

## Music Progression Map

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>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 instruments musically;</li><li>• listen with concentration and understanding to a range of high-quality live and recorded music;</li><li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li></ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;</li><li>• improvise and compose music for a range of purposes using the inter-related dimensions of music;</li><li>• listen with attention to detail and recall sounds with increasing aural memory;</li><li>• use and understand staff and other musical notations;</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><li>• develop an understanding of the history of music.</li></ul>

### Intent

At Gayton, it is our intent that we make music an enjoyable learning experience where children can develop their skills, vocabulary and knowledge. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. We believe that all children should have the opportunity to learn to play an instrument and our teaching focuses on developing the children's ability to understand rhythm and follow a beat. Children are given opportunities to consider how music can represent different feelings, emotions and narratives. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music whilst developing descriptive language skills and an understanding of technical vocabulary.

### Implementation

The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in:

- ♪ Classroom activities
- ♪ Singing assemblies
- ♪ Opportunities to perform in concerts and for smaller audiences
- ♪ The learning of instruments

The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom students learn how to play an instrument, from all four main instrument groups of wind, strings, percussion and keyboards. In doing so understand the different principle of each method of creating notes, as well as how to read basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument. The curriculum also incorporates the use of technologies such as 'Soundation', enabling the children to compose their own pieces. The school receives high-quality sessions from the Derbyshire Music Education Hub, who provide ukulele lessons in Year 4.

### Impact

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The curriculum allows time for children to discover and discuss preferences, debate, develop confidence and develop speaking and listening skills. Children are able to enjoy music as listener, creator and performer. Through the curriculum and wider opportunities, such as Music of the Month and opportunities to attend professional performances, children will also develop an understanding of culture and history, both in relation to our school community and as ethnicities from across the world.

Skills	Year 3 & 4	Year 5 & 6
Performing	<p><b>KS2 Music National Curriculum</b></p> <p>Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>sing with good diction;</li> <li>sing in tune songs with a limited range;</li> <li>sing a song with two or more parts;</li> <li>perform with expression;</li> <li>use correct technique to play instruments.</li> </ol>	<p><b>KS2 Music National Curriculum</b></p> <p>Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>sing with good diction;</li> <li>sing in tune;</li> <li>sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch;</li> <li>perform with accuracy and expression, showing an understanding of the context of the music;</li> <li>use correct technique to play instruments with improved confidence and accuracy.</li> </ol>
Composing	<p><b>KS2 Music National Curriculum</b></p> <p>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>compose a tune using eight notes;</li> <li>compose music that has a recognisable structure (beginning, middle and end).</li> </ol>	<p><b>KS2 Music National Curriculum</b></p> <p>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>create more complex tunes, thinking about their audience;</li> <li>add lyrics to a composition;</li> <li>compose music that has a recognisable structure (beginning, middle and end) that shows variation in timbre and dynamics.</li> </ol>

Skills	Year 3 & 4	Year 5 & 6
Listening	<p><b>KS2 Music National Curriculum</b></p> <p>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>find the beat in a piece of music;</li> <li>explain the tempo, dynamics and duration of a piece of music;</li> <li>begin to recognise some orchestral instruments in a piece of music.</li> </ol>	<p><b>KS2 Music National Curriculum</b></p> <p>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>find the beat in a piece of music;</li> <li>explain the tempo, dynamics, metre, timbre and duration of a piece of music;</li> <li>recognise orchestral instruments and describe their effect in a piece of music.</li> </ol>
	<p><b>KS2 Music National Curriculum</b></p> <p>Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>recognise a range of music genres;</li> <li>recognise instruments being played in a piece of music;</li> <li>express their opinion about pieces of music using appropriate musical vocabulary;</li> <li>discuss similarities and differences in pieces of music.</li> </ol>	<p><b>KS2 Music National Curriculum</b></p> <p>Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>recognise a range of music genres (including from around the world) and describe their characteristics;</li> <li>name a variety of composers and artists associated with different genres of music;</li> <li>recognise instruments being played in a piece of music;</li> <li>express their opinion about pieces of music using appropriate musical vocabulary;</li> <li>discuss similarities and differences in pieces of music and explain how composers and performers achieve this.</li> </ol>

Skills	Year 3 & 4	Year 5 & 6
Notation	<p><b>KS2 Music National Curriculum</b></p> <p>Pupils should be taught to use and understand staff and other musical notations.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a. recognise crotchets, quavers, semibreves and crotchet rests;</li> <li>b. begin to be able to recognise some notes on a treble clef staff.</li> </ul>	<p><b>KS2 Music National Curriculum</b></p> <p>Pupils should be taught to use and understand staff and other musical notations.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a. recognise crotchets, quavers, semibreves, crotchet and quaver rests;</li> <li>b. recognise notes on a treble clef staff;</li> <li>c. understand that notes are positioned differently on a bass clef;</li> <li>d. read, and play from, music notation;</li> <li>e. record their own compositions using music notation.</li> </ul>
Knowledge of Music	<p><b>KS2 Music National Curriculum</b></p> <p>Pupils should be taught to develop an understanding of the history of music.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a. name some composers and genres of music from different eras.</li> </ul>	<p><b>KS2 Music National Curriculum</b></p> <p>Pupils should be taught to develop an understanding of the history of music.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a. name some composers and genres of music from different eras;</li> <li>b. name different musical periods.</li> </ul>