machines Seasons Musical focus: Beat and Pitch  | Music Express Units: Our SchoolPatterns Musical focus: Exploring Sounds and Beat | Music Express Units: Story timeOur bodies Musical focus: Exploring Sounds and Beat | Music Express Units: Travel WaterMusical focus: Performance and Pitch |
| **Year 2**  | Music Express Units: OurselvesToys Musical focus: Exploring sounds and Beat | Music Express Units: Our Land Our Bodies Musical focus: Exploring sounds and Beat | Music Express Units: AnimalsNumber Musical focus: Pitch and Beat | Music Express Units: Story timeSeasons Musical focus: Exploring sounds and Pitch  | Music Express Units: Weather Pattern Musical focus: Exploring sounds and Beat | Music Express Units: WaterTravelMusical focus: Performance and Pitch |
| **Year 3**Musical instrument: Ocarinas | Music Express Units: Environment BuildingMusical focus: Composition and Beat | Music Express Units: Sounds PoetryMusical focus: Exploring sounds and Performance | Music Express Units: China  TimeMusical focus:Pitch and Beat | Music Express Units: In the Past CommunicationMusical focus: Pitch and composition | Music Express Units: Human Body Singing French Musical focus: Structure and Pitch  | Music Express Units: Ancient WorldFood and Drink Musical focus: Structure and Performance  |
| **Year 4**Musical instrument: Recorders | Music Express Units: PoetryEnvironmentMusical focus: Performance and Composition | Music Express Units: Sounds RecyclingMusical focus: Exploring sounds and structure  | Music Express Units: Building Around the WorldMusical 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 SystemMusical focus: Listening  | Music Express Units: LifecyclesMusical focus: Structure Musical instrument: VIOLINS | Music Express Units: Keeping HealthyMusical focus: Beat  | Music Express Units: At the Movies Musical focus: CompositionMusical instrument: VIOLINS | Music Express Units: CelebrationMusical focus: Performance  |
| **Year 6*.*** Musical instrument: VIOLINS | Music Express Units: World Unite Musical focus: Step Dance Performance  | Music Express Units: JourneysMusical 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
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| **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
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| **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
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|  | **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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