

MUSIC CURRICULUM Progression of skills and knowledge

- SINGING

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>EYFS is not referenced in the Model Music Curriculum, but at Palace Fields includes:-</p> <p>Encouraging children to sing together as a group</p> <p>Singing familiar nursery rhymes</p> <p>Movement and singing together</p> <p>Perform as a class in front of an audience.</p>	<p>Sing simple songs and chants, collectively in unison with a small range</p> <p>Sing a wide range of call and response songs to control vocal pitch and replicate with accuracy</p>	<p>Sing unison songs with a range of five notes with accurate pitch</p> <p>Know the meaning of dynamics and tempo markings and demonstrate them when following directions (loud/quiet/fast/slow/dim/pause)</p> <p>Sing short phrases independently within a singing game or short phrase</p>	<p>Sing unison songs (various styles and structures) with a range of five notes using expression (<i>piano / forte</i>)</p> <p>As Year 2, also performing actions in time to a range of songs</p> <p>Perform in a choir in school assemblies</p>	<p>Sing a broad range of songs with an octave range, accurately pitching the voice, following directions for crescendo/decresc.</p> <p>Sing rounds and partner songs in 2,3 and 4 time</p> <p>Sing songs with small and large leaps and in two parts</p> <p>Perform a range of songs in school assemblies</p>	<p>Sing from an extended repertoire with a sense of ensemble and performance</p> <p>Observe phrasing, accurate pitching and appropriate style</p> <p>Sing three-part rounds and those with a more complex structure</p> <p>Perform in assemblies and other school performance activities</p>	<p>As Year 5, plus songs with syncopated rhythms.</p> <p>Sing three- and four-part rounds, developing independence and listening skills</p>

- LISTENING

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>EYFS is not referenced in the Model Music Curriculum, but at Palace Fields includes: -</p> <p>Listening to a wide range of music including those from other cultures, and those relating to festivals and customs that are important to the children.</p> <p>Listen with increased attention to sounds.</p> <p>Listen and appraise music.</p> <p>Respond to what they have heard-expressing</p>	<p>Listening to music and understanding the stories, traditions, origins, history and social context of the music.</p> <p>Listening should be complimented with live performances</p> <p>Examples include Classical Music e.g. Mozart and Holst, Popular Music e.g. Blues and Art Pop, and Traditional Music such as Brazilian Samba</p>	<p>Listening to music and understanding the stories, traditions, origins, history and social context of the music.</p> <p>Listening should be complimented with live performances</p> <p>Examples include Western Classical Music such as Ravel, Popular Music such as Rock n Roll, Britpop and world music such as Indonesian Gamelan</p>	<p>Listening to music and understanding the stories, traditions, origins, history and social context of the music.</p> <p>Listening should be complimented with live performances</p> <p>Examples include Handel, Mussorgsky, Film Music, Popular Music such as Funk and Disco, and world music such as Indian Classical Music</p>	<p>Listening to music and understanding the stories, traditions, origins, history and social context of the music.</p> <p>Listening should be complimented with live performances</p> <p>Examples include Beethoven, Hildegard and Rutter, Popular Music such as Jazz and 90's Indie Music, and world music such as Calypso and Bhangra</p>	<p>Listening to music and understanding the stories, traditions, origins, history and social context of the music.</p> <p>Listening should be complimented with live performances</p> <p>Examples include Vaughan Williams, Britten, Popular Music e.g. 90's music and 80's synth pop, world music such as African Drumming and Vocal Music</p>	<p>Listening to music and understanding the stories, traditions, origins, history and social context of the music.</p> <p>Listening should be complimented with live performances</p> <p>Examples include Tchaikovsky, RnB, Folk Music and Tango</p>

thoughts and feelings.						
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– COMPOSING (Yrs 1-2) AND IMPROVISING (Yrs 3-6)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>EYFS is not referenced in the Model Music Curriculum, but can include: -</p> <p>Using everyday objects to create sounds</p> <p>Exploring sound worlds including different materials</p> <p>Plays musical instruments- experimenting with different sounds.</p>	<p>Improvise simple vocal chants using question and answer</p> <p>Create musical sound effects/ short sequences in response to stimuli</p> <p>Understand the difference between rhythm and pitch</p> <p>Invest, retain and recall rhythm and pitch patterns</p>	<p>Create music in response to a non-musical stimulus</p> <p>Work with a partner to improvise simple question and answer phrases using untuned percussion</p> <p>Use graphic score, dot notation and stick notation as appropriate</p> <p>Use music technology to capture, change and combine sounds</p>	<p>Improvisation: Become more skilled at improvisation inventing on the spot responses using voice and percussion</p> <p>Structure musical ideas (using echo or question and answer to create music with a beginning, middle and end, and to different stimuli</p> <p>Composing: Combine rhythmic notation with letter names (do re mi)</p>	<p>Improvisation: Improvise on an instrument they are learning using staccato and legato</p> <p>Structure improvisations</p> <p>Composing: Compose a pentatonic melody combining rhythmic notation with letter names</p> <p>Use notation cards</p>	<p>Improvisation: Improvise over a drone using melodic instruments</p> <p>Improvise over a simple groove creating melodic shape and using expression/ dynamics</p> <p>Composing: Compose a melody in either C or Am, with an accompaniment</p> <p>Compose a ternary piece</p>	<p>Improvisation: Create music that uses contrast</p> <p>Extend improvised melodies over a fixed groove with a musical shape (compose pieces with a beginning a middle and an end)</p> <p>Composing: Plan, compose and notate an 8 or 16 beat melody</p>

<p>Create their own songs.</p> <p>Explore and engage in music making.</p>	Use graphic score and music tech		Compose rhythmic backing accompaniments	<p>Compose a specific mood</p> <p>Understand major and minor chords</p>	Use chords to evoke an atmosphere	<p>Compose in G major or Em, using chords</p> <p>Compose a ternary piece using contrasts</p>
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CURRICULUM – MUSICIANSHIP (Yrs 1&2) OR PERFORMING (Yr3-6)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>EYFS is not referenced in the Model Music Curriculum, but at Palace Fields includes: -</p> <p>Dancing and movement to the pulse</p> <p>Movement to music, storytelling</p>	<p>Pulse/Beat: Walk, move or clap a steady beat with others and to live and recorded music, responding to tempo changes</p> <p>Use body percussion and tuned instruments to play repeated patterns</p> <p>Rhythm:</p>	<p>Pulse/Beat: Understand that the speed of the beat can change</p> <p>Tapping or clapping the beat, recognising changes in tempo</p> <p>Walk in time to a piece of music using left and right co-ordinated movements</p>	<p>Develop ability in playing tuned percussion or a melodic instrument such as recorder or violin.</p> <p>Play and perform using staff notation using a small range as a whole class or group</p> <p>Understand staff notation and crotchets and paired quavers</p>	<p>Develop skills in an instrument over a sustained period such as whole class tuition</p> <p>Play and perform melodies using staff notation of a 5th as a whole class or small group</p> <p>Perform in two or more parts using simple notation</p>	<p>Play melodies on tuned percussion and melodic instruments using staff notation using C-C. Understand how triads are formed and play them, performing chords to simple songs</p> <p>Perform a range of repertoire that uses an ensemble</p>	<p>Play melodies on tuned percussion and melodic instruments using staff notation using C-C following dynamic changes</p> <p>Accompany a melody using chords or bass line</p> <p>Read and play notation featuring different durations</p>

<p>Play instruments with increasing control.</p> <p>Taps out simple repeated rhythms.</p> <p>Begin to use glockenspiels focussing on the different notes.</p>	<p>Perform short copycat rhythms accurately</p> <p>Perform ostinato</p> <p>Perform word-pattern chants</p> <p>Pitch: Recognise high and low</p> <p>Explore percussion sounds to tell a story</p> <p>Follow pictures and symbols to guide singing and playing</p>	<p>Group beats in 2's and 3's by tapping the first beat</p> <p>Identify music in 2 and 3 time</p> <p>Rhythm: Play copycat rhythms, copy a leader, invent rhythms for others using untuned percussion</p> <p>Create rhythms using word phrases</p> <p>Create and perform their own rhythm patterns using stick notation</p> <p>Pitch: Play back intervals of a third</p> <p>Sing short phrases independently</p> <p>Respond to pitch changes heard in a short phrase</p> <p>Recognise dot notation and match</p>	<p>Apply words to rhythms, linking each syllable with a musical note</p>	<p>Copy short phrases using the pentatonic scale</p> <p>Understand the difference between minims, crotchets, paired quavers and rests</p> <p>Read and perform pitch notation of a 5th</p> <p>Follow and perform rhythmic scores and play within a rhythmic texture to achieve a sense of ensemble</p>	<p>Develop a play-by-ear skill</p> <p>Further understanding of notation</p> <p>Understand the difference between 2,3 and 4 time</p> <p>Read and perform pitch notation to an octave</p> <p>Read and play short rhythmical phrases using cards</p>	<p>Further understand notation</p> <p>Read and perform pitch notation to an octave</p> <p>Read and play rhythmical phrases using cards confidently</p>
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