

# Curriculum Teaching Team: Curriculum and Progression Framework

The Curriculum and progression framework focusses on the development of increasingly high standards of musical knowledge, understanding and skill.

There is a clear expectation of increasingly complex musical syntax and for pupils' increasingly sophisticated musical responses. The framework allows teachers within the Curriculum Teaching Team to tailor the repertoire to suit the different schools and pupils within which they teach. The expectations for musical progression remain constant.

The enthusiasms, interests and specialist skills of the teaching team and pupils can be embraced alongside a broader range of content (e.g. well-known "Classics", popular music and world music traditions.) In many of the schools within which we teach, KS2 pupils experience WCIT/Wider Opportunities delivered by a member of the Music Service teaching team. In schools where this is not the case, it is the Curriculum Teacher's responsibility to ensure that pupils in KS2 receive at least one term of WCIT on recorder using the Charanga Scheme of Work and resources.

It is incumbent upon the individual Curriculum teachers to plan to meet the needs of all pupils, as relevant to the particular setting.

Some units of work will focus on a particular musical dimension (e.g. Pitch) but as the dimensions are all inter-related, pupils' understanding of each musical dimension will be explored and developed. A range of historical periods, genres, styles and traditions will be explored throughout the year.

Individual teachers will complete Medium and Short Term plans which will clearly indicate the links to the progression framework.

In schools where the Curriculum Team teach each year group on a termly "carousel" system, it will be at the teacher's discretion to choose a musical dimension on which to focus. Curriculum planning will be shared with the school so that they may use this to inform their own planning for pupils' musical learning.

The progression framework forms the musical benchmarks by which we assess pupils' attainment and progress.

This document was revised in April 2014.

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	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Duration (Pulse &amp; Rhythm)</b>	<p>Copy simple rhythms based on words.</p> <p>Move to the pulse of the music.</p> <p>To develop awareness of sounds and rhythms</p> <p>To distinguish between sounds and to remember patterns of sound</p> <p>To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech</p>	<p>To be able to copy a short rhythm</p> <p>To be able to find the pulse of a piece of music.</p> <p>To be able to clap the pulse.</p>	<p>To be able to beat the pulse of a piece of music.</p> <p>Choose and maintain an appropriate pulse</p> <p>Identify the difference between pulse and rhythm</p> <p>To be able to play the pulse on a percussion instrument.</p> <p>Develop the ability to internalise a steady pulse (e.g. “sing” short extracts “in your head”)</p>	<p>Understand the difference between pulse and rhythm.</p> <p>To be able to play a simple rhythm on a percussion instrument.</p> <p>Choose and maintain an appropriate pulse</p>	<p>To be able to maintain a simple rhythmic pattern vocally or on an instrument, keeping to the pulse.</p>	<p>To be able to maintain a complex rhythmic pattern vocally or on an instrument.</p>	<p>To be able to maintain ostinati vocally or on an instrument in a polyphonic texture.</p>
<b>Pitch</b>	<p>Be able to copy a so-mi pattern</p> <p>To be able to respond to obvious changes in pitch</p> <p>Recognise and broadly control changes in pitch when playing instruments and vocally</p>	<p>Be able to respond physically to high and low sounds</p> <p>To be able to copy a short melodic phrase (on tuned percussion or using their voice)</p>	<p>Know that Pitch means “high and low”</p> <p>Identify high and low sounds when listening to a piece of recorded music</p> <p>To use simple changes in pitch to convey a simple story or image (e.g. climbing up the stairs)</p>	<p>To be able to memorise and perform an extended melody</p>	<p>To be able to maintain a simple melody vocally or on an instrument, keeping to the pulse.</p> <p>To recognise how pitch changes can be used to convey a character, story or image.</p>	<p>To be able to maintain a complex melody vocally or on an instrument</p> <p>Understand, recognise and describe how pitch changes can be used to convey a character, story or image.</p>	<p>To be able to maintain a complex melodic part in a 2-part texture</p>

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Dynamics	<p>To be able to respond to obvious changes in dynamics</p> <p>To be able to create loud and quiet sounds using the voice, body percussion and instruments</p> <p>Recognise and broadly control changes in dynamics when playing instruments and vocally</p>	<p>To be able to create crescendo and diminuendo vocally and instrumentally</p> <p>To be able to play and sing loudly and quietly</p>	<p>To be able to define crescendo, diminuendo, forte and piano</p> <p>To be able to recognise crescendo, diminuendo, forte and piano when listening and performing</p>	<p>To be able to thoughtfully select appropriate dynamics to create a specific effect/mood/atmosphere</p>	<p>To begin to use the Italian symbols for dynamics in their own compositions</p>	<p>To confidently and appropriately make use of dynamics when composing and performing</p>	<p>To refine the use of dynamics in their own work</p> <p>To be able to describe the use of dynamics in others' work and suggest refinements</p>
Tempo	<p>To be able to respond to obvious changes in tempo</p> <p>To be able to create fast and slow sounds using the voice, body percussion and instruments</p> <p>Recognise and broadly control changes in tempo when playing instruments and vocally</p>	<p>To be able to create accelerando and rallentando vocally and instrumentally</p> <p>To be able to play and sing fast and slowly</p>	<p>To be able to define accelerando, rallentando</p> <p>To be able to recognise accelerando, rallentando, allegro and lento when listening and performing</p>	<p>To be able to thoughtfully select appropriate tempi to create a specific effect/mood/atmosphere</p>	<p>To begin to use the Italian symbols for tempi in their own compositions</p>	<p>To confidently and appropriately make use of tempi when composing and performing</p>	<p>To refine the use of tempi in their own work</p> <p>To be able to describe the use of tempi in others' work and suggest refinements</p>
Texture	<p>To experience unison and 2-part textures.</p>	<p>Experience a range of textures</p> <p>To recognise obvious differences in textures (e.g. unison and 2-part)</p>	<p>Explore a range of textures vocally, instrumentally and aurally</p> <p>To be able to define canon/round and unison textures.</p>	<p>To experiment with layers of sound in their own compositions</p>	<p>Perform individually and in a multi-part texture</p>	<p>Combine several layers of sound with awareness of the combined effect</p>	<p>To be able to maintain a part within a polyphonic texture</p> <p>To know, understand and apply the terms ostinato, polyrhythmic, polyphonic and monophonic to describe music</p>

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<b>Timbre</b>	<p>Experiment with and change sounds (e.g. body percussion, tuned and non-tuned percussion, voice, sound-makers)</p> <p>To be able to match instruments to sounds</p> <p>To experience and develop awareness of sounds made with instruments and noise makers</p> <p>To listen to and appreciate the difference between sounds made with instruments</p> <p>To use a wide vocabulary to talk about the sounds instruments make.</p> <p>To talk about sounds we make with our bodies and what the sounds mean</p> <p>Recognise and broadly control changes in timbre when playing instruments and vocally</p>	<p>To be able to name common hand-held percussion instruments and recognise their sounds aurally</p> <p>To explore appropriate instruments to create a musical idea</p>	<p>To be able to name a wider range of musical instruments</p> <p>To choose appropriate instruments to create a musical idea</p>	<p>To recognise the different instrumental families when listening to a piece of live or recorded music</p> <p>Recognise how instruments can be used to create different moods and effects</p>	<p>To begin to recognise the individual instruments within a family</p> <p>To use instruments to create different moods and effects</p>	<p>To confidently and appropriately make use of different timbres when composing and performing</p>	<p>To accurately name common individual instruments when listening to a piece of music</p> <p>To refine the use of timbres in their own work</p> <p>To be able to describe the use of timbres in others' work and suggest refinements</p>
<b>Structure</b>	<p>Experience a range of structures through simple songs and musical activities</p>	<p>Experience a range of structures through simple songs and musical activities</p>	<p>To explore a range of structures in their own work</p>	<p>To choose carefully and order sounds within simple structures</p>	<p>To compose and perform within specific structures (e.g. call and response, ternary form)</p>	<p>To compose and perform using a range of structures and identify these aurally</p>	<p>To compose by developing and organising ideas within musical structures</p>

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<b>Performing</b>	<p>Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. (ELG 16)</p> <p>Being imaginative: They represent their own ideas, thoughts and feelings through music (ELG 17)</p>	To perform simple songs from memory	<p>To play tuned and untuned instruments musically</p> <p>To rehearse and perform with others</p>	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<p>Develop sensitivity in playing/singing (e.g. replicate block dynamics)</p> <p>Play a simple melodic pattern based on a couple of notes</p> <p>Maintain an independent part in a group or as a soloist when singing or playing for example rhythm, ostinato, drone, simple part-singing etc.</p>	<p>Play or sing a complicated melody and maintain it as part of a multi-layered ensemble piece</p> <p>Maintain an independent part in a group or as a soloist when singing or playing, for example when part singing, showing an awareness of how parts fit together.</p>	
<b>Composing and Improvising</b>	<p>Choose and order sounds to achieve a particular musical purpose (e.g. a mood or effect)</p> <p>Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. (ELG 16)</p> <p>Being imaginative: They represent their own ideas, thoughts and feelings through music (ELG 17)</p>	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>Create, repeat, adapt and extend simple rhythmic and melodic patterns and words as appropriate to given or chosen stimuli or in play contexts</p>	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Improvise and compose music for a range of purposes using the inter-related dimensions of music	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Create simple rhythmic patterns, melodies and accompaniments</p> <p>Create short improvisations, arrangements and compositions from a broad range of given or chosen musical and non-musical stimuli</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Improvise within given or chosen parameters (e.g. structures, using particular scales/notes etc.)</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Improvise confidently vocally and with instruments from a range of given and chosen stimuli</p>

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<b>Listening and Appraising</b>	<p>To be able to listen to a piece of live or recorded music and respond physically when led by the teacher (e.g. to pulse and changes in dynamics, tempo, mood etc.)</p> <p>Aurally recognise the sounds of a small range of classroom instruments (e.g. identify the sound of a triangle with eyes shut)</p>	<p>To begin to explore using their “thinking voice”</p> <p>To listen to a variety of music from a range of cultures, traditions and historical periods.</p>	<p>To listen carefully and develop their aural memory</p> <p>To express an opinion after listening to a piece of live or recorded music</p> <p>To listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>To improve their own work</p> <p>Recognise how musical elements can be used to create different moods and effects</p>	<p>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>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>To recognise how musical elements are combined and used expressively.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Make improvements to their own work, commenting on intended effect</p> <p>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>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Make improvements to their own work, commenting on intended effect using appropriate musical vocabulary</p> <p>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>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Suggest improvements to their own and others’ work, comment on how intentions have been achieved</p> <p>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>To describe, compare and evaluate different kinds of music using appropriate vocabulary</p> <p>To know the elements of music and to be able to show understanding of these by applying appropriately when describing a piece of music.</p>

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<b>Technology</b>	<p>To experience use of simple music technology (e.g CD player)</p> <p>To make and listen to recordings of own voice, other classroom sounds, musical instruments etc and comment upon/respond when listened back.</p>	Experience use of Music Technology to capture, change and combine sounds.		Explore and develop use of Music Technology to capture, change and combine sounds.	To be able to use a simple device to record a performance	To be able to combine layers of sound using Music Technology software (e.g. Garage Band, Audacity)	To be able to edit and manipulate sounds using Music Technology software (e.g. Garage Band, Audacity)
<b>Vocal Skills</b>	To explore using their voice in different ways (e.g. animal sounds, whispering, singing, speaking)	<p>To know how to use their voice in different ways</p> <p>To find their singing voice</p> <p>To sing collectively at the same pitch</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>To accurately pitch simple melodies</p> <p>To be able to pitch small intervals with a good degree of accuracy</p>	<p>To develop an understanding of breathing, posture, phrasing, dynamics and accuracy of pitch</p> <p>To sing in tune with expression</p>	<p>Know how to improve tone production and diction (vocal techniques)</p> <p>To sing within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing</p>	<p>Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression</p> <p>Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style</p>	
<b>Notation</b>	<p>To respond to simple visual cues (e.g. 4 spots = 4 taps on the drum)</p> <p>Suggest symbols to represent sounds (e.g. large foot for Daddy Bear, small foot for Baby Bear)</p>	To respond to simple visual cues (e.g. stop, go, loud, quiet)	<p>To use a simple graphic score for performing or as a stimulus for composition</p> <p>Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations</p>	<p>To experience the use of staff notation when composing and performing</p> <p>To be able to recognise crotchet, quaver and minim rhythms</p> <p>To be able to read notation for and clap/tap a 4-beat pattern (e.g. from a flashcard)</p>	To understand how pitch is represented on a stave	To be able to follow a notated melody line as an aid to vocal performance	To develop use of notation with increasing confidence

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