

Progressive Curriculum- Year 1

Phase 1- 1st half term

- Identify, understand and respond to the pulse physically
- Learn, perform and improvise rhythms relating to phonetic sounds (bee, spider)
- Begin to demonstrate and understand the difference between rhythm and pulse
- Identify, observe and internalise rests
- Understand that pitch relates to high and low sounds

- Respond physically to high and low sounds

- Develop an understanding of dynamics – play and sing quietly and loudly

- Find their singing voice and sing collectively at the same pitch
- Experience tempo and play/sing fast and slowly
- Respond to conductors signals to stop and start together, change dynamics and pitch
- Gain a practical understanding of vocal timbre

- Listen to a variety of music from a range of cultures, traditions, historical periods and be able to offer a basic appraisal

- Experience the use of music technology to capture sound

Phase 2- 2nd half term

- Listen to a variety of music from a range of cultures, traditions, historical periods and be able to offer a basic appraisal/opinion

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Respond quickly and correctly to conductors signals to stop and start together, change dynamics and pitch
- Perform simple songs from memory
- Create, adapt and extend simple rhythmic and melodic patterns and words as appropriate (to a given/chosen stimuli or in the context of play)

- Be able to name common instruments

- Explore instruments to create a musical idea
- Create crescendo and diminuendo vocally/instrumentally
- Experience a range of textures
- Be able to copy and create short rhythms consisting of bee, spider and caterpillar (crotchet, quaver, semiquaver)
- Find the pulse in a piece of music and clap to it

Phase 3- To be considered for next steps or starting point for the next year group where students are working below their expected standard.

- Listen to a variety of music from a range of cultures, traditions, historical periods and be able to offer a basic appraisal/opinion

- Experience the use of music technology to capture, change and combine sounds
- Know how to use their voice in different ways
- Respond to visual cues in a number of ways when performing
- Explore using their 'thinking voice'
- Perform simple songs from memory
- Experiment with, create, select and combine sounds using the inter-related dimensions of music
- Create, repeat, adapt and extend simple melodic patterns and words as appropriate (to stimuli/in play contexts)
- Experience a range of structures through simple songs and musical activities
- Be able to create accelerando and rallentando vocally and instrumentally
- Recognise obvious differences in textures (e.g. unison, 2 part, a capella)
- Be able to copy a short rhythm using bee, spider, caterpillar and butterfly (crotchet, quaver, semiquaver, ladybird)
- Be able to copy a short melodic phrase on tuned percussion/instrument/voice

YEAR TWO Phase 1- 1st half term

- Identify and beat the pulse to a piece of music
- Identify the difference between pulse and rhythm
- Play pulse and rhythms on an instrument
- Know the difference between high and low sounds
- Identify high and low sounds when listening to a piece of music
- Be able to recognise accelerando, rallentando, allegro and lento when listening
- Recognise forte, piano, crescendo and diminuendo when listening and performing
- Sing expressively and creatively by singing songs, speaking chants or rhymes
- Sing songs with small intervals with accuracy
- Listen to a variety of music from a range of cultures, traditions, historical periods and offer an opinion after listening
- Listen with concentration and understanding to live and recorded music
- Improve their own work
- Recognise how the inter related dimensions of music can be used to create different moods and effects
- Use a simple graphic score for performing
- Rehearse and perform with others

Phase 2 – 2nd 1/2 term

- Listen to a variety of music from a range of cultures, traditions, historical periods and offer an opinion after listening
- Listen with concentration and understanding to live and recorded music
- Listen with attention to detail and develop their aural memory
- Play tuned and untuned instruments with a sense of purpose and increasing accuracy

- Create, adapt and extend simple rhythmic and melodic patterns and words as appropriate (to a given/chosen stimuli or in the context of play)
- Be able to name a wider range of musical instruments
- Define crescendo, diminuendo, forte and piano
- Explore a range of textures vocally, instrumentally and aurally
- Develop the ability to internalise a steady pulse
- Accurately pitch simple melodies
- Begin to recognise and musically demonstrate

Phase 3- To be considered for next steps or starting point for the next year group where students are working below their expected standard.

- Internalise a steady pulse with accuracy
- Play tuned and un-tuned instruments musically
- Experiment with, create, select and combine sounds using the inter-related dimensions of music
- Choose appropriate instruments to create a musical idea
- Explore a range of structures in their own work
- Define and demonstrate accelerando and rallentando
- Define canon/round and unison textures
- Use simple changes in pitch to convey a simple story/image
- Experience the use of music technology to capture, change and combine sounds
- Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations

YEAR THREE Phase 1- 1st half term

- Describe the difference between pulse and rhythm
- Play a simple rhythm on an instrument
- Sing in tune and with expression
- Develop an understanding of breathing and posture
- Experience the use of staff notation in performing
- Recognise crotchet, quaver, and minim rhythms
- Be able to memorise and play/sing an extended melody
- Choose appropriate dynamics for a piece of music
- Improvise using the interrelated dimensions of music
- Sing and play in solo and ensemble contexts with increasing accuracy
- Recognise different instrumental families when listening
- Recognise how instruments can be used to create different moods and effects
- Appreciate and understand a wide range of recorded and live music drawn from different traditions and composer/musicians
- Recognise how musical elements are combined and used expressively

Phase 2- second half term

- Sing in tune with expression and sensitivity to basic performance directions
- Experience the use of staff notation when performing
- Be able to recognise crotchet, quaver, semiquaver and minim rhythms
- Listen with attention to detail and recall sounds with increasing aural memory
- Thoughtfully select appropriate tempi to create a specific/mood/atmosphere
- Appreciate and understand a wide range of recorded and live music drawn from different traditions and composer/musicians

- Sing and play in solo and ensemble contexts with increasing accuracy and confidence

- Recognise how musical elements are combined and used expressively

Phase 3- To be considered for next steps or starting point for the next year group where students are working below their expected standard.

- Be able to read notation for a 4-beat rhythm/pitch pattern (e.g. flashcard)

- Sing and play with a strong sense of pulse and find the pulse in a range of different music

- Sing/play in tune with expression and sensitivity to basic performance directions

- Be able to recognise and create short rhythmic patterns consisting of crotchet, quaver, semiquaver and minims

- Recognise common orchestral and popular musical instruments when listening

- Sing and play in solo and ensemble contexts with increasing accuracy, intention and confidence

- Compose music for a range of purposes using the inter-related dimensions of music

- Choose carefully and order sounds within simple structures

- Experiment with layers of sound in their own compositions

- Appreciate and understand a wide range of recorded and live music drawn from different traditions and composer/musicians

- Recognise how musical elements are combined and used expressively

YEAR FOUR Phase 1- 1st half term

- Keep the pulse
- Maintain a rhythmic pattern, keeping to the pulse
- Create simple rhythmic patterns
- Understand different degrees of pitch
- Understand how pitch is represented in notation
- Maintain a simple melody to the pulse (singing or playing)
- Play a simple melodic pattern based on a couple of notes
- Understand and play p, mf and f
- Sing with clear diction, accurate tuning and breath control
- Perform as part of a multi-part texture
- Be able to use a simple device to record a performance
- Make improvements to their own work, commenting on intended effect
- **Begin to recognise individual orchestral/family instruments**
- **Appreciate and understand a wide range of high-quality, live and recorded music from a breadth of genres**

Phase 2- 2nd half term

- Sing with an appropriate vocal range and know how to improve diction
- **Listen with attention to detail**
- Begin to develop sensitivity in their playing/singing (e.g block dynamics)
- Create simple rhythmic patterns and accompaniments using crotchet, minim, semiquaver, quaver and triplet
- Create short improvisations, arrangements and compositions from a range of given stimuli
- **Recognise individual instruments and their family**

- Use instruments to create different moods/effects
- To begin to use Italian symbols for dynamics in their own compositions
- Recognise how pitch changes can be used to convey a character, story or image
- Maintain a simple melody, vocally or on an instrument, keeping to the pulse
- Appreciate and understand a wide range of high-quality, live and recorded music from a breadth of genres

Phase 3- To be considered for next steps or starting point for the next year group where students are working below their expected standard.

- Sing with appropriate range and diction and know how to improve tone
- Listen with attention to detail and recall sounds with increasing aural memory
- Demonstrate developed sensitivity in their playing/singing
- Create simple melodic patterns and accompaniments
- Create short improvisations, arrangements and compositions from a broad range of stimuli (given and chosen)
- Compose and perform within given structures (e.g. call and response, ternary)
- To begin to use the Italian symbols for tempi in their own compositions
- Maintain a simple melody, vocally or on an instrument, keeping to the pulse with confidence and a sense of purpose
- Appreciate and understand a wide range of high-quality, live and recorded music from a breadth of genres
- Evaluate and make improvements to their performance

YEAR FIVE Phase One- 1st half term

- Maintain the pulse when performing
- Play and maintain a complex rhythmic accompaniment
- Recognise rhythmic patterns using crotchets, quavers, semiquavers, triplets and minims
- Sing with appropriate vocal range
- Play and perform a solo and as part of an ensemble with increasing accuracy, fluency and expression
- Begin to understand notes on the stave
- Perform a sung/played improvisation within a given structure
- Improvise within given/chosen parameters
- Combine several layers of sound with awareness of the combined effect
- Play or sing a complex melody and maintain it as part of a multi-layered ensemble piece
- Confidently use appropriate tempi/timbre when performing
- Evaluate and make improvements to their work commenting on intended effect using appropriate vocabulary
- **Appreciate and understand music from a breadth of genres**

Phase 2- second half term

- Recognise and create rhythmic patterns and accompaniments using crotchets, quavers, semiquavers, triplets and minims
- Sing with appropriate vocal range, control of breathing and clear diction
- **Listen with attention to detail and** recall sounds with increasing aural memory
- **Appreciate and understand music from a breadth of genres**
- Evaluate and make improvements to their work commenting on intended effect using appropriate vocabulary

- Confidently and appropriately make use of different timbres when performing
- Perform using a range of structures and identify these aurally
- Confidently and appropriately make use of tempi when composing
- Recognise and describe how pitch changes can be used to convey a character story or image

Phase 3- To be considered for next steps or starting point for the next year group where students are working below their expected standard.

- Recognise and create longer rhythmic patterns and accompaniments using crotchets, quavers, semiquavers, triplets and minims
- Sing with appropriate vocal range, control of breathing and clear diction and communicating an awareness of style
- Be able to follow a notated melody line as an aid to a vocal performance
- Be able to combine layers using Music Technology e.g. Audacity, Charanga
- Appreciate and understand music from a breadth of genres
- Evaluate and make improvements to their work commenting on intended effect using appropriate vocabulary
- Maintain an independent part in a group or as a soloist when singing or playing (e.g. part singing, instrumental solo) showing an awareness of how parts fit together
- Confidently and appropriately make use of different timbres when composing
- Compose using a range of structures and identify these aurally

YEAR SIX Phase 1- 1st half term

- Play and maintain a complex rhythmic accompaniment
- Recognise extended (8 beat) rhythmic patterns using crotchets, quavers, semiquavers, triplets and minims
- Play or sing complicated melody and maintain it as part of a multi-layered ensemble piece
- Maintain an ostinato vocally/instrumentally as part of a multi-part texture
- Maintain a complex melodic part in a 2 part texture
- Show an understanding of pulse, rhythm, texture genre when listening/performing
- Sing with appropriate vocal range, control of breathing and awareness of style
- Perform a sung/played improvisation within a given structure (solo and ensemble)
- Accurately name common individual instruments when listening to music
- Appreciate and understand a wide range of music from different genres/contexts
- Refine the use of timbres, tempi and dynamics in their own work
- Understand what improvisation means and improvise using the inter related dimensions of music
- Suggest improvements to their own and others' work, comment on how intentions have been achieved

Phase 2- 2nd half term

- Accurately name common individual instruments when listening to music and their related families
- Appreciate and understand a wide range of music from different genres
- Create longer rhythmic patterns using crotchets, quavers, semiquavers, triplets and minims

- Listen with attention to detail and recall sounds with increasing aural memory
- Evaluate and suggest improvements to their own and others work; comment on how intentions have been achieved
- Describe, compare and evaluate different kinds of music using appropriate vocabulary
- Demonstrate knowledge of the inter-related dimensions of music when performing and listening
- Improvise music for a range of purposes using the inter-related dimensions of music
- Improvise confidently (vocally/instrumentally) from a range of given/chosen stimuli
- Describe the use of timbre, tempi and dynamics in others' work and suggest refinements
- Know and demonstrate understanding of the terms ostinato and polyrhythmic
- Maintain an ostinato vocally or on an instrument in a polyphonic structure

Phase 3- To be considered for next steps or starting point for the next year group where students are working below their expected standard.

- Develop their use of notation with increasing confidence
- Be able to edit and manipulate sounds using music technology e.g. audacity, garage band
- Evaluate and suggest improvements to their own and others work; comment on how intentions have been achieved
- Use different durations (rhythms) when improvising and composing and be able to notate them
- Demonstrate knowledge of the inter-related dimensions of music when listening, composing and performing
- Maintain an independent part in a group or as a soloist when singing or playing (e.g. part singing) showing an awareness of how the parts fit together
- Compose music for a range of purposes using the inter-related dimensions of music

- Compose by developing and organising ideas into a musical structure
- Maintain a part within a polyphonic structure
- Know and demonstrate understanding of the terms polyphonic and monophonic