



# Curriculum Overview

## Music



Click to access [Progression of Knowledge Map](#)

| Year Group | Autumn   |  | Spring  |  | Summer   |  |
|------------|--|--|---|--|--|--|
| Nursery    | Enjoys listening to and moves to a variety of music.<br>Joins in action songs and rhymes   | Explores a variety of instruments and is beginning to name them.<br>Performs –singing in a group or on own beginning to pitch match. | Names a wider range of instruments.<br>Plays a given instrument to a simple beat.   | Selects own instruments and plays along in time to music.  | Listens attentively, moves to and talks about music, expressing their feelings, understands emotion in music –happy, sad or scary.   | Sings a wide range of nursery rhymes and songs.<br>Watches dances and performances giving a responses            |
| Reception  | Knows how to use a wider range of instruments.<br>Plays instruments to a given beat.   | Performs action rhymes and songs confidently.<br>Beginning to puts a sequence of dance actions together to music.                    | Beginning to express an opinion about a variety of music they hear.<br>Composes own simple tunes.   | Beginning to recognise instrument sounds in music they hear.<br>Learns longer dance routines, matching pace. | Uses their own symbols, pictures or patterns to write own compositions.<br>Replicates dances and performances.   | Can change tempo and dynamics when playing chosen instruments.<br>Sings matching pitch and following the melody. |
| 1          | Walk, move or clap a steady beat with others<br>Maintain a steady beat with instruments<br>Use stick notation including crotchets, crotchet rests and quavers.<br><br>Class Charanga |  | Use stick notation including crotchets, crotchet rests and quavers.<br><br>Use vocabulary high/low, loud/quiet, fast/slow<br><br>Class Charanga |  | Describe what they can hear (e.g. different instrument sounds)<br>Create music in response to a non-musical stimulus e.g. a storm/race/rocket launch<br>Develop improvisation skills and invent short on-the-spot responses using a limited note range<br><br>Class Charanga |  |

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| 2                        | <p>Understand that the speed of the beat can change</p> <p>Mark the beat of a listening piece, recognizing changes in tempo</p> <p>Use stick notation including crotchets, crotchet rests and quavers.</p> <p>Class Charanga</p> | <p>Use stick notation including crotchets, crotchet rests and quavers.</p> <p>Use vocabulary high/low, loud/quiet, fast/slow</p> <p>Class Charanga</p>  | <p>Describe what they can hear (e.g. different instrument sounds)</p> <p>Create music in response to a non-musical stimulus e.g. a storm/race/rocket launch</p> <p>Develop improvisation skills and invent short on-the-spot responses using a limited note range.</p> <p>Class Charanga</p> |
| Extra Experiences EY/KS1 | <p>Performance, Celebration – Christmas. Easter, World nursery rhyme day, liturgical hymns</p> <p>KS 1 Snappy Spring – Music Hub -TVMS</p>   |   |  |
| 3                        | <p>Develop facility in playing tuned percussion or a melodic instrument.</p> <p>Class Charanga</p>   | <p>Listen to and describe recorded music describing instruments used.</p> <p>Listen to examples of fast (allegro), and slow (adagio) music using word pulse.</p> <p>Describe music as loud (forte) or quiet (piano)</p> <p>Class Charanga</p> | <p>Improvise on a limited range of pitches on the instrument they are now learning</p> <p>Combine known rhythmic notation with letter names to create short pentatonic phrases</p> <p>Class Charanga</p>   |

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|------------|---|---|--|
| 4          | <p>Develop facility in playing tuned percussion or a melodic instrument.</p> <p>Sing songs with a verse and chorus.</p> <p>Class Charanga</p> | <p>Develop facility in playing tuned percussion or a melodic instrument.</p> <p>Class Charanga</p>  | <p>Listen to and describe recorded music describing instruments used.</p> <p>Listen to examples of fast (allegro), and slow (adagio) music using word pulse.</p> <p>Improvise on a limited range of pitches on the instrument they are now learning</p> <p>Combine known rhythmic notation with letter names to create short pentatonic phrases</p> <p>Class Charanga</p>  |
| 5          | <p>Develop facility in playing tuned percussion or a melodic instrument.</p>  | <p>Sing three-part rounds, partner songs and songs with a verse and chorus.</p> <p>Listen for/describe examples of music getting faster (accelerando), getting slower (rallentando), getting louder (crescendo) and getting softer (decrescendo),</p> <p>Describe music as legato (smooth) or staccato (detached)</p> | <p>Listen for/describe examples of music getting faster (accelerando), getting slower (rallentando), getting louder (crescendo) and getting softer (decrescendo),</p> <p>Describe music as legato (smooth) or staccato (detached)</p> <p>Experience major, minor, pentatonic tonality.</p> <p>Improvise on a limited range of pitches on the instrument they are now learning</p> <p>Begin to make decisions about the overall structure</p> |
| Year Group | Autumn  | Spring  | Summer   |
| 6          | <p>Develop facility in playing tuned percussion or a melodic instrument.</p>  | <p>Develop facility in playing tuned percussion or a melodic instrument.</p>  | <p>Listen for/describe examples of music getting faster (accelerando), getting slower (rallentando), getting louder (crescendo) and getting softer (decrescendo),</p> <p>Describe music as legato (smooth) or staccato (detached)</p> <p>Experience major, minor, pentatonic tonality.</p> <p>Improvise on a limited range of pitches on the instrument they are now learning</p> <p>Begin to make decisions about the overall structure</p> |

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| Extra<br>Experiences<br>KS2 | Performance, celebrations – Christmas, Easter, Year 6 leavers, Liturgical hymns<br>KS2 Snappy Christmas – Music Hub TVMS<br>Peripatetic music – Cello, violin –TVMS<br>Local dance Festival<br>North East Festival of Languages ‘I am a small part of the world’– SIS Music Hub- Music partnership North Newcastle<br>Hymn Practice |
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