

Forty Hill CE Primary School – Music Curriculum Progression

| | Skills | KS1 | | KS2 | | | |
|-------|---|---|--|--|---|---|---|
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Music | Music knowledge: Theory and formal notation | Understand how music can be used to tell a story | Create and notate vocal sounds | Crotchets and rests – use in improvisation and composition Written notation: Crotchets and rests Resources: sheet music | Use musical vocabulary to appraise a piece of music Written notation: Minims and quavers. Resources: sheet music | Understand the history of different genres of music and how music is influenced/changes over time Written notation: staff, semibreves, dotted crotchets Resources: sheet music | Deeper understanding of history and context of music. Written notation: staves, semibreves and dotted crotchets Resources: sheet music |
| | Improvisation and composition | Begin to put together a musical performance to tell a story | Be inspired by a famous piece of music and create a story board with sound effects | Compose simple rhythms by finding a pulse and using un-tuned percussion instruments Understand the terms improvisation and composition Resources: various percussion and tuned-percussion instruments, iPads to record, sheet music to record compositions accurately | Compose simple rhythms Resources: various percussion and tuned-percussion instruments, iPads to record, sheet music to record compositions accurately | Compose more complex rhythms Resources: various percussion and tuned-percussion instruments, iPads to record, sheet music to record compositions accurately | Create and record own compositions using formal notation Compose music for a range of purpose Resources: various percussion and tuned-percussion instruments, iPads to record, sheet music to record compositions accurately |
| | Instruments | Understand pitch and beat using instruments | Use different instruments from other cultures to explore steady beat and rhythm | Recognise a range of instruments and the sounds that they | Recognise a range of instruments and the sounds that they make and the roles | Select instruments to suit their compositions | Select instruments to suit their compositions and evaluate their effect |



Forty Hill CE Primary School – Music Curriculum Progression

| | | | | | | | |
|--|-----------------|--|---|---|---|---|--|
| | | | patterns | make | they have within the orchestra | | and make changes if necessary |
| | Listening | Explore sounds found in the school environment | Listen to and identify sequences including changing tempo | <p>Resources: various percussion and tuned-percussion instruments</p> <p>Listen and recall simple phrasing using voice or un-tuned percussion instruments/clapping</p> <p>Find a pulse in a piece of music</p> | <p>Resources: various percussion and tuned-percussion instruments</p> <p>Develop aural memory by listening and recalling phrases with voice and instruments</p> <p>Recognise a range of musical styles based on key features</p> | Listen with attention to detail and recall sounds | <p>Appreciate live and recorded music from different traditions.</p> <p>Recognise music.</p> |
| | Singing/playing | Explore ways of using voices expressively, including using actions | Explore ways to use voices to describe feelings and moods | <p>Sing songs with multiple parts</p> <p>Play and perform in solo or ensemble contexts</p> | <p>Sing in an ensemble</p> | <p>Sing in an ensemble</p> <p>Play and perform in solo and ensemble contexts with accuracy, fluency, control and expression</p> | <p>Sing as part of an ensemble with confidence and precision</p> <p>Play and perform in solo and ensemble contexts – accuracy, control, fluency and expression</p> |