St Andrew's Methodist Primary School



Music Long Term Planning – Progression of Knowledge and Skills

The National Curriculum for music aims to ensure that all pupils:

• Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

• Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.

• Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Our school context and culture for learning result in the following enhancers. These underpin all areas of our curriculum vision:

- Christian vision and values underpinning the curriculum- In music this encourages pupils to strive for excellence.
- Behaviour and conduct of the children- In music, this focuses on developing the pupils' capacity to persevere with difficulties.
- Excellent relationships between all members of the school community
- Supportive parents who engage in school life- Parents give full support by attending musical performances across the year.
- Children enjoy school and feel safe- Our music curriculum enables pupils to express their feelings and appraise music they have listened to.
- A strong commitment to equality and diversity. Music will help pupils understand that each individual is unique and that their personal opinions and beliefs with relation to music should be respected. Pupils will compose individual pieces of music that is personal to them.
- Outstanding staff team who embrace change and improvement.
- Long record of high standards and achievement- Music helps pupils to build foundations for effective communication, giving pupils the language skills they need to master the curriculum.
- Safeguarding and pastoral support- Music helps our pupils express their feelings and gives them opportunities to be still and reflective.
- Governor expertise and support- Musical expertise is recognised and harnessed to aid policy and curriculum development in music.
- Senior leaders continuous evaluation of the school- A continuous cycle of monitoring and review ensures effective music provision.
- Strong local, national and global community partnerships- We offer a thoughtful range of experiences that support a range of cultures. Pupils enjoy an entire range of academic, physical, spiritual, moral, social, cultural activities that enrich their lives and give them the confidence and skills for a fulfilled and happy life.
- Enrichment opportunities, including extra-curricular activities. Pupils are provided with a range of opportunities to explore their musical talents, through music lessons and extra-curricular clubs.

EARLY YEARS MUSIC CURRICULUM SKILLS AND PROGRESSION



	Performing, Singing and	Compose and Improvise	Listen and Appraise
	Playing		
Nursery	- Remember and sing entire	- Create their own songs, or improvise a song around	- Listen with increased attention to sounds
	songs.	one they know.	- Respond to what they have heard,
Autumn 1	- Sing the pitch of a tune sung by		expressing their thoughts and feelings.
Rhyme Time	another person ('Pitch Match')		
Autumn 2	- Sing the melodic shape		
Christmas singalong	(Moving melody, such as up and		
Spring 2- Hands and Voices	down, down and up) of familiar		
	songs.		
Summer 1 and 2- Musical	- Play instruments with		
Beginnings	increasing control to express		
	their feelings and ideas		
Reception	- Sing in a group or on their own,	- Explore and engage in music making and dance,	- Listen attentively, move to and talk about
	increasingly matching the pitch	performing solo or in groups.	music, expressing their feelings and
Autumn 1	and following the melody.		responses.
- Me!	- Sing a range of well- known		-To learn that music can touch your
Autumn 2	nursery rhymes and songs.		feelings.
 My Stories + Christmas 	- Perform songs, rhymes, poems		- Watch and talk about dance and
Performance	and stories with others, and		performance art, expressing their feelings
Spring 1	when appropriate try to move in		and responses.
- Everyone!	time with music using actions or		-To enjoy moving to music by dancing,
Spring 2	dance.		marching, being animals or Pop stars.
- Our World	-Perform rhymes or songs		
Summer 1	adding a simple instrumental		
- Big Bear Funk	part.		
Summer 2 - Nursery Rhymes	To sing along with a pre-		
with Instruments.	recorded song and add actions.		
	- To sing along with the backing		
	track.		

KEY STAGE 1 MUSIC CURRICULUM SKILLS AND PROGRESSION



Performing Pupils should use their voices expressively and creatively by singing songs and speaking chants and rhymes. Pupils should play tuned and untuned instruments musically.			-experiment with combine sounds of dimensions of mu - improvise and co of purposes using dimensions of mu	ompose music for a rang the inter-related sic.	understanding to recorded music.	en with concentration and a range of high-quality live and
<u>Year 1</u>	Singing	Playing Instruments	Perform/Share	Improvisation	Composition	Listen and Appraise
Autumn 1 – Hey you Autumn 2 – Rhythm in the way we walk/The Banana Rap + Christmas Performance Spring 1 – In the Groove Spring 2 – Round and Round Summer 1 –	Sing within a limited pitch range and begin to understand: - The importance of working together in an ensemble or as part of a group. - How important it is and why we warm up our voices. - How to join in and stop as appropriate - learn how to follow a leader/conductor. - How melody and	Start to learn to play together in a band or ensemble. - Join in and stop as appropriate. Start to respond to simple musical cues such as starting and stopping etc. - Learn how to follow a leader/conductor. - Play and move between differentiated parts with a sound- before-symbol	Start to perform together in an ensemble/band. - Sing, play, improvise and play back compositions as part of your ensemble/band. - Do all of this in front of an audience. - Learn about performance and building confidence. - Understand about practice.	Year 1 units you will learn the fundamentals of improvisation and skills will build overtime: - Clap and improvise (simple rhythmic patterns). - Copy back Question and	Begin to understand the differences between composition and improvisation. - Create your own simple melodies within the context of the song that is being learnt. Compose using one or two notes. - Record the composition in any way appropriate.	 The children will begin to recognise very basic style indicators and start to recognise different instruments. Have fun finding the pulse together and start to understand what pulse is/does/means etc. Start to use correct musical language during discussion and when describing feelings. They will start to use correct musical language and describe how the music makes them
Your Imagination. Summer 2 – History of Music - Contemporary - 1960-Present	words should be interpreted. - How to sing with good diction. - How to perform with a good sense of pulse and rhythm	approach, according to ability. - Learn to play your instrument correctly and treat it with respect.	- Record your performance and learn from watching it back.		 Notate music in different ways, using graphic/video, ICT. Begin to recognise/identify the awareness of a link between shape 	feel through safe and respectful discussion. They will begin to recognise: - The sound of the musical instruments used. - Basic musical structure.

- Question and Answer using voices. and pitch using graphic notations. - The purpose of the context within histor - How music makes - Play and Improvise (simple patterns). - How music makes - About the dimension music and how they music rulse - a stear	ry. them feel. ons of fit into
Image: Sector of the sector	them feel. ons of fit into
- Play and - Play and - About the dimension in the provise (simple and - About the dimension of the provise (simple and - About the dimension of the provise (simple and the p	ons of fit into
Improvise (simple music and how they	fit into
	dy heat
- Copy back using simple rhythm patter	
instruments.	
- Question and	annes.
Answer using	
instruments.	
- Improvise! Take	
it in turns to	
improvise using	
one or two notes.	

Year 2	Singing	Playing Instruments	Perform/Share	Improvisation	Composition	Listen and Appraise
Autumn 1 – Friendship Song Autumn 2 – Ho Ho Ho + Christmas Performance Spring 1 – I wanna play in a band. Spring 2 – Hands, Feet, Heart Summer 1 – Djembe Summer 2 – History of Music - Early	Sing within a limited pitch range and deepen their understanding of: - The importance of working together in an ensemble or as part of a group. - How important it is and why we warm up our voices. - How to join in and stop as appropriate - Learn how to follow a leader/conductor. - How melody and words should be interpreted. - How to sing with	Continue to learn to play together in a band or ensemble. - Join in and stop as appropriate and more confidently. - Continue to respond to simple musical cues such as starting and stopping. - Follow a leader/conductor. Play and move between differentiated parts with a sound-before- symbol approach, according to ability. Continue to learn to play your instrument	Continue to learn how to perform together in an ensemble/band. - Sing, play, improvise and play back compositions as part of your ensemble/band. - Do all of this in front of an audience. - Learn about performance and building confidence. - Understand in more depth about practice. - Record your performance and	Using the differentiated improvisation challenges in the Year 2 units, you will deepen your knowledge of the fundamentals of improvisation and skills will continue to build overtime: - Clap and improvise (simple rhythmic patterns). - Copy back. - Question and Answer. - Sing and Improvise (simple	Continue to explore and understand the differences between composition and improvisation. - Continue to create your own simple melodies within the context of the song that is being learnt. - Compose using one, two or three notes. - Record the composition in any way appropriate. - Notate music in different ways, using graphic/video, ICT.	The children will begin to recognise very basic style indicators and start to recognise different instruments. - Styles include: South African, Rock, Reggae, Early Classical, 20th Century Contemporary Classical. - Have fun finding the pulse together and start to understand what pulse is/does/means etc. - Start to use correct musical language during discussion and when describing feelings. - They will begin to recognise: The sound of the musical instruments used.
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	- Improvise! Take it	
	in turns to	
	improvise using	
	one or two notes.	

KEY STAGE 2 MUSIC CURRICULUM SKILLS AND PROGRESSION



	 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. 			Composing - improvise and compose music for a range of purposes using the inter-related dimensions of music.		Listen and Appraise -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
Year 3	Singing	Singing Playing Instruments Perform/Share Improvisation Compos				Listen and Appraise
Autumn 1 –	Sing in tune within a	Continue to play and	Continue to perform	Through	- Continue to explore	The children will begin to
Glockenspiel	limited pitch range	move between	together with	differentiated	and continue with a	recognise very basic style
Stage 1 Autumn	and continue to	differentiated parts	confidence in an	challenges, the	differentiated	indicators and start to
2 – Bringing Us	understand:	with a sound-before-	ensemble/band with	children will	approach, composing	recognise different
Together +	- The importance of	symbol approach,	an increasing	deepen their	using two notes,	instruments. Styles include:
Christmas	working together in an	according to ability. Use	understanding of	knowledge and	increasing to three	RnB, Rock, Reggae, Pop,
Performance	ensemble or as part of	the notated parts	how to improve your	understanding of	notes and beyond if	Film/Classical, Musicals,
Spring 1 – Let	a group and how the	provided if appropriate.	performance.	improvisation.	required.	Motown, Soul, Disco, Funk,
your spirit fly.	musical outcomes are	- Continue to	- Sing, play,	 Progress through 	- Listen to the sound	Hip Hop, Big Band Jazz.
Spring 2 – The	of higher quality when	experience playing	improvise and play	the differentiated	of the composition	 Have fun finding the pulse
Dragon Song.	doing so.	together in a band or	back compositions as	Bronze, Silver and	as it unfolds and	together and deepen their
Summer 1 –	- How important it is	ensemble. Join in and	part of your	Gold Challenges.	make decisions	understanding of what pulse
Three Little	and why we warm up	stop as appropriate.	ensemble/band with	- Sing, Play and	about it Record the	is/does/means etc.
Birds Summer 2	our voices, posture,	Respond to musical	increasing	Copy back -	composition in any	- They will continue to
 History of 	breathing and voice	cues such as starting	confidence.	clapping	way that is	recognise the sound of the
Music -	projection.	and stopping. Learn	- Do all of this in	progressing to	appropriate - using	musical instruments used and
Romantic -	- How to join in and	how to follow a	front of an audience	using instruments.	graphic/pictorial	basic musical structure.
1820-1900	stop as appropriate	leader/conductor. Learn	with more		notation, using ICT,	

 – continue to follow a 	to treat each	understanding of	- Copy back a	video or with formal	- They will continue to use
leader/conductor	instrument with respect	their needs. Learn	musical idea.	notation.	correct musical language and
confidently.	and use the correct	about performance	- Play and	- Musically	describe how the music makes
- How melody and	techniques to play	and building	Improvise - using	demonstrate	them feel through safe and
words should be	them.	confidence.	instruments.	increased	respectful discussion.
interpreted.	- Begin to	- Understand about	- Invent a musical	understanding and	- The purpose of the song and
- How to sing with	recognise/identify and	practice.	answer using one	use of the	context within history.
good diction.	musically demonstrate	- Record your	or two notes.	interrelated	- Continue to deepen their
- How to perform with	awareness of a link	performance and	- Improvise- using	dimensions of music	understanding of the
a good sense of pulse	between shape and	learn from watching	two notes on	as appropriate within	dimensions of music and how
and rhythm	pitch graphic notations.	it back.	instruments. O	this context.	they fit into music: pulse - a
	Start to understand the		Listen to each	- Begin to recognise	steady beat, simple rhythm
	basics and foundations		other's musical	and musically	patterns, pitch, texture, temp
	of notations if		ideas.	demonstrate	
	appropriate.			awareness of a link	
				between shape and	
				pitch using graphic	
				notations if	
				appropriate.	

Year 4	Singing	Playing Instruments	Perform/Share	Improvisation	Composition	Listen and Appraise
Autumn 1 –	Sing in tune within a	In greater depth: -	Continue to perform	Sing, Play and Copy	Continue with a	Continue to recognise basic
Glockenspiel	limited pitch range	Continue to play and	together with	back - clapping	differentiated	style indicators and continue
Stage 2 Autumn	and continue to	move between	confidence in an	progressing to	approach, composing	to recognise different
2 – Stop! +	understand in greater	differentiated parts	ensemble/band with	using instruments.	using two notes,	instruments.
Christmas	depth:	with a sound-before-	an increasing	- Play and	increasing to three	- Deepen knowledge and
Performance	- The importance of	symbol approach,	understanding of	Improvise - using	notes and beyond if	understanding of specific
Spring 1 –	working together in an	according to ability. Use	how to improve your	instruments. Invent	required.	musical styles through
Mamma Mia	ensemble or as part of	the notated parts	performance Sing,	a musical answer	- Listen to the sound	listening to more examples of
Spring 2 – Lean	a group and how the	provided if appropriate.	play, improvise and	using one, two or	of the composition	the same styles and
on Me. Summer	musical outcomes are	- Continue to	play back	three notes.	as it unfolds and	understanding its musical
1 – Blackbird.	of higher quality when	experience playing	compositions as part	- Improvise - using	make decisions	structure and style indicators.
Summer 2 –	doing so.	together in a band or	of your	up to three notes	about it.	Styles include: ABBA, Grime,
History of Music	- How important it is	ensemble.	ensemble/band with	on instruments.	- Record the	Beatles, Gospel, Classical
- Classical -	and why we warm up	- Join in and stop as	increasing	- Listen to each	composition in any	Romantic, Tango, Hip Hop,
1750-1820	our voices, posture,	appropriate Respond	confidence.	other's musical	way that is	Early Classical Music, 20th
	breathing and voice	with more confidence	- Do all of this in	ideas.	appropriate - using	Century Contemporary
	projection.	to musical cues such as	front of an audience	- To listen and copy	graphic/pictorial	Classical Music.
	- How to join in and	starting and stopping.	with more	musical ideas by	notation, using ICT,	- Have fun finding the pulse
	stop as appropriate	-Learn how to follow a	understanding of	ear (rhythmic or	video or with formal	together and deepen their
	- continue to follow a	leader/conductor.	their needs.	melodic).	notation.	understanding of what pulse
	leader/conductor	- Treat each instrument	- Learn about	- To create musical	- Musically	is/does/means etc.
	confidently.	with respect and use	performance skills	rhythms and	demonstrate	- Continue to recognise the
	- How melody and	the correct techniques	and building	melodies as	increased	sound of the musical
	words should be	to play them.	confidence.	answers as part of	understanding and	instruments used and basic
	interpreted. Try to	- Continue to	- Understand in more	a group and as a	use of the	musical structure The
	match your	recognise/identify and	depth about practice	soloist.	interrelated	purpose of the song and
	performance of the	musically demonstrate	and why we do it.	- To respect each	dimensions of music	context within history.
	song to how the music	awareness of a link	- Record your	other's musical	as appropriate within	- Continue to deepen
	sounds ie start to think	between shape and	performance and	ideas and efforts.	this context.	understanding of the
	musically.	pitch graphic notations.	learn from watching		- Begin to recognise	dimensions of music and how
	- How to sing with	- Start to understand	it back		and musically	they fit into music.
	good diction.	the basics and			demonstrate	-Give specific reference to
		foundations of			awareness of a link	musical dimensions: pulse - a
		notations if appropriate			between shape and	steady beat, simple rhythm

- How to perform with a good sense of pulse and rhythm		pitch using graphic notations.	patterns, pitch, tempo, texture, dynamics, timbre, structure.

Year 5	Singing	Playing	Perform/Share	Improvisation	Composition	Listen and Appraise
		Instruments				
Year 5 Autumn	Sing within an	Play differentiated	Continue to	Understand what	Continue to create your	The children will continue to
1 – Recorders -	appropriate vocal	parts with a sound-	perform together	musical	own more complex tunes	recognise features of key
Blown Away -	range with clear	before-symbol	in an	improvisation	and melodies within the	musical styles and continue to
Book 1 Autumn	diction and continue	approach or using	ensemble/band	means. Improvise	context of the song being	recognise different
2 – Classroom	to understand:	the notated scores.	with a deeper	and perform in solo	learnt and do this with	instruments They will
Jazz 1 +	- The workings of an	- Choose parts	understanding of	and ensemble	understanding as part of a	deepen knowledge and
Christmas	ensemble/choir, how	according to ability	how to improve	contexts, use	group or with your whole	understanding of specific
Performance	everything fits	and play them	your performance	quality not	class.	musical styles through
Spring 1 –Livin	together. Follow the	musically. Progress	musically.	quantity of notes.	- Continue with a	listening to more examples of
on a Prayer.	leader/conductor and	as appropriate	- Sing, play,	- Continue to	differentiated approach,	the same styles and
Spring 2 – Fresh	have a chance to be	between the parts.	improvise and play	create more	composing using two	understanding its musical
Prince of Bel-air	the leader/conductor.	- Play and perform in	back compositions	complex rhythms	notes, increasing to three	structure and style indicators.
Summer 1 –	- How important it is	solo and ensemble	as part of your	and melodies and	notes and beyond if	Styles include: Pop, Motown,
Plastic Summer	and why we warm up	contexts, playing	ensemble/band	create their own	required.	Country, A Capella Music, 80s
2 – History of	our voices, posture,	musical instruments	with increasing	rhythmic patterns	 Record the composition 	Rock, Funk, The Beatles, Latin,
Music - Baroque	breathing and voice	with increasing	confidence, skill	that lead to	in any way that is	Early Classical Music, 20th
- 1600-1750	projection. Sing	accuracy, fluency,	and accuracy.	melodies.	appropriate - using	Century Classical Music,
	together with	and maintaining an	- Do all of this in	- Progress through	graphic/pictorial notation,	Contemporary Classical Music.
	confidence, with	appropriate pulse.	front of an	the differentiated	using ICT, video or with	- When listening to the music,
	increasingly difficult	- Demonstrate	audience with	Bronze, Silver and	formal notation.	find and internalise the pulse
	melody and words,	musical quality eg	more	Gold Challenges in	 Musically demonstrate 	using movement Listen with
	sometimes in two	clear starts, ends of	understanding of	Year 5.	increased understanding	security and confidently
	parts.	pieces/phrases,	their needs.		and use of the	recognise/identify different
	- Have a greater	technical accuracy	- Communicate		interrelated dimensions of	style indicators and different
	understanding of	etc Maintain an	ideas, thoughts and		music as appropriate	instruments and their sounds.
	melody, words and	independent part in	feelings through		within this context.	- Use correct musical
	their importance and	a small group	the performance.		 Begin to recognise and 	language consistently to
	how to interpret a	Continue to treat	- Understand		musically demonstrate	describe the music you are
	song musically.	each instrument	about practice.		awareness of a link	listening to and your feelings
	Demonstrate musical	with respect and use	- Record your		between shape and pitch	towards it.
	quality and	the correct	performance and		using graphic notations.	- Listen, comment on and
	understanding of how	techniques to play	learn from			discuss with confidence, ideas
	the interrelated	them.	watching it back			together as a group.
			Respond to			

	dimensions of music		feedback and offer			- Discuss other dimensions of
	play their part.		positive comment.			music and how they fit into
	. , .					the music you are listening to.
Year 6	Singing	Playing	Perform/Share	Improvisation	Composition	Listen and Appraise
		Instruments				
	Sing within an	With a greater depth	With a greater	- Deepen your	Confidently create your	Children continue to show
Autumn 1 –	appropriate vocal	of understanding:	depth of	understanding of	own melodies within the	increasing depth of knowledge
Recorders -	range with clear	- Play differentiated	understanding:	what musical	context of the song that is	and understanding.
Blown Away -	diction and continue	parts with a sound-	- Continue to	improvisation	being learnt.	-Children will recognise style
Book 2	to understand:	before-symbol	perform together	means.	- Move beyond composing	indicators with increasing
Autumn 2 –	- The workings of an	approach or using	in an	- Continue to	using two notes,	knowledge and confidence
Classroom Jazz	ensemble/choir, how	the notated scores.	ensemble/band	Improvise and	increasing to three notes	and continue to recognise
2	everything fits	Choose parts	with an increasing	perform	then five if appropriate.	different instruments.
Spring 1 –	together. Follow the	according to ability	understanding of	confidently in solo	- Use voice, sounds,	- They will deepen knowledge
Нарру	leader/conductor and	and play them	how to improve	and ensemble	technology and	and understanding of specific
Spring 2 – Hip	have a chance to be	musically. Progress	your performance	contexts, use	instruments in creative	musical styles through
Hop/Beatboxing	the leader/conductor.	as appropriate	musically.	quality not	ways Record the	listening to more examples of
Summer 1 –	- How important it is	between the parts.	- Sing, play,	quantity of notes	composition in any way	the same styles and
You've Got a	and why we warm up	- Play and perform in	improvise and play	- Continue to	appropriate.	understanding its musical
Friend.	our voices, posture,	solo and ensemble	back compositions	create more	- Notate music in	structure and style indicators.
Summer 2 –	breathing and voice	contexts, playing	as part of your	complex rhythms	different ways, using	Styles include: 21st Century
History of Music	projection.	musical instruments	ensemble/band	and melodies and	graphic/pictorial notation,	Classical Music, Electronic
- Renaissance -	- Sing together with	with increasing	with increasing	create their own	video, ICT or with formal	Music, Turntables, Jazz, the
1400-1600	confidence, with	accuracy, fluency	confidence, skill	rhythmic patterns	notation if appropriate.	music of Benjamin Britten,
	increasingly difficult	and maintaining an	and accuracy.	that	- Continue to musically	Rock music, the music of
	melody and words,	appropriate pulse.	- Do all of this in		demonstrate an	Carole King, Early Classical
	sometimes in two	- Demonstrate	front of an		understanding and use of	Music, 20th Century
	parts.	musical quality eg	audience with		the interrelated	Contemporary Classical Music.
	- Have a greater	clear starts, ends of	more		dimensions of music as	- When listening to the music,
	understanding of	pieces/phrases,	understanding of		appropriate.	find and internalise the pulse
	melody, words and	technical accuracy	their needs.		- Recognise and musically	using movement confidently
	their importance and	etc. Maintain an	- Communicate		and/or verbally	and independently
	how to interpret a	independent part in	ideas, thoughts and		demonstrate awareness	Understand the pulse and its
	song musically.	a small group.	feelings through		of a link between shape	role as the foundation of
	- Demonstrate musical	- Continue to treat	the performance.		and pitch using notations	music Listen with
	quality and	each instrument			if appropriate.	security/confidently

ur	Inderstanding of how	with respect and use	- Understand		recognise/identify different
th	he interrelated	the correct	about practice		style indicators and different
di	limensions of music	techniques to play	related to		instruments and their sounds.
pl	lay their part.	them Build on	performance		- Use correct musical
		understanding the	outcomes.		language to confidently
		basics and	- Record your		describe the music you are
		foundations of	performance and		listening to and your feelings
		formal notation - an	learn from		towards it Listen, comment
		introduction.	watching it back		on and discuss with
			Respond to		confidence, ideas together as
			feedback and offer		a group.
			positive comments		 Appropriately and
					confidently discuss other
					dimensions of music and how
					they fit into the music you are
					listening to.