

## Birley Spa Primary Academy – Music Curriculum Progression

### KS1

Singing	Playing an Instrument	Listening and appreciating	Creating own music
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Play tuned and untuned instruments musically	Listen with concentration and understanding to a range of high- quality live and recorded music	Experiment with, create, select and combine sounds using the inter-related dimensions of music.

### KS2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Performing	Using and Understanding	Composing	Listening	Appreciating	History of Music
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Use and understand staff and other musical notations	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Listen with attention to detail and recall sounds with increasing aural memory	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Develop an understanding of the history of music.

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EYFS		Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Early learning goals</b>			<u>Being me/Let's celebrate</u>	<u>Let's celebrate</u>	<u>Once up on a time...</u>	<u>Imagine if....</u>	<u>How did things grow?</u>	<u>We are explorers!</u>
	EAD	FS1	<p><b>Music:</b> Explore the different sounds that instruments make as they are banged, shaken, blown, tapped etc</p> <p><b>Singing and dancing:</b> Join in with familiar phrases in songs within a group Move in response to music played or sound heard</p>	<p><b>Music:</b> Explore the different sounds that instruments make as they are banged, shaken, blown, tapped etc</p> <p><b>Singing and dancing:</b> Sing or join in with songs as part of play</p>	<p><b>Music:</b> Experiment with variety and contrast when playing instruments loud/quiet fast/slow</p> <p><b>Singing and dancing:</b> Remember and sing entire songs/nursery rhymes Move rhythmically</p>	<p><b>Music:</b> Begin to demonstrate more control over tempo, dynamic through the way the instrument is played</p> <p><b>Singing and dancing:</b> Have favorite songs which can be requested by name or visual support (picture cards) Imitate movements in response to music</p>	<p><b>Music:</b> Begin to demonstrate more control over tempo, dynamic through the way the instrument is played</p> <p><b>Singing and dancing:</b> Remember and sing a few songs Move differently to music according to whether it is loud/quiet fast/slow</p>	<p><b>Music:</b> Clap or tap in time to music that is being played_</p> <p><b>Singing and dancing:</b> Clap or tap along with the song that they are singing Use movement to express feelings</p>
		FS2	<p><b>Music:</b> Name a wide variety of instruments</p> <p><b>Singing and dancing:</b> Learn songs and actions or short routines, beginning to match pace</p>	<p><b>Music:</b> Talk about how music makes them feel</p> <p><b>Singing and dancing:</b> Share likes and dislikes about dances/performances Sing in a group, trying to keep in time</p>	<p><b>Music:</b> Understand emotion through music and can identify if music is 'happy', 'scary' or 'sad'</p> <p><b>Singing and dancing:</b> Learn short routines, beginning to match pace</p>	<p><b>Music:</b> Understand emotion through music and can identify if music is 'happy', 'scary' or 'sad'</p> <p><b>Singing and dancing:</b> Share likes and dislikes about dances/performances Sing in a group, matching pitch and following melody</p>	<p><b>Music:</b> Know how to use a wide variety of instruments</p> <p><b>Singing and dancing:</b> Learn longer dance routines, matching pace</p>	<p><b>Music:</b> Begin to write own compositions using symbols, pictures or patterns Change the tempo and dynamics whilst playing <b>Singing and dancing:</b> Replicate dances and performances Sing by themselves, matching pitch and following melody</p>

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		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listen and Appraise</b>		<b>National Curriculum:</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high quality live and recorded music</li> </ul>		<b>National Curriculum:</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul>			
	<b>Listening, memory and movement</b>	<ul style="list-style-type: none"> <li>Recall and remember short songs and sequences and patterns of sounds.                Y1 Autumn 1 listening and appraising (knowledge)                Y1 Autumn 2 listening and appraising (knowledge)                Y1 Spring 1 listening and appraising (knowledge)                Y1 Spring 2 listening and appraising (knowledge)                Y1 Summer 1 listening and appraising (knowledge)                Y1 Summer 2 listening and appraising (knowledge)                Y2 Autumn 1 listening and appraising (knowledge)                Y2 Autumn 2 listening and appraising (knowledge)                Y2 Spring 1 listening and appraising (knowledge)                Y2 Spring 2 listening and appraising (knowledge)                Y2 Summer 1 listening and appraising (knowledge)                Y2 Summer 2 listening and appraising (knowledge)</li> <li>Respond physically when performing, composing and appraising music.                Y1 Autumn 1 singing and performing (skills)                Y1 Autumn 2 singing and performing (skills)                Y1 Spring 1 singing and performing (skills)                Y1 Spring 2 singing and performing (skills)                Y1 Summer 1 singing and performing (skills)                Y1 Summer 2 singing and performing (skills)</li> <li>Identify different sound sources.</li> <li>Identify well-defined musical features.</li> </ul> <p><a href="#">Link to Charanga scheme</a></p>		<ul style="list-style-type: none"> <li>Identify melodic phrases and play them by ear.                Y3 Spring 2 listening and appraising (skill) – structure of music                Y4 Spring 2 listening and appraising (skill)</li> <li>Create sequences of movements in response to sounds.                Y3 Autumn 1 listening and appraising (skill)</li> <li>Explore and chose different movements to describe animals.</li> <li>Demonstrate the ability to recognise the use of structure and expressive elements through dance.</li> <li>Identify phrases that could be used as an introduction, interlude and ending.                Y3 Spring 2 listening and appraising (skill)</li> </ul> <p><a href="#">Link to Charanga scheme</a></p>		<ul style="list-style-type: none"> <li>Internalise short melodies and play these on pitched percussion (play by ear).                Y5 Autumn 1 listening and appraising (skill)                Y5 Autumn 2 listening and appraising (skill)</li> <li>Create dances that reflect musical features.</li> <li>Identify different moods and textures.                Y5 Spring 2 listening and appraising (skill)                Y5 Summer 1 listening and appraising (skill)                Y6 Summer 1 Singing and performing (Skills)</li> <li>Identify how a mood is created by music and lyrics.                Y5 Spring 2 listening and appraising (skill)                Y5 Autumn 1 listening and appraising (skill)</li> <li>Listen to longer pieces of music and identify features.                Y5 Autumn 1 listening and appraising (skill)                Y5 Autumn 2 listening and appraising (skill)</li> </ul> <p><a href="#">Link to Charanga scheme</a></p>	
	<b>Develop an understanding of the history of music</b>	<ul style="list-style-type: none"> <li>Listen to music from different time periods related to the topic                Y1 (history of music)                Y2 (history of music)</li> <li>Begin to sort music into “then” and “now”/ “past” and “present”                Y1 (history of music)                Y2 (history of music)</li> <li>Begin to recognise some instruments as “modern”                Y1 (history of music)                Y2 (history of music)</li> <li>Listen to music composed by Composers and discuss using musical vocabulary                Y2 (history of music)</li> </ul> <p><a href="#">Link to Charanga scheme</a></p>		<ul style="list-style-type: none"> <li>Listen to music from different time periods                Y3 (history of music)                Y4 (history of music)</li> <li>Recognise and describe some ancient instruments and their sounds/methods of playing                Y3 (history of music)                Y4 (history of music)</li> <li>Recognise and describe music produced electronically                Y4 (history of music)</li> <li>Explain the advantages/limitations of electronically produced music                Y4 (history of music)</li> </ul> <p><a href="#">Link to Charanga scheme</a></p>		<ul style="list-style-type: none"> <li>Listen to and discuss music composed during contrasting periods of history                Y5 (history of music)</li> <li>Understand the term Renaissance and what this meant in music.                Y5 (history of music)</li> <li>Listen to and discuss the features and cultural significance of music.                Y6 (history of music)</li> </ul> <p><a href="#">Link to Charanga scheme</a></p>	

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Singing and Performing		<p><b>National Curriculum:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically</li> </ul>	<p><b>National Curriculum:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>To play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul>	
	Sing songs with control and using the voice expressively	<ul style="list-style-type: none"> <li>To find their singing voice and use their voices confidently. Y1 Autumn 1 Singing and performing (Skills) Y1 Autumn 2 Singing and performing (skills)</li> <li>Sing a melody accurately at their own pitch. Y1 Autumn 2 Singing and performing (skills) Y1 Spring 1 singing and performing (skills) Y1 Spring 2 singing and performing (skills) Y2 Autumn 1 Singing and performing (skills) Y2 Spring 1 Singing and performing (skills)</li> <li>Sing with a sense of awareness of pulse and control of rhythm. Y2 Autumn 2 singing and performing (skills)</li> <li>Recognise phrase lengths and know when to breathe. Y1 summer 1 singing and performing (skills)</li> <li>Sing songs expressively. Y1 summer 1 (skills)</li> <li>Follow pitch movements with their hands and use high, low and middle voices. Y2 Summer 1 (skills)</li> <li>Begin to sing with control of pitch (e.g. following the shape of the melody).</li> <li>Sing with an awareness of other performers.</li> </ul> <p><a href="#">Link to Charanga scheme</a></p>	<ul style="list-style-type: none"> <li>Sing with confidence using a wider vocal range. Y4 Autumn 1 Singing and performing (Skills)</li> <li>Sing in tune. Y3 Autumn 2 Singing and performing (Skills)</li> <li>Sing with awareness of pulse and control of rhythm. Y3 Spring 2 Singing and performing (Skills) Y4 Spring 1 Singing and performing (Skills)</li> <li>Recognise simple structures. Y3 Autumn 2 listen and appraise (skills)</li> <li>Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. Y4 Spring 1 Singing and appraising (skills)</li> <li>Sing songs and create different vocal effects. Y3 Autumn 1 singing and performing (skills) Y4 Sprig 1 singing and performing (skills) – control of voice</li> <li>Understand how mouth shapes can affect voice sounds.</li> <li>Internalise sounds by singing parts of a song ‘in their heads.’</li> </ul> <p><a href="#">Link to Charanga scheme</a></p>	<ul style="list-style-type: none"> <li>Sing songs with increasing control of breathing, posture and sound projection. Y6 Autumn 1 Singing and performing (Skills) Y6 Autumn 2 Singing and performing (Skills) Y6 Spring 1 Singing and performing (Skills)</li> <li>Sing songs in tune and with an awareness of other parts. Y5 Autumn 2 Singing and performing (Skills) Y5 Spring 1 Singing and performing (Skills)</li> <li>Identify phrases through breathing in appropriate places. Y5 Autumn 1 Singing and performing (Skills) Y5 Autumn 1 Singing and performing (knowledge) Y5 Autumn 2 Singing and performing (Skills) Y6 Spring 2 Singing and performing (Skills)</li> <li>Sing with expression and rehearse with others. Y5 Spring 1 Singing and performing (Skills)</li> <li>Sing a round in two parts and identify the melodic phrases and how they fit together. Y6 Summer 1 Singing and performing (Skills)</li> <li>Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice. Y5 Summer 1 Singing and performing (Skills) Y5 Spring 2 Singing and performing (Skills) Y6 Autumn 2 Singing and performing (Skills)</li> </ul> <p><a href="#">Link to Charanga scheme</a></p>
	Controlling pulse and rhythm	<ul style="list-style-type: none"> <li>Identify the pulse in different pieces of music. Y1 Autumn 1 listen and appraise (knowledge) Y1 Autumn 2 listen and appraise (knowledge) Y1 Spring 1 listen and appraise (knowledge) Y1 Spring 2 listen and appraise (knowledge) Y1 Summer 1 listen and appraise (knowledge) Y1 Summer 2 listen and appraise (knowledge) Y2 Autumn 1 listen and appraise (skills)</li> <li>Identify the pulse and join in getting faster and slower together.</li> <li>Identify long and short sounds in music.</li> <li>Perform a rhythm to a given pulse.</li> <li>Begin to internalise and create rhythmic patterns.</li> <li>Accompany a chant or song by clapping or playing the pulse or rhythm. Y1 Autumn 1 listen and appraise (knowledge)</li> </ul> <p><a href="#">Link to Charanga scheme</a></p>	<ul style="list-style-type: none"> <li>Recognise rhythmic patterns. Y3 Autumn 1 listen and appraise (skills) Y3 Autumn 2 listen and appraise (skills)</li> <li>Perform a repeated pattern to a steady pulse. Y4 Autumn 1 singing and performing (skills) Y4 Autumn 2 singing and performing (skills)</li> <li>Identify and recall rhythmic and melodic patterns. Y3 Autumn 2 listen and appraise (skills) Y4 Autumn 1 listen and appraise (skills) Y4 Autumn 2 listen and appraise (skills)</li> <li>Identify repeated patterns used in a variety of music. (Ostinato).</li> </ul> <p><a href="#">Link to Charanga scheme</a></p>	<ul style="list-style-type: none"> <li>Identify different speeds of pulse (tempo) by clapping and moving.</li> <li>Improvise rhythm patterns. Y6 Autumn 1 creating music (knowledge) Y6 Autumn 1 creating music (skill)</li> <li>Perform an independent part keeping to a steady beat.</li> <li>Identify the metre of different songs through recognising the pattern of strong and weak beats.</li> <li>Subdivide the pulse while keeping to a steady beat.</li> </ul> <p><a href="#">Link to Charanga scheme</a></p>
Exploring sounds, melody and accompaniment	<ul style="list-style-type: none"> <li>To explore different sound sources.</li> <li>Make sounds and recognise how they can give a message.</li> <li>Identify and name classroom instruments. Y1 Autumn 1 Singing and performing (Knowledge) Y1 Autumn 2 Singing and performing (Knowledge) Y1 Spring 1 Singing and performing (Knowledge) Y1 Spring 2 Singing and performing (Knowledge) Y1 Summer 1 Singing and performing (Knowledge)</li> <li>Create and chose sounds in response to a given stimulus. Y2 Autumn 1 Listen and appraise (knowledge) Y2 Autumn 2 Listen and appraise (knowledge) Y2 Spring 1 Listen and appraise (knowledge) Y2 Spring 2 Listen and appraise (knowledge)</li> </ul>	<ul style="list-style-type: none"> <li>Identify ways sounds are used to accompany a song.</li> <li>Analyse and comment on how sounds are used to create different moods. Y4 Autumn 2 Singing and performing</li> <li>Explore and perform different types of accompaniment.</li> <li>Explore and select different melodic patterns.</li> <li>Recognise and explore different combinations of pitch sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Skills development for this element are to be found within ‘Control of instruments’ and ‘Composition’.</li> </ul> <p><a href="#">Link to Charanga scheme</a></p>	

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	<p>Y2 Summer 1 Listen and appraise (knowledge)</p> <ul style="list-style-type: none"> <li>Identify how sounds can be changed. Change sounds to reflect different stimuli.</li> </ul> <p>Y1 singing and performing (skills) – voices only</p> <p>Link to Charanga scheme</p>	<p>Link to Charanga scheme</p>	
<p>Control of instruments</p>	<ul style="list-style-type: none"> <li>Play instruments in different ways and create sound effects.</li> </ul> <p>Y1 Autumn 1 creating music (skills)</p> <p>Y1 Autumn 2 creating music (skills)</p> <p>Y2 creating music (skills)</p> <ul style="list-style-type: none"> <li>Handle and play instruments with control.</li> </ul> <p>Y1 spring 2 (skills)</p> <p>Y2 Autumn 2 (skills)</p> <ul style="list-style-type: none"> <li>Identify different groups of instruments.</li> </ul> <p>Y1 Autumn 1 (Knowledge)</p> <ul style="list-style-type: none"> <li>Perform together and follow instructions that combine the musical elements.</li> </ul> <p>Link to Charanga scheme</p>	<ul style="list-style-type: none"> <li>Identify melodic phrases and play them by ear.</li> <li>Select instruments to describe visual images.</li> <li>Choose instruments on the basis of internalised sounds.</li> <li>Perform in different ways, exploring the way the performers are a musical resource.</li> <li>Perform with awareness of different parts.</li> </ul> <p>Link to Charanga scheme</p>	<ul style="list-style-type: none"> <li>Identify and control different ways percussion instruments make sounds.</li> </ul> <p>Y6 Autumn 1 singing and performing (skills)</p> <ul style="list-style-type: none"> <li>Play accompaniments with control and accuracy.</li> <li>Create different effects using combinations of pitched sounds.</li> <li>Use ICT to change and manipulate sounds.</li> <li>Present performances effectively with awareness of audience, venue and occasion.</li> </ul> <p>Link to Charanga scheme</p>

## Birley Spa Primary Academy – Music Curriculum Progression

<b>Creating Music (Composition)</b>		<p><b>National Curriculum.</b> Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p><b>National Curriculum.</b> Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>To use and understand staff and other musical notations</li> </ul>	
	<b>Composition</b>	<ul style="list-style-type: none"> <li>Contribute to the creation of a class composition.</li> </ul> <p>Y1 Autumn 2 (skills) Y2 Autumn 2 (skills)</p> <ul style="list-style-type: none"> <li>Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.</li> </ul> <p>Y1 Spring 2 (skills)</p> <ul style="list-style-type: none"> <li>Choose sounds and instruments carefully and make improvements to their own and others' work.</li> </ul> <p><a href="#">Link to Charanga scheme</a></p>	<ul style="list-style-type: none"> <li>Create textures by combining sounds in different ways.</li> <li>Create music that describes contrasting moods/emotions.</li> </ul> <p>Y3 Autumn 2 creating music ( Knowledge) Y4 Autumn 1 creating music ( skills) Y3 Spring 2 creating music (knowledge) Y4 Spring 2 creating music (knowledge)</p> <ul style="list-style-type: none"> <li>Compose music in pairs and make improvements to their own work.</li> <li>Create an accompaniment to a known song.</li> <li>Create descriptive music in pairs or small groups.</li> <li>Recognise how music can reflect different intentions.</li> </ul> <p><a href="#">Link to Charanga scheme</a></p>	<ul style="list-style-type: none"> <li>Identify different starting points or composing music.</li> <li>Explore, select combine and exploit a range of different sounds to compose a soundscape.</li> <li>Write lyrics to a known song.</li> <li>Compose a short song to own lyrics based on everyday phrases.</li> <li>Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.</li> <li>Improve their work through analysis, evaluation and comparison.</li> </ul> <p><a href="#">Link to Charanga scheme</a></p>
	<b>Reading and writing notation</b>	<ul style="list-style-type: none"> <li>Perform long and short sounds in response to symbols.</li> </ul> <p>Y2 Autumn 2 creating music ( Knowledge) Y1 Autumn 1 (skills)</p> <ul style="list-style-type: none"> <li>Create long and short sounds on instruments.</li> <li>Play and sing phrase from dot notation.</li> </ul> <ul style="list-style-type: none"> <li>Record their own ideas.</li> </ul> <p>Y2 Spring 2 creating music (skills)</p> <ul style="list-style-type: none"> <li>Make their own symbols as part of a class score.</li> </ul> <p><a href="#">Link to Charanga scheme</a></p>	<ul style="list-style-type: none"> <li>Read and perform rhythms and melodies from staff notation.</li> <li>Write simple rhythms in 4/4 time using staff notation.</li> <li>Write simple rhythms and melodies using staff notation.</li> </ul> <p><a href="#">Link to Charanga scheme</a></p>	<ul style="list-style-type: none"> <li>Read, write and perform melodies in different time signatures 4/4, 2/4 and ¾ time.</li> <li>Perform using notation as a support.</li> <li>Sing songs with staff notation as support.</li> </ul> <p><a href="#">Link to Charanga scheme</a></p>

<b>Language and Vocabulary</b>	<b>Language Development</b> Each year group builds on the previous one – pupils to use all language accumulatively	<p>Yes/No because... I like/don't like...because... I think that...because... In my opinion...because... When I...because... After I...</p>	<p>I think...because... and also because... This happened because... Next time I could... I found...hard/easy because... We/they...because...</p>	<p>I found that...because... ...was successful/ ambitious because... You could improve this work by... Then/as a result of...because...</p>
	<b>Communication and Organisation</b> Each year group builds on the previous one – pupils to use all	<p>Children's work recorded as: Written work in topic books including: beginning to record simple rhythms using graphic notation leading to dot notation beginning to use graphic notation to record and perform own compositions from (including changes of pitch and dynamics) Audio recordings of performances</p>	<p>As before, plus... Use of staff notation for rhythms</p>	<p>As before, plus... Use of staff notation for rhythms and pitch to notate compositions including more than one layer  Musical composition composed and stored using computer software</p>

## Birley Spa Primary Academy – Music Curriculum Progression

### Area of Study (2021-22)

Year 1	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p><b>KS1 End Points (NC)</b></p> <p>Can use their voice expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Can play tuned and untuned instruments musically.</p> <p>Can listen with concentration and understanding to a range of high- quality live and recorded music</p> <p>Can experiment with, create, select and combine sounds using the inter- related dimensions of music.</p>	<b>Topic</b>	Hey you!	Rhythm in the way we walk and banana rap	In the groove	Round and round	Your imagination	Reflect, rewind and replay	
	<b>Listen and Appraise</b>	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>*To learn the song from memory. Learn who sang and wrote the song.</li> <li>*To learn a new style; Hip hop. What it means and what the style includes.</li> <li>*Be able to talk about the lyrics, dimensions, rhythm and pitch of the song.</li> <li>*Learn the names of the instruments in the song.</li> <li>*Learn how pulse, rhythm and pitch work together</li> <li>* To know that music has a steady pulse, like a heartbeat.</li> <li>*To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> </ul>	<ul style="list-style-type: none"> <li>*To learn the song from memory. Learn who sang and wrote the song.</li> <li>*To learn a new style; Reggae and Hip hop . What it means and what the style includes.</li> <li>*Be able to talk about the lyrics, dimensions, rhythm and pitch of the song.</li> <li>*Learn the names of the instruments in the song.</li> <li>*Learn how pulse, rhythm and pitch work together</li> <li>* To know that music has a steady pulse, like a heartbeat.</li> <li>*To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> </ul>	<ul style="list-style-type: none"> <li>*To learn the song from memory. Learn who sang and wrote the song.</li> <li>*To learn a new style; array of styles. the style includes.</li> <li>*Be able to talk about the lyrics, dimensions, rhythm and pitch of the song.</li> <li>*Learn the names of the instruments in the song.</li> <li>*Learn how pulse, rhythm and pitch work together</li> <li>* To know that music has a steady pulse, like a heartbeat.</li> <li>*To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> </ul>	<ul style="list-style-type: none"> <li>*To learn the song from memory. Learn who sang and wrote the song.</li> <li>*To learn a new style; Bossa Nova Latin. What it means and what the style includes.</li> <li>*Be able to talk about the lyrics, dimensions, rhythm and pitch of the song.</li> <li>*Learn the names of the instruments in the song.</li> <li>*Learn how pulse, rhythm and pitch work together</li> <li>* To know that music has a steady pulse, like a heartbeat.</li> <li>*To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> </ul>	<ul style="list-style-type: none"> <li>*To learn the song from memory. Learn who sang and wrote the song.</li> <li>*Learn a song about using your imagination. What it means and what the style includes.</li> <li>*Be able to talk about the lyrics, dimensions, rhythm and pitch of the song.</li> <li>*Learn the names of the instruments in the song.</li> <li>*Learn how pulse, rhythm and pitch work together</li> <li>* To know that music has a steady pulse, like a heartbeat.</li> <li>*To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> </ul>	*Revisit all areas from the year to consolidate understanding
		<b>Skills</b>	<ul style="list-style-type: none"> <li>*Learn how to enjoy moving to music freely</li> <li>*Understand that music makes us feel something</li> <li>*To know and recognise the sound and names of some of the instruments they use.</li> </ul>	<ul style="list-style-type: none"> <li>*Learn how to enjoy moving to music by dancing, marching or being animals</li> <li>*Understand that music makes us feel something</li> <li>* To actively listen so that they can come in as the rhythm/beat requires.</li> </ul>	<ul style="list-style-type: none"> <li>*Learn how to enjoy moving to music by dancing, marching or being animals</li> <li>*Understand that music makes us feel something</li> <li>* To be able to listen to the entire ensemble to ensure correct entry, lyric, and tempo.</li> </ul>	<ul style="list-style-type: none"> <li>*Learn how to enjoy moving to music by dancing, marching or being animals</li> <li>*Understand that music makes us feel something</li> </ul>	<ul style="list-style-type: none"> <li>*Learn how to enjoy moving to music by dancing, marching or being animals</li> <li>*Understand that music makes us feel something</li> <li>* To listen and understand the difference between sound such as rhythm and timbre.</li> </ul>	*Revisit all areas from the year to consolidate understanding
	<b>Singing and performing</b>	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>*Learn the names of instruments</li> <li>*Know a song from hearing it</li> <li>*Learn some note names in music heard</li> <li>* To learn that a basic 4 beat pattern can be made up of both sound and silence.</li> </ul>	<ul style="list-style-type: none"> <li>*Learn the names of instruments</li> <li>*Know a song from hearing it</li> <li>*Learn some note names in music heard</li> <li>* To know that movement, and sound can be inextricably linked through the natural impulse of beat.</li> </ul>	<ul style="list-style-type: none"> <li>*Learn the names of instruments</li> <li>*Know a song from hearing it</li> <li>*Learn some note names in music heard</li> <li>* To consolidate knowledge of verse/chorus structure.</li> </ul>	<ul style="list-style-type: none"> <li>*Learn the names of instruments</li> <li>*Know a song from hearing it</li> <li>*Learn some note names in music heard</li> <li>* To learn many repeated lyrics and changes of up to 2 lines in each verse.</li> </ul>	<ul style="list-style-type: none"> <li>*Learn the names of instruments</li> <li>*Know a song from hearing it</li> <li>*Learn some note names in music heard</li> <li>* To learn new melodies, lyrics and actions.</li> </ul>	*Revisit all areas from the year to consolidate understanding
		<b>Skills</b>	<ul style="list-style-type: none"> <li>*How they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>* Learn about voices and how they can change</li> <li>*Understand how they can change their voices to make different sounds</li> <li>*To sing in a group called a choir with a leader or conductor.</li> <li>*Sing as part of a group and learn to listen to each other.</li> <li>*Songs can make you feel different things.</li> </ul>	<ul style="list-style-type: none"> <li>*How they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>*Understand how their voice can change pitch and what this means</li> <li>*Treat instruments with care and respect</li> <li>*To sing in a group called a choir with a leader or conductor.</li> <li>*Sing as part of a group and learn to listen to each other.</li> <li>*Songs can make you feel different things.</li> </ul>	<ul style="list-style-type: none"> <li>*How they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>* Use their voice to change the pitch</li> <li>*Copy a sound</li> <li>*Make sounds that are loud and quiet</li> <li>*Begin to notice that a chorus repeats</li> <li>*Songs can make you feel different things.</li> </ul>	<ul style="list-style-type: none"> <li>*How they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>*Use their voice to change pitch</li> <li>*Confidently perform to an audience</li> <li>*Copy a sound</li> <li>*Make sounds that are loud and quiet</li> <li>*Begin to notice that a chorus repeats</li> <li>*Songs can make you feel different things.</li> </ul>	<ul style="list-style-type: none"> <li>*How they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>*Confidently perform to an audience</li> <li>*Recognise phrasing</li> <li>*Sing songs expressively</li> <li>Follow pitch movements</li> </ul>	*Revisit all areas from the year to consolidate understanding
	<b>Creating music</b>	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>*Different sounds of instruments</li> <li>*To work as a team to create rhythms together</li> <li>*Composing is like writing a story *Learn about improvisation</li> </ul>	<ul style="list-style-type: none"> <li>*Different sounds of instruments</li> <li>*To maintain being part of a team when using rhythms</li> <li>*Everyone can improvise</li> <li>*How to handle and control and instrument</li> <li>*Learn about improvisation</li> </ul>	<ul style="list-style-type: none"> <li>*Different sounds of instruments</li> <li>*To maintain being part of a team when using rhythms</li> <li>*Everyone can improvise</li> <li>*How to handle and control and instrument</li> <li>*Improvisation</li> </ul>	<ul style="list-style-type: none"> <li>*Different sounds of instruments</li> <li>*To maintain being part of a team when using rhythms</li> <li>*Everyone can improvise</li> <li>*How to handle and control and instrument</li> <li>*Improvisation</li> </ul>	<ul style="list-style-type: none"> <li>*Different sounds of instruments</li> <li>*To maintain being part of a team when using rhythms</li> <li>*Everyone can improvise</li> <li>*How to handle and control and instrument</li> <li>*Improvisation</li> </ul>	*Revisit all areas from the year to consolidate understanding
		<b>Skills</b>	<ul style="list-style-type: none"> <li>*Help create simple melodies</li> <li>*Everyone can compose</li> </ul>	<ul style="list-style-type: none"> <li>*Help create simple melodies using a certain number of notes</li> <li>*Learn how the notes of composition can be written down</li> <li>*Contribute to the creation of class composition</li> </ul>	<ul style="list-style-type: none"> <li>*Help create simple melodies using a certain number of notes</li> <li>*Learn how the notes of composition can be written down and changed</li> </ul>	<ul style="list-style-type: none"> <li>*Help create simple melodies using a certain number of notes</li> <li>*Learn how the notes of composition can be written down and changed</li> </ul>	<ul style="list-style-type: none"> <li>*Help create simple melodies using a certain number of notes</li> <li>*Learn how the notes of composition can be written down and changed</li> </ul>	*Revisit all areas from the year to consolidate understanding
	<b>History of music</b>	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>*Listen to music from different time periods related to the topic</li> <li>* Begin to sort music into “then” and “now”</li> <li>* Begin to recognise some instruments as “modern”</li> <li>E.g sea shanties</li> </ul>					
	<b>Cross Curricular Links/School context</b>		iSing Pop Computing curriculum	Christmas nativity				

## Birley Spa Primary Academy – Music Curriculum Progression

Year 2		Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>KS1 End Points (NC)</b>  Can use their voice expressively and creatively by singing songs and speaking chants and rhymes. Can play tuned and untuned instruments musically. Can listen with concentration and understanding to a range of high- quality live and recorded music Can experiment with, create, select and combine sounds using the inter- related dimensions of music.		<b>Topic</b>	<b>Hands, feet, heart</b>	<b>Ho Ho Ho</b>	<b>I wanna play in a band</b>	<b>Zoo time</b>	<b>Friendship song</b>	<b>Reflect, rewind and replay</b>	
	<b>Listen and Appraise</b>	<b>Knowledge</b>	*To know 5 songs of my heart *To know what the songs are about *To know some songs have a chorus or a response/answer part. *To know that songs have a musical style *To know some songs have a chorus or a response/answer *To know the different styles of music and the features of them	*To know 5 songs of my heart *To know what the songs are about *To know some songs have a chorus or a response/answer part. *To know that songs have a musical style *To know some songs have a chorus or a response/answer *To know the different styles of music and the features of them	*To know 5 songs of my heart *To know what the songs are about *To know some songs have a chorus or a response/answer part. *To know that songs have a musical style *To know some songs have a chorus or a response/answer *To know the different styles of music and the features of them	*To know 5 songs of my heart *To know what the songs are about *To know some songs have a chorus or a response/answer part. *To know that songs have a musical style *To know some songs have a chorus or a response/answer *To know the different styles of music and the features of them	*To know 5 songs of my heart *To know what the songs are about *To know some songs have a chorus or a response/answer part. *To know that songs have a musical style *To know some songs have a chorus or a response/answer *To know the different styles of music and the features of them	*To know 5 songs of my heart *To know what the songs are about *To know some songs have a chorus or a response/answer part. *To know that songs have a musical style *To know some songs have a chorus or a response/answer *To know the different styles of music and the features of them	*Revisit all areas from the year to consolidate understanding
		<b>Skills</b>	*Can pick out features from the piece of music *Can listen for particular things when listening to music	*Recall short songs and sequences *To understand and identify names and division of sound groups of percussion instruments within the wider percussion family.	*Recall and remember short songs and sequences *Identify different sounds sources	*Identify well-defines musical features *To listen and understand the difference between sounds in terms of both rhythm and timbre.	*Recognise sounds that move by step and by leaps *To listen and understand different pitches *Listening to different instruments as they tell the story of the music	*Revisit all areas from the year to consolidate understanding	
	<b>Singing and performing</b>	<b>Knowledge</b>	*Know 5 songs from memory *Learn the term unisons *To know why we need to warm up our voices *Names of percussion instruments used	*Know the song from memory *Know unison means everyone singing at the same time *To know why we need to warm up our voices *Names of percussion instruments used	*Learn to use voice in different ways other than singing *Unison *To know why we need to warm up our voices *Names of percussion instruments used	*Learn to use voice in different ways other than singing *Unison *To know why we need to warm up our voices *Names of percussion instruments used	*Learn to use voice in different ways other than singing *Unison *To know why we need to warm up our voices *Names of percussion instruments used	*Revisit all areas from the year to consolidate understanding	
		<b>Skills</b>	*Learn to sing and follow a melody *Sing accurately *Learn about pitch * Learn to preform in a group with other children	*Identify pulse in different pieces of music * Identify the pulse and join in getting faster and slower * Sing in unison with other children	* Follow instructions when performing * Sing accurately at their own pitch	* Follow instruments that combine the music elements * Recognise phrase length and know when to breath when singing * Use expression when singing	*Follow pitch movements with their hands and use high, low and middle voices. * Make sounds and recognise hoe the give a message * Change sounds to reflect different stimuli	*Revisit all areas from the year to consolidate understanding	
	<b>Creating music</b>	<b>Knowledge</b>	*Understand what composition is * Begin to understand how music to composed * Order sounds to create a beginning, middle and end	* Know that music can have different starting points * Recognise notation * The difference between notation and musical sound	*To know that both one and two syllable words can be placed into a rhythmical context, and become part of a piece of music.	*To know that beats in music are can be divided into faster sounds (rhythm). *To work as a small team to devise rehearse and perform	*To make decisions about which instrument best suits any moment from a piece of music	*Revisit all areas from the year to consolidate understanding	
		<b>Skills</b>	* Explore different sound sources *Composing is like writing a story	* Contribute to the creation of class composition * Make sounds and understanding how they are made *Begin to memories songs to preform	* Learn how to compose rhythm *Understand structure of composition *Memories chorus to perform	*Repeat short rhythmic patterns *Memorise and perform songs that in a verse chorus structure, with each verse having different lyrics.	* Repeat short rhythmic and melodic patterns *Learn to preform with different dynamics *To be able to remember various melodies and sound effects at varying designated dynamic levels.	*Revisit all areas from the year to consolidate understanding	
	<b>History of music</b>	<b>Knowledge</b>	*Listen to music from different time periods * Begin to sort music and instruments into “past” and “present” * Compare songs we sing with popular songs from topics * Listen to music composed by Great Victorian composes and discuss using musical vocabulary						
	<b>Cross Curricular Links/School context</b>		iSing Pop Computing curriculum	Christmas performance					

## Birley Spa Primary Academy – Music Curriculum Progression

Year 3		Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p><b>KS2 End Points (NC)</b></p> <p>Can play and perform in solo and ensemble contexts, using voice and playing musical instruments with increasing accuracy, fluency, control and expression. Can use and understand staff and other musical notations.</p> <p>Can improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Can listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciates and understands a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Has developed an understanding of the history of music.</p>		Topic	Let your spirit fly	Glockenspiel stage 1	Three little birds	The dragon song	Bringing us together	Reflect, rewind and replay	
	Listen and Appraise	Knowledge	<ul style="list-style-type: none"> <li>*To learn the song from memory. Learn who sang and wrote the song.</li> <li>*To learn a new style; R&amp;B. What it means and what the style includes.</li> <li>*Be able to talk about the lyrics, dimensions, rhythm and pitch of the song.</li> <li>*Learn the names of the instruments in the song.</li> <li>*Learn the C key.</li> <li>*Learn semi-quavers and rests – their length and what they sound like in music</li> </ul>	<ul style="list-style-type: none"> <li>*What a glockenspiel is.</li> <li>*How they are played.</li> <li>*How they can be incorporated into a piece of music.</li> <li>*How to change the notes and make a tune.</li> </ul>	<ul style="list-style-type: none"> <li>*To learn the song from memory. Learn who sang and wrote the song.</li> <li>*To learn a new style; Reggae. What it means and what the style includes.</li> <li>*Be able to talk about the lyrics, dimensions, rhythm and pitch of the song.</li> <li>*Learn the names of the instruments in the song.</li> <li>*Learn the C key.</li> <li>*Learn crotchets and rests – their length and what they sound like in music.</li> <li>*Learn composition of notes G and A.</li> </ul>	<ul style="list-style-type: none"> <li>*To learn the song from memory. Learn who sang and wrote the song.</li> <li>*To learn a new style; Pop. What it means and what the style includes.</li> <li>*Be able to talk about the lyrics, dimensions, rhythm and pitch of the song.</li> <li>*Learn the names of the instruments in the song.</li> <li>*Learn the C key.</li> <li>*Consolidate crotchets and rests – their length and what they sound like in music.</li> <li>*Learn composition of note C.</li> </ul>	<ul style="list-style-type: none"> <li>*To learn the song from memory. Learn who sang and wrote the song.</li> <li>*To learn a new style; Disco. What it means and what the style includes.</li> <li>*Be able to talk about the lyrics, dimensions, rhythm and pitch of the song.</li> <li>*Learn the names of the instruments in the song.</li> <li>*Learn the C key.</li> <li>*Consolidate crotchets and rests – their length and what they sound like in music.</li> <li>*Learn composition of note C and A+.</li> </ul>	*Revisit all areas from the year to consolidate understanding	
		Skills	<ul style="list-style-type: none"> <li>*Listen to longer pieces of music and begin to find phrases.</li> <li>*Begin to create sequences of movements in response to sound.</li> <li>*Pick out words from a song to understand theme of a piece of music.</li> <li>*Begin to recognise rhythm in piece of music.</li> <li>*Develop understanding that people have different views of music.</li> </ul>	<ul style="list-style-type: none"> <li>*Acknowledge different styles of music and the pulse they have.</li> <li>*Recognise simple structures of a piece of music.</li> <li>*Think about if they like the music or dislike it.</li> <li>*Identify rhythmic and melodic patterns.</li> <li>*Understand different views on music.</li> </ul>	<ul style="list-style-type: none"> <li>*Demonstrate the ability to recognise structure and expression of music.</li> <li>*Identify structure of music through phrases.</li> <li>*Think about if they like the music or dislike it and explain why.</li> <li>*Understanding and appreciate differing views on music.</li> </ul>	<ul style="list-style-type: none"> <li>*Express structure of music through phrases and sections.</li> <li>*Identify structure of music as introduction, interlude and ending.</li> <li>*Understand differing views about music and listen to others thoughts.</li> </ul>	<ul style="list-style-type: none"> <li>*Identifying the pulse and moving to it confidently.</li> <li>*Understanding the meaning of a song using key words.</li> <li>*Build on the structure of music and verses and chorus *To express how music makes them feel.</li> <li>*Listen carefully and respectfully to other people’s thoughts about the music.</li> </ul>	*Revisit all areas from the year to consolidate understanding	
	Singing and performing	Knowledge	<ul style="list-style-type: none"> <li>*Learn the words to a given song through repetition.</li> <li>*To sing in a group called a choir with a leader or conductor.</li> <li>*Sing as part of a group and learn to listen to each other.</li> <li>*Songs can make you feel different things.</li> </ul>	<ul style="list-style-type: none"> <li>*Learn the words to a given song through repetition and reading words.</li> <li>*To sing in a group called a choir with a leader or conductor.</li> <li>*Sing as part of a group and learn to listen to each other.</li> <li>*Use understanding of different moods of a piece of music to express feeling through singing.</li> </ul>	<ul style="list-style-type: none"> <li>*Learn the words to a given song through reading words.</li> <li>*To sing in a group called a choir with a leader or conductor.</li> <li>*Sing as part of a group and learn to listen to each other.</li> <li>*Use understanding of different moods of a piece of music to express feeling through singing.</li> </ul>	<ul style="list-style-type: none"> <li>*Learn the words to a given song through reading words.</li> <li>*To sing in a group called a choir with a leader or conductor.</li> <li>*Sing as part of a group and learn to listen to each other.</li> <li>*Use understanding of different moods of a piece of music to express feeling through singing.</li> </ul>	<ul style="list-style-type: none"> <li>*Learn the words to a given song through reading words.</li> <li>*To sing in a group called a choir with a leader or conductor.</li> <li>*Sing as part of a group and learn to listen to each other.</li> <li>*Use understanding of different moods of a piece of music to express feeling through singing.</li> </ul>	<ul style="list-style-type: none"> <li>*To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow</li> <li>Songs can make you feel different things e.g. happy, energetic or sad</li> <li>Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>*To know why you must warm up your voice</li> </ul>	*Revisit all areas from the year to consolidate understanding
		Skills	<ul style="list-style-type: none"> <li>*Begin to use voice in an expressive way through singing.</li> <li>*To demonstrate a good singing posture.</li> <li>*To follow a leader when singing.</li> <li>*Begin to discuss the tune to sing in.</li> <li>*Use understanding of pulse to keep in time when singing.</li> </ul>	<ul style="list-style-type: none"> <li>*Use voice to sing melodies and repeat songs played.</li> <li>*To demonstrate a good singing posture.</li> <li>*To follow a leader when singing.</li> <li>*Become aware of the notes being sung to sing them in tune.</li> <li>*Use understanding of pulse to keep in time when singing.</li> </ul>	<ul style="list-style-type: none"> <li>*Sing with other voices to create harmony.</li> <li>*To demonstrate a good singing posture.</li> <li>*To follow a leader when singing.</li> <li>*Show awareness of singing in tune.</li> <li>*Use understanding of pulse to keep in time when singing.</li> </ul>	<ul style="list-style-type: none"> <li>*Sing at the same time as others and keep the correct time.</li> <li>*To demonstrate a good singing posture.</li> <li>*To follow a leader when singing.</li> <li>*Sing in tune.</li> <li>*Use understanding of pulse to keep in time when singing.</li> </ul>	<ul style="list-style-type: none"> <li>*To sing in unison and in simple two-parts.</li> <li>*To demonstrate a good singing posture.</li> <li>*To follow a leader when singing.</li> <li>*To enjoy exploring singing solo.</li> <li>*To sing with awareness of being ‘in tune’.</li> <li>*To have an awareness of the pulse internally when singing.</li> </ul>	*Revisit all areas from the year to consolidate understanding	
	Creating music	Knowledge	<ul style="list-style-type: none"> <li>*Understand the composition of a piece of music.</li> <li>*Understand the meaning on composition</li> <li>*Use a story to begin understanding of composition.</li> <li>*Begin to understand how composition can be recorded</li> </ul>	<ul style="list-style-type: none"> <li>*Use understanding of composition to create texture</li> <li>*Create music that describes contracting moods/emotions</li> <li>*Use different techniques to record composition</li> </ul>	<ul style="list-style-type: none"> <li>*Use composition skills to create tunes.</li> <li>*Start to understand how to composition works in groups or pairs</li> </ul>	<ul style="list-style-type: none"> <li>*Compose in pairs and small groups</li> <li>*Compose music in pairs and make improvements</li> </ul>	<ul style="list-style-type: none"> <li>*To know and be able to talk about composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends.</li> <li>*Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	*Revisit all areas from the year to consolidate understanding	
		Skills	<ul style="list-style-type: none"> <li>*Start to build up understanding of building sound in different ways.</li> <li>*Begin to understand how music is created.</li> <li>*Understand how composition of music is created.</li> </ul>	<ul style="list-style-type: none"> <li>*Begin to use instruments to make notes.</li> <li>*Understand the structure of how a piece of music is written.</li> <li>*Enhance understanding of how music is composed.</li> <li>*Use different notes to create a melody on a classroom instrument</li> </ul>	<ul style="list-style-type: none"> <li>*Use instruments to create a few notes in a sequence.</li> <li>*Plan a short piece of music using learned notes.</li> <li>*Talk about how they have created their own piece of music</li> </ul>	<ul style="list-style-type: none"> <li>*Start to use a variety of instruments together to create a layers sequence of music using a few notes.</li> <li>*Understand why music is created in a certain way and what effect it has.</li> </ul>	<ul style="list-style-type: none"> <li>*Create melodies with learned notes on a variety of classroom instruments.</li> <li>*Plan and create a section of music that can be performed within the context of the unit song.</li> <li>*Talk about how it was created.</li> <li>*Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo</li> </ul>	*Revisit all areas from the year to consolidate understanding	

## Birley Spa Primary Academy – Music Curriculum Progression

	<b>History of music</b>	<b>Knowledge</b>	<p style="color: orange; margin: 0;">*Listen to music from different time periods</p> <p style="color: orange; margin: 0;">*Recognise and describe some ancient instruments and their sounds/methods of playing</p> <p style="color: orange; margin: 0;">*Develop an understanding of the cultural significance of music within other cultures</p>			
	<b>Cross Curricular Links/School context</b>	iSing Pop Computing curriculum	Christmas performance			

## Birley Spa Primary Academy – Music Curriculum Progression

Year 4		Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>KS2 End Points (NC)</b>  Can play and perform in solo and ensemble contexts, using voice and playing musical instruments with increasing accuracy, fluency, control and expression. Can use and understand staff and other musical notations. Can improvise and compose music for a range of purposes using the inter-related dimensions of music. Can listen with attention to detail and recall sounds with increasing aural memory. Appreciates and understands a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Has developed an understanding of the history of music.		Topic	Mamma Mia	Christmas Show Glockenspiel stage 2	Stop!	Lean on me	Blackbird	Reflect, rewind and replay	
	Listen and Appraise	Knowledge	*To learn the song from memory. Learn who sang and wrote the song. *To learn a new style; Pop. What it means and what the style includes. *Be able to talk about the lyrics, dimensions, rhythm and pitch of the song. *Learn the names of the instruments in the song. *Learn different length notes and what they sound like in music	*Explore other music played on the glockenspiel *Learn new notes *How they can be incorporated into a piece of music. *How to change the notes and make a tune.	*To learn a new style; rap. What it means and what the style includes. *Be able to talk about the lyrics, dimensions, rhythm and pitch of the song. *Learn the names of the instruments in the song. *Learn new notes to use in composition – their length and what they sound like in music.	*To learn the song from memory. Learn who sang and wrote the song. *To learn a new style; soul/gospel. What it means and what the style includes. *Be able to talk about the lyrics, dimensions, rhythm and pitch of the song. *Learn the names of the instruments in the song. *Consolidate notes – their length and what they sound like in music.	*To learn the song from memory. Learn who sang and wrote the song. *To learn a new style. What it means and what the style includes. *Learn the meaning behind a song *Be able to talk about the lyrics, dimensions, rhythm and pitch of the song. *Learn the names of the instruments in the song. *Consolidate notes – their length and what they sound like in music.	*Revisit all areas from the year to consolidate understanding	
		Skills	*Start to develop melodic phrases *Begin to recognise the character of a piece of music *Identify the purpose of a piece of music *Name some different composers *Recognise the different parts of a song	*Acknowledge different styles of music and the pulse they have. *Recognise simple structures of a piece of music. *Think about if they like the music or dislike it. *Identify rhythmic and melodic patterns. *Understand different views on music.	*Continue to develop melodic phrases and be able to repeat them *Identify the different purposes of music *Name different composers and music they have composed *Identify the introduction, interlude and ending of a song	*Continue to develop melodic phrases and play them *Identify and describe the purpose of a piece of music *Identify different pieces of music by Beethoven *Identify phrases that can be used as an introduction, interlude and ending	*Continue to develop melodic phrases and play them by ear *Recognise and name different pieces of music by Mozart and Elgar *Consolidate understanding of introduction, interlude and ending to a piece of music	*Revisit all areas from the year to consolidate understanding	
	Singing and performing	Knowledge	*To learn new melodies, lyrics and actions *To sing in a group called a choir with a leader or conductor. *Sing as part of a group and learn to listen to each other. *Songs can make you feel different things.	*Learn the words to a given song through repetition and reading words. *To sing in parts, or in rounds with a small group *To sing in a group called a choir with a leader or conductor. *Sing as part of a group and learn to listen to each other. *Use understanding of different moods of a piece of music to express feeling through singing.	*Learn the words to a given song through reading words. *To sing in parts, or in rounds with a larger group of class *To sing in a group called a choir with a leader or conductor. *Sing as part of a group and learn to listen to each other. *Use understanding of different moods of a piece of music to express feeling through singing. *Understand the use of words that refer to tempo of music	*Learn the words to a given song through reading words. *To sing in a group called a choir with a leader or conductor. *To develop the ability to sing complex rhythmic patterns *Sing as part of a group and learn to listen to each other. *Use understanding of different moods of a piece of music to express feeling through singing.	*To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other *To know why you must warm up your voice	*Revisit all areas from the year to consolidate understanding	
		Skills	*Sing a song with growing confidence *Recognise the pulse of a song *Recognise the rhythm of a song *Begin use of simple repeated patterns *Understand how to use pitch correctly when singing *Continue to follow a leader when singing *Learn the simple structure of a song	*Sing a song in tune *Use the pulse of a song when signing *Use understanding of rhythm when singing a song *Continue use of simple repeated patterns to aid singing *Build accuracy of pitch *Continue to follow a leader when singing *Continue to understand the structure of a song	*Perform simple part of a tune rhythmically *Sing with awareness of pulse and control of rhythm *Increase vocal control *Improve use of repeated patterns in singing *Recognise the structure of a song *Sing expressively with awareness and control and the expressive elements	*Perform longer phrases of tunes rhythmically *Sing with growing awareness of pulse and control of rhythm *Strengthen vocal control *Sing songs and create different vocal effects *Understand how mouth shapes can effect voice sounds	*Perform part of songs rhythmically with confidence *Sing with strong awareness of pulse and control of rhythm *Internalise sounds by singing parts of a song 'in their head' *Recognise rhythmic patterns *Identify and recall rhythmic and melodic patterns	*Revisit all areas from the year to consolidate understanding	
	Creating music	Knowledge	*Understand the composition of a piece of music. *Understand the meaning on composition *Use a story to begin understanding of composition. *Begin to understand how composition can be recorded	*Use understanding of composition to create texture *Create music that describes contracting moods/emotions *Use different techniques to record composition	*Use composition skills to create tunes. *Start to understand how to composition works in groups or pairs	*Compose in pairs and small groups *Compose music in pairs and make improvements	*To know and be able to talk about composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. *Different ways of recording compositions (letter names, symbols, audio etc.)	*Revisit all areas from the year to consolidate understanding	
		Skills	*Build further on understanding of how music is composed *Create music that describes different moods *Improvise simple tunes *Understand how to improve compositions *Understand what accompaniment means	*Create music that describes contrasting emotions *Listen by ear to create simple tunes *Understand how to improve compositions *Understand how accompaniment works to create a tune	*Create music that creates describes contrasting moods *Improve their own work *Understand how accompaniments are written	*Create music that creates describes contrasting moods and emotions *Compose music in small groups and make improvements to their own work *Begin to write an accompaniment for a song	*Create music that creates describes contrasting moods and emotions *Compose music in pairs and make improvements to their own work *Write an accompaniment for a song and see how it fits into the tune	*Revisit all areas from the year to consolidate understanding	
	History of music	Knowledge	*Listen to and describe music from different time periods, including Viking music/instruments *Recognise and describe music produced electronically *Explain the advantages/limitations of electorally produced music						
	Cross Curricular Links/School context		iSing Pop Computing curriculum	Christmas performance				Half term topic – Play list	

## Birley Spa Primary Academy – Music Curriculum Progression

Year 5		Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>KS2 End Points (NC)</b>  Can play and perform in solo and ensemble contexts, using voice and playing musical instruments with increasing accuracy, fluency, control and expression. Can use and understand staff and other musical notations. Can improvise and compose music for a range of purposes using the inter-related dimensions of music. Can listen with attention to detail and recall sounds with increasing aural memory. Appreciates and understands a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Has developed an understanding of the history of music.		Topic	Livin' on a prayer	Classroom Jazz 1	Make you feel my love	The fresh prince of Bel-Air	Dancing in the street	Reflect, rewind and replay	
	<b>Listen and Appraise</b>	<b>Knowledge</b>	*To learn the song from memory. Learn who sang and wrote the song. *To learn a new style. What it means and what the style includes. *Be able to talk about the lyrics, dimensions, rhythm and pitch of the song. *Learn the names of the instruments in the song. *Learn different length notes and what they sound like in music	*To learn a variety of songs from memory. Learn who sang and wrote the songs. *To learn different styles of music. *Be able to talk about the lyrics, dimensions, rhythm and pitch of the song. *Learn the names of the instruments in the song. *Learn different length notes and what they sound like in music	*To learn the song from memory. Learn who sang and wrote the song. *To learn a new style.. What it means and what the style includes. *Be able to talk about the lyrics, dimensions, rhythm and pitch of the song. *Learn the names of the instruments in the song. *Learn different length notes and what they sound like in music	*To learn the song from memory. Learn who sang and wrote the song. *To learn a new style.. What it means and what the style includes. *Be able to talk about the lyrics, dimensions, rhythm and pitch of the song. *Learn the names of the instruments in the song. *Learn different length notes and what they sound like in music	*To learn the song from memory. Learn who sang and wrote the song. *To learn a new style.. What it means and what the style includes. *Be able to talk about the lyrics, dimensions, rhythm and pitch of the song. *Learn the names of the instruments in the song. *Learn different length notes and what they sound like in music	*To learn the song from memory. Learn who sang and wrote the song. *To learn a new style.. What it means and what the style includes. *Be able to talk about the lyrics, dimensions, rhythm and pitch of the song. *Learn the names of the instruments in the song. *Learn different length notes and what they sound like in music	*Revisit all areas from the year to consolidate understanding
		<b>Skills</b>	* To be able to play percussion instruments * Listen to longer pieces of music	* Be able to play pieces of music with percussion instruments from memory * Identify features of longer pieces of music	* Create dances that reflect music features * Identify how mood is created by music	* Identify how mood is created by music and lyrics * Use specific musical vocabulary to evaluate music * Contrast the work of famous composers and show preference	* Identify how mood is created and changed by music and lyrics * Choose the most appropriate tempo for a piece of music	*Revisit all areas from the year to consolidate understanding	
	<b>Singing and performing</b>	<b>Knowledge</b>	* Breathing techniques * Learn the rhythms and words to different songs * Know the importance of warming up your voice	* Learn to sing 5 songs * Be able to talk about a song * Explain the importance of warming up your voice	* Confidently sing 5 songs and individual parts from memory *Choose a song and be able to talk about it * Performance doesn't need to be drama – it can be between two people	* Sing with strong internal pulse * Be able to talk about performance and sharing music with other people * Music perform clearly and with confidence	* Choose a song and be able to talk about its features e.g different parts of the song, what the song is about	*Revisit all areas from the year to consolidate understanding	
		<b>Skills</b>	* Learn where to breathe when performing a song * Learn to listen to own part when performing in a group *To communicate the meaning of the words and clearly	* Develop breathing in the correct place when performing * Maintain own part when others are performing theirs	* Perform by ear simple notations of rhythm * Use understanding of lyrics to change expression * Sing with awareness of being in tune	* Use improvisation independently *Sing back vocals	* Improvise with a group using melodic and rhythmic phrases * To enjoy exploring singing solo	*Revisit all areas from the year to consolidate understanding	
	<b>Creating music</b>	<b>Knowledge</b>	* To know about different composers * To know that a composition is a piece of music that can be kept and played again * Understand term keynote	* A composition has pulse * Become confident understanding written notation	* A composition has pulse, rhythm and pitch that work together * Understand that there are different starting points to a composition	* A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure	* Recognise the connection between sound * Become confidence to use written notation	*Revisit all areas from the year to consolidate understanding	
		<b>Skills</b>	* Create simple melodies * Explain the home notes of a piece of music * Record composition	* Create melodies using up to five different notes * Explain the structure of a melody	* Create melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.	* Listen to and reflect upon the developing composition and make * Record the composition in any way appropriate that recognises the connection between sound and symbol	* Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.	*Revisit all areas from the year to consolidate understanding	
	<b>History of music</b>	<b>Knowledge</b>	*Listen to and discuss music composed in other time periods *Understand the term Renaissance and what it means in music *Listen to and discuss the features and cultural significance of Samba music						
	<b>Cross Curricular Links/School context</b>			iSing Pop Computing curriculum	Christmas performance				

## Birley Spa Primary Academy – Music Curriculum Progression

Year 6		Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p><b>KS2 End Points (NC)</b></p> <p>Can play and perform in solo and ensemble contexts, using voice and playing musical instruments with increasing accuracy, fluency, control and expression. Can use and understand staff and other musical notations.</p> <p>Can improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Can listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciates and understands a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Has developed an understanding of the history of music.</p>		Topic	Happy	Classroom Jazz 2	A new year carol	You've got a friend	Music and me	Reflect, rewind and replay	
	<b>Listen and Appraise</b>		<b>Knowledge</b>	<ul style="list-style-type: none"> <li>To know songs from memory, who sang or wrote them, when they were written and why?</li> <li>To know the style of the songs and to name other songs from the Units in those styles.</li> <li>To choose three or four other songs and be able to talk about:               <ul style="list-style-type: none"> <li>The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>The lyrics: what the songs are about</li> </ul> </li> <li>Any musical dimensions</li> <li>Learn the names of the instruments in the song.</li> <li>Learn different length notes and what they sound like in music</li> </ul>	<ul style="list-style-type: none"> <li>To know songs from memory, who sang or wrote them, when they were written and why?</li> <li>To know the style of the songs and to name other songs from the Units in those styles.</li> <li>To choose three or four other songs and be able to talk about:               <ul style="list-style-type: none"> <li>The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>The lyrics: what the songs are about</li> </ul> </li> <li>Any musical dimensions</li> <li>Learn the names of the instruments in the song.</li> <li>Learn different length notes and what they sound like in music</li> </ul>	<ul style="list-style-type: none"> <li>To know songs from memory, who sang or wrote them, when they were written and why?</li> <li>To know the style of the songs and to name other songs from the Units in those styles.</li> <li>To choose three or four other songs and be able to talk about:               <ul style="list-style-type: none"> <li>The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>The lyrics: what the songs are about</li> </ul> </li> <li>Any musical dimensions</li> <li>Learn the names of the instruments in the song.</li> <li>Learn different length notes and what they sound like in music</li> </ul>	<ul style="list-style-type: none"> <li>To know songs from memory, who sang or wrote them, when they were written and why?</li> <li>To know the style of the songs and to name other songs from the Units in those styles.</li> <li>To choose three or four other songs and be able to talk about:               <ul style="list-style-type: none"> <li>The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>The lyrics: what the songs are about</li> </ul> </li> <li>Any musical dimensions</li> <li>Learn the names of the instruments in the song.</li> <li>Learn different length notes and what they sound like in music</li> </ul>	<ul style="list-style-type: none"> <li>To know songs from memory, who sang or wrote them, when they were written and why?</li> <li>To know the style of the songs and to name other songs from the Units in those styles.</li> <li>To choose three or four other songs and be able to talk about:               <ul style="list-style-type: none"> <li>The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>The lyrics: what the songs are about</li> </ul> </li> <li>Any musical dimensions</li> <li>Learn the names of the instruments in the song.</li> <li>Learn different length notes and what they sound like in music</li> </ul>	*Revisit all areas from the year to consolidate understanding
			<b>Skills</b>	<ul style="list-style-type: none"> <li>Understand how to play pitched percussion</li> <li>Recognise pulse and understand how to move to it</li> </ul>	<ul style="list-style-type: none"> <li>Recognise pulse and move to it with ease</li> <li>Listen carefully to other peoples opinions about the music</li> </ul>	<ul style="list-style-type: none"> <li>Think about the message of a song</li> <li>Listen carefully to other peoples opinions about the music</li> </ul>	<ul style="list-style-type: none"> <li>Compare the styles of songs</li> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>	<ul style="list-style-type: none"> <li>Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences</li> </ul>	*Revisit all areas from the year to consolidate understanding
	<b>Singing and performing</b>		<b>Knowledge</b>	<ul style="list-style-type: none"> <li>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>To know the style of song and names of other songs from the unit</li> </ul>	<ul style="list-style-type: none"> <li>To be able to talk about features from different songs</li> <li>The historical context of a song</li> <li>Different forms of notation</li> </ul>	<ul style="list-style-type: none"> <li>Identify structure of a song e.g. intro, verse, chorus</li> <li>Know and talk about that fact that we each have a musical identity</li> </ul>	<ul style="list-style-type: none"> <li>Name some of the instruments used in the songs</li> <li>Combine groups of beats</li> <li>Understand how to edit and refine work</li> </ul>	<ul style="list-style-type: none"> <li>The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>Appraisal</li> </ul>	*Revisit all areas from the year to consolidate understanding
			<b>Skills</b>	<ul style="list-style-type: none"> <li>Understand how to play pitched percussion</li> <li>Sing songs with increasing control of breathing</li> </ul>	<ul style="list-style-type: none"> <li>Sing songs with increasing control of breathing and posture</li> <li>Sing confidently as a class and groups</li> <li>Listen to longer pieces of music to identify different features</li> </ul>	<ul style="list-style-type: none"> <li>Sing songs with increasing control of breathing, posture and projection</li> <li>Have awareness of improvisation</li> </ul>	<ul style="list-style-type: none"> <li>Identify phrases through breathing in appropriate places</li> <li>Sing a round in two parts</li> </ul>	<ul style="list-style-type: none"> <li>Sing a round in two parts and identify the melodic phrases and how they fit together</li> <li>Identify different moods and textures</li> <li>Identify how mood is created by music and lyrics</li> </ul>	*Revisit all areas from the year to consolidate understanding
	<b>Creating music</b>		<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Know how a composition is created</li> <li>To create and improvise melodic and rhythmic phrases as part of a group performance</li> </ul>	<ul style="list-style-type: none"> <li>Compose by developing ideas within a range of given musical structures</li> <li>Learn new notes to use in composition</li> </ul>	<ul style="list-style-type: none"> <li>Notation: recognise the connection between sound and symbol</li> <li>Different styles of compositions</li> <li>Names of composers</li> </ul>	<ul style="list-style-type: none"> <li>To know how each section of music is placed within the whole</li> <li>To understand that the creation through improvisation requires trust in order to succeed.</li> </ul>	<ul style="list-style-type: none"> <li>To know the actions within which improvisation might work in helping to create the finished performance piece.</li> </ul>	*Revisit all areas from the year to consolidate understanding
			<b>Skills</b>	<ul style="list-style-type: none"> <li>Listen and clap back, then listen and clap your own answer in order to gain improvisation skills</li> </ul>	<ul style="list-style-type: none"> <li>Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes</li> <li>Classroom Jazz 2 -Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale)</li> </ul>	<ul style="list-style-type: none"> <li>Take it in turns to improvise using three different notes</li> <li>Compose music individually or in pairs using a range of stimuli and developing musical ideas into a completed composition</li> </ul>	<ul style="list-style-type: none"> <li>Explain the keynote or home note and the structure of the melody</li> <li>Confidently record notation</li> <li>Write lyrics to a known song</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> </ul>	*Revisit all areas from the year to consolidate understanding
	<b>History of music</b>		<b>Knowledge</b>	*Listen to and appreciate the cultural significance of music during World War II					
		Cross Curricular Links/School context		iSing Pop Computing curriculum	Christmas performance				

## Birley Spa Primary Academy – Music Curriculum Progression

<p><b>Y1 End Of Year Expectations:</b></p> <ul style="list-style-type: none"> <li>• I use my voice to speak, sing and chant.</li> <li>• I use instruments to perform.</li> <li>• I clap short rhythmic patterns.</li> <li>• I make different sounds with my voice and with instruments.</li> <li>• I repeat short rhythmic and melodic patterns.</li> <li>• I make a sequence of sounds.</li> <li>• I respond to different moods in music.</li> <li>• I say whether I like or dislike a piece of music.</li> <li>• I choose sounds to represent different things.</li> <li>• I follow instructions about when to play and sing.</li> </ul>	<p><b>Y2 End Of Year Expectations:</b></p> <ul style="list-style-type: none"> <li>• I sing and follow a melody.</li> <li>• I perform simple patterns and accompaniments keeping a steady pulse.</li> <li>• I play simple rhythmic patterns on an instrument.</li> <li>• I sing or clap increasing and decreasing tempo.</li> <li>• I order sounds to create a beginning, middle and an end.</li> <li>• I create music in response to different starting points.</li> <li>• I choose sounds which create an effect.</li> <li>• I use symbols to represent sounds.</li> <li>• I make connections between notations and musical sounds.</li> <li>• I listen out for particular things when listening to music.</li> <li>• I improve my own work.</li> </ul>	<p><b>Y3 End Of Year Expectations:</b></p> <ul style="list-style-type: none"> <li>• I sing a tune with expression.</li> <li>• I play clear notes on instruments.</li> <li>• I use different elements in my composition.</li> <li>• I create repeated patterns with different instruments.</li> <li>• I compose melodies and songs.</li> <li>• I create accompaniments for tunes.</li> <li>• I combine different sounds to create a specific mood or feeling.</li> <li>• I use musical words to describe a piece of music and compositions.</li> <li>• I use musical words to describe what I like and do not like about a piece of music.</li> <li>• I recognise the work of at least one famous composer.</li> <li>• I improve my work; explaining how it has been improved.</li> </ul>
<p><b>Y4 End Of Year Expectations:</b></p> <ul style="list-style-type: none"> <li>• I perform a simple part rhythmically.</li> <li>• I sing songs from memory with accurate pitch.</li> <li>• I improvise using repeated patterns.</li> <li>• I use notation to record and interpret sequences of pitches.</li> <li>• I use notation to record compositions in a small group or on my own.</li> <li>• I explain why silence is often needed in music and explain what effect it has.</li> <li>• I identify the character in a piece of music.</li> <li>• I identify and describe the different purposes of music.</li> <li>• I begin to identify the style of work of Beethoven, Mozart and Elgar.</li> </ul>	<p><b>Y5 End Of Year Expectations:</b></p> <ul style="list-style-type: none"> <li>• I breathe in the correct place when singing.</li> <li>• I maintain my part whilst others are performing their part.</li> <li>• I improvise within a group using melodic and rhythmic phrases.</li> <li>• I change sounds or organise them differently to change the effect.</li> <li>• I compose music which meets specific criteria.</li> <li>• I use notation to record groups of pitches (chords).</li> <li>• I use my music diary to record aspects of the composition process.</li> <li>• I choose the most appropriate tempo for a piece of music.</li> <li>• I describe, compare and evaluate music using musical vocabulary.</li> <li>• I explain why I think music is successful or unsuccessful.</li> <li>• I suggest improvement to my own work and that of others.</li> <li>• I contrast the work of a famous composer with another, and explain my preferences.</li> </ul>	<p><b>Y6 End Of Year Expectations:</b></p> <ul style="list-style-type: none"> <li>• I sing in harmony confidently and accurately.</li> <li>• I perform parts from memory.</li> <li>• I take the lead in a performance.</li> <li>• I use a variety of different musical devices in my composition (including melody, rhythms and chords).</li> <li>• I evaluate how the venue, occasion and purpose affects the way a piece of music is created.</li> <li>• I analyse features within different pieces of music.</li> <li>• I compare and contrast the impact that different composers from different times have had on people of that time.</li> </ul>