A close up of a logo

Description automatically generated**Music at West Kidlington Primary School and Nursery 2023-2024: Curriculum Progression**

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| Musical Notes Flying Images – Browse 62,162 Stock Photos, Vectors, and  Video | Adobe Stock | **Year 1/2** | **Year 3/4** | **Year 5/6** |
| **Listening and Appraising** | * Listen to a variety of musical styles and genres from different times, traditions and composers. * Learn to recognise instruments and basic style indicators. * Encourage discussions using musical language. * Compare different types of music and express an opinion using appropriate vocabulary. | * Continue to understand and appreciate a variety of musical styles and genres from different times and traditions. * Continue to recognise the sound of musical instruments and basic features of key musical styles. * Identify a simple structure within music (e.g. verse/chorus/bridge). * Encourage confident discussions using accurate musical language and express opinions using appropriate vocabulary. | * Continue to understand and appreciate a variety of musical styles from different times and traditions with increasing confidence. * Continue to recognise the sound of musical instruments and basic features of key musical styles with increasing confidence. * Encourage more confident discissions using accurate musical language and express opinions using appropriate vocabulary. * Compare and evaluate simple structures within music, commenting on the effect this has on the listener using appropriate vocabulary. * Compare and evaluate different genres and time periods music using appropriate vocabulary to describe musical characteristics. |
| **Musicianship: Understanding music** | * Understand the terminology of pulse, rhythm, pitch, tempo and dynamics and how they work together to create music. | * Embed the understanding of pulse, rhythm, pitch, tempo and dynamics. * Understand the terminology of Timbre, Texture, Structure and Notation and how they work together to create music. | * Children to have a deeper understanding of the terminology of Pulse, Rhythm, Pitch, Tempo and Dynamics, Timbre, Texture, Structure and Notation and how they work together to create music. |
| **Singing** | * Sing songs, chants, raps and rhymes from memory with an increasing sense of control. * Pitch match with the leader in call and response songs. * Describe and demonstrate dynamics (loud/quiet) and tempo (fast/slow) when singing. * Sing as part of a choir, in unison and sometimes in parts, and with more pitching accuracy. * Demonstrate good singing posture. | * Sing a widening range of unison songs, chants, raps and rhymes tunefully, with dynamics and expression. * Sing ‘on pitch’ and ‘in time’. * Sing expressively, with attention to breathing, phrasing, staccato (sharply singing) and legato (smoothly singing). * Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture, * Demonstrate good singing posture. * Talk about the different styles of singing used for different styles of song. * Talk about how the songs and their styles connect to the world. | * Sing a broad range of songs, chants, raps and rhymes as part of a choir, including those that involve syncopated rhythms (off beat), with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. * Demonstrate and maintain good posture and breath control whilst singing. * Sing expressively, with attention to breaking, phrasing, attention to dynamics and articulation. * Talk about the different styles of singing used for the styles of songs sung in this year. * Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world. |
| **Playing Instruments** | * Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, G major, D major and D minor. * Begin to develop an understanding of tuned (glockenspiels) and untuned (bongo drums) instruments. | * Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, E major, D major and D minor. * Continue to embed an understanding of tuned (glockenspiels) and untuned (bongo drums) instruments. | * Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, E major, A major, D major, Eb minor, F minor and D minor. * Confidently understand tuned (glockenspiels) and untuned (bongo drums) instruments, playing melodies following staff notations * Make decisions when playing instruments about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). |
| **Improvising** | * Begin to understand that improvision is when you make up your own tune or rhythm. * Explore improvisation within a major scale. * Work with a partner and in the class to improvise simple ‘Question and Answer’ phrases, to be sung and played on untuned percussion (bongo drums), creating a musical conversation. | * Embed an understanding that improvision is when you make up your own tune or rhythm. * Explore improvisation within a major scale and including F#. * Become more skilled in improving (singing voices, tuned (glockenspiels) and untuned (bongo drums) percussion, inventing short ‘on-the-spot’ responses using a limited note-range. * Structure musical ideas (e.g. using echo or ‘Question and Answer’ phrases) to create music that has a beginning, middle and end. | * Children to confidently understand that improvision is when you make up your own tune or rhythm. * Explore improvisation within a major scale and including F#, Eb and Bb. * Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation. * Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). |
| **Composing** | * Start to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way. * Create musical sound effects and short sequences of sounds in response to music and video stimulus. * Recognise how graphic notation can represent created sounds. Explore and create your own symbols. * Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. * Create a simple melody using crotchets and minims. | * Embed an understanding that composition is creating very simple rhythms and melodies that are notated or recorded in some way. * Continue to create musical sound effects and short sequences of sounds in response to music and video stimulus. * Start to use simple structures within compositions, e.g. introduction, verse, chorus or AB form. * Compose song accompaniments on tuned (glockenspiels) and untuned (bongo drums) percussion, using known rhythms and note values. * Create a melody using crotchets, minims, quavers and their rests. | * Children to confidently understand that composition is creating very simple rhythms and melodies that are notated or recorded in some way. * Plan and compose melodic phrases, incorporative rhythmic variety and interest. Play this melody on available tuned (glockenspiels) percussion and/or orchestral instruments. Notate this melody. * Create music in response to music and video stimulus. * Use a wide range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). * Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. |
| **Performing and Sharing** | * Practice, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. * Decide on any actions, instrumental parts/ improvisatory ideas/ composed passages to be practiced and included in the performance. * Talk about what the song means and why it was chosen to share. * Talk about the difference between rehearsing a song and performing it. | * Practice, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with increasing confidence. * Include any actions, instrumental parts/ improvisatory ideas/ composed passages to be practiced and included in the performance. * Explain why the song was chosen, including its composer and the historical and cultural context of the song. * Reflect on the performance, and discuss and respond to any feedback; consider how future performances might be different. | * Create, rehearse and present a holistic performance in school assemblies, school performance opportunities and to a wider audience. * Children to have a detailed understanding of the musical, cultural and historical contexts of their performance piece. * A student or a group of students rehearse and lead parts of the performance. * Collect feedback from the audience and reflect how the audience believed in the performance. * Discuss how the performance might change if it was repeated in a larger/ smaller performance space. |

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| **Nursery** | * Children to sing a range of well-known nursery rhymes and songs. * When appropriate – Children try to move in time with music * Perform songs, rhymes, poems and stories with others. |
| **Reception** | * Children can join in with some of the words and actions of songs. * To sing familiar songs with a sense of Pitch, Pulse and Rhythm. * To try to play and sing with an awareness of others. * Children to use their voices in a variety of ways such as speaking, singing and chanting. * Children to show or explain how music makes them feel. * Children can sort instruments into categories. * Children to notice simple changes in sounds and dynamics. * To listen and respond through movement to a variety of music. * To control loud and quiet sounds on a small instrument. |