

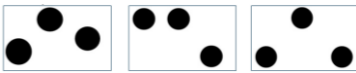
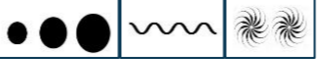




BRW Music Curriculum

Foundation stage – Key Stage 1

| MUSICAL ASPECT | Foundation stage | Year 1 | Year 2 |
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| <p>SINGING</p> <p>DM = Development Matters</p> <p>Green font = what is done to support the children</p> | <ul style="list-style-type: none"> To find a singing voice and use their voice confidently Sing a melody with developing accuracy at their own pitch Sing with awareness of other performances in class, nativity play, liturgy and in Mass <p>DM (Nursery Baseline) - Enjoy and take part in songs.</p> <p>DM (Nursery Aut 2) - Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p><i>Begin to join in with familiar songs in hymn practise</i></p> <p><i>End of Nursery/FS2 Baseline- Join in with chorus during hymn practise and when singing familiar songs.</i></p> <p>DM (FS2 Aut 2) - Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p><i>Join in full songs during hymn practise and assembly/mass singing</i></p> <p><i>Sing Christmas Nativity songs and perform these to an audience</i></p> <p><i>FS 2pring 2 - Be able to perform favourite songs for a familiar group.</i></p> <p>DM (ELG) - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> | <ul style="list-style-type: none"> Sing a wide range of call and response songs to control and match pitch with accuracy (see Year 1 Songs To Sing section below) Sing with a sense of awareness of pulse and control of rhythm Sing simple songs, chants and rhymes from memory and with expression Follow pitch movements with their hands, use high, low and middle voices, respond to simple visual directions and counting in Sing with an awareness of other performers in class assemblies, nativity play, liturgies and Masses | <ul style="list-style-type: none"> Sing songs regularly with a pitch range of do-so with increasing vocal control (See Year 2 Songs To Sing Appendix) Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause) Recognise phrase lengths and know when to breathe Sing with an awareness of other performers in class assemblies, nativity play, liturgies and Masses |
| <p>LISTENING</p> <p>Memory and Movement</p> | <ul style="list-style-type: none"> Remember short songs and sounds. Repeat patterns of sounds. Responds physically when performing music. <p>DM (Nursery Baseline) - Enjoy and take part in songs.</p> <p><i>Copy actions/phrases from videos such as Go Noodle, Cosmic Disco, CBeebies rhyme</i></p> <p>DM (Nursery Aut 2) - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p><i>(FS2 Aut 2) Join in full songs during hymn practise and assembly/mass singing</i></p> <p><i>Sing Christmas Nativity songs and perform these to an audience</i></p> <p>DM (ELG) - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> | <ul style="list-style-type: none"> Recall and remember short songs and sequences and patterns of sounds Respond physically when performing, composing and appraising music Identify different sound sources Experience live music opportunities (other year groups, other schools. See Year 1 and 2 Songs To Listen To Appendix) | |
| <p>MUSICANSHIP</p> <p>Pulse/Beat</p> <p>Rhythm</p> <p>Pitch</p> | <ul style="list-style-type: none"> Understand fast and slow. Accompany a chant or song. Accompany a chant or song by clapping the rhythm. <p>DM (Nursery Baseline) - Enjoy moving to music.</p> <p>DM (Nursery Aut 2) - Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> | <p>Pulse</p> <ul style="list-style-type: none"> Walk, move, clap a steady beat with others, changing the speed of the beat as the tempo changes Use body percussion (clapping, tapping, walking) and classroom percussion (shakes, sticks, blocks), playing repeated patterns (<i>ostinato</i>) and short, pitched patterns on tuned instruments to maintain a steady beat Respond to the pulse in recorded/live music through movement or dance <p>Rhythm</p> <ul style="list-style-type: none"> Perform short copycat rhythm patterns accurately, led by an adult | <p>Pulse</p> <ul style="list-style-type: none"> Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening piece (e.g. <i>Bolero</i> by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo. Walk in time to the beat of a piece of music or song (e.g. <i>La Mousisque</i> by Susato). Know the difference between left and right to support coordination and shared movement with others. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. |

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| | <p><i>(Nursery Spring 2) - Play musical instruments, following or creating a pattern.</i></p> <p>DM (Nursery End/FS2 Baseline) Listen with increased attention to sounds. <i>Play musical instruments, exploring timbre and taking part in a performance.</i></p> <p><i>(FS2 Aut 2) - Begin to use instruments such as the Claves and Boom Whackers to copy and create own music. Join in and copy actions from body percussion videos.</i> <i>Watch and join in with the rhythm videos and say which they like and don't like</i></p> <p><i>(FS2 Spring 2) - Use the Claves and Boom Whackers to create own music and perform to an audience. Use animal rhythm and beat cards.</i></p> <p>DM (ELG) - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> | <ul style="list-style-type: none"> Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns  <p>Year 1- Pitch</p> <ul style="list-style-type: none"> Listen to sounds in the local school environment, comparing high and low sounds Sing familiar songs in both low and high voices and talk about the difference in sound Explore percussion sounds to enhance storytelling, e.g. <i>ascending xylophone notes to suggest Jack climbing the beanstalk, regular strong beats played on a drum to replicate menacing footsteps etc</i> Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum  | <ul style="list-style-type: none"> Identify the <i>beat groupings</i> in familiar music that they sing regularly and listen to, e.g. in 2s <i>Maple Leaf Rag</i> by Joplin, in 3s <i>The Elephant</i> from <i>Carnival of the Animals</i> by Saint-Saëns <p>Rhythm</p> <ul style="list-style-type: none"> Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?). Read and respond to chanted rhythm patterns, and represent them with stick notation including <i>crotchets</i>, <i>quavers</i> and <i>crotchets rests</i>. Create and perform their own chanted rhythm patterns with the same stick notation. <p>Pitch</p> <ul style="list-style-type: none"> Play a range of singing games based on the <i>cuckoo interval</i> (<i>so-mi</i>, e.g. <i>Little Sally Saucer</i>) matching voices accurately, supported by a leader playing the melody. Melody could be played on a piano or backing track) Sing short phrases independently within a singing game or short song. Respond independently to pitch changes heard in short <i>melodic phrases</i>, indicating with actions (e.g. stand up/sit down, hands high/hands low) Recognise dot notation and match it to 3-note tunes played on <i>tuned percussion</i>, for example:  |
| <p>COMPOSITION</p> <p><i>Consists of Improvising and Composing at KS2</i></p> | <ul style="list-style-type: none"> To explore different sound sources indoor and outdoor Make sounds using classroom and improvised instruments. Identify and name some classroom instruments Contribute to a creation of a class composition <p>DM (Nursery Baseline) - Enjoy making sounds 'music' with instruments.</p> <p>DM (Nursery Aut 2) - Play instruments with increasing control to express their feelings and ideas <i>Explore the sounds of the outside and inside instruments and begin to use these with control</i></p> <p><i>(Nursery Spring 2) - Play musical instruments, following or creating a pattern.</i></p> <p>DM (Nursery End/FS2 Baseline) Listen with increased attention to sounds. <i>Play musical instruments, exploring timbre and taking part in a performance.</i></p> <p>DM (FS2 Aut 2) - Explore and engage in music making and dance, performing solo or in groups <i>Begin to use instruments such as the Claves and Boom Whackers to copy and create own music. Join in and copy actions from body percussion videos.</i></p> <p>DA (FS2 Spring 2) - Create collaboratively, sharing ideas, resources and skills. <i>Play musical instruments copying and creating patterns and recording through symbols or pictures.</i> <i>Use the Claves and Boom Whackers to create own music and perform to an audience. Use animal rhythm and beat cards.</i></p> <p>DM (ELG) - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> | <ul style="list-style-type: none"> Identify and name classroom instruments Improvise simple vocal chants, using <i>question and answer</i> phrases. Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves). Understand the difference between creating a <i>rhythm</i> pattern and a <i>pitch</i> pattern. Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. Recognise how graphic notation can represent created sounds. Explore and invent own symbols, for example:  | <ul style="list-style-type: none"> Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch) Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces Use music technology if available to capture, change and combine sounds |

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| <p>Instruments</p> <p>Reading and Writing Notation</p> | <p>RANGE OF INSTRUMENTS IN PROVISION AREAS</p> <ul style="list-style-type: none"> Show an awareness of how instruments are played. Play untuned instruments with developing control Create long and short sounds using classroom instruments. <p>DM (Nursery Baseline - Enjoy making sounds ‘music’ with instruments.</p> <p>DM (Nursery Aut 2) - Play instruments with increasing control to express their feelings and ideas. <i>Explore the sounds of the outside and inside instruments and begin to use these with control</i></p> <p><i>(Nursery Spring 2) - Play musical instruments, following or creating a pattern.</i></p> <p>(Nursery End/FS2 Baseline) - <i>Play musical instruments, exploring timbre and taking part in a performance.</i></p> <p>DM (FS2 Aut 2) - Explore and engage in music making and dance, performing solo or in groups <i>Begin to use instruments such as the Claves and Boom Whackers to copy and create own music. Join in and copy actions from body percussion videos.</i></p> <p><i>(FS Spring 2) -Play musical instruments copying and creating patterns and recording through symbols or pictures. Use the Claves and Boom Whackers to create own music and perform to an audience. Use animal rhythm and beat cards.</i></p> <p>DM (ELG) - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> | <p>BOOM WHACKERS/GLOCKENSPIEL</p> <ul style="list-style-type: none"> Play instruments in different ways and create sound effects Handle and play untuned and some tuned instruments with control Identify different groups of instruments Create long and short sounds on instruments in response to symbols Play and sing phrase from dot notation. Record their own ideas Make their own symbols as part of a class score | <p>BOOM WHACKERS/GLOCKENSPIEL</p> <ul style="list-style-type: none"> Play instruments in different ways and create sound effects Handle and play untuned and some tuned instruments with control Identify different groups of instruments Create and perform long and short sounds in response to symbols Play and sing phrase from dot notation. Record their own ideas. Make their own symbols as part of a class score. |
| <p>Performance skills</p> | <ul style="list-style-type: none"> Perform in front of others whilst showing an awareness of others. Perform and be a part of an audience. <p><i>(Nursery Aut 2) -Begin to join in with familiar songs in hymn practise</i></p> <p><i>(Nursery End/FS2 Baseline) - Join in with chorus during hymn practise and when singing familiar songs.</i></p> <p>DM (FS2 Aut 2)Explore and engage in music making and dance, performing solo or in groups Watch and talk about dance and performance art, expressing their feelings and responses <i>Join in full songs during hymn practise and assembly/mass singing</i> <i>Sing Christmas Nativity songs and perform these to an audience</i></p> <p>DM (FS2 Spring 2) - Watch and talk about dance and performance art, expressing their feelings and responses. <i>Be able to perform favourite songs for a familiar group.</i></p> <p>DM (ELG) - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> | <ul style="list-style-type: none"> Perform together and follow instructions that combine the musical elements | |
| <p>Evaluating and appraising</p> | <ul style="list-style-type: none"> Understand importance of being part of an audience and praising others. <p>DM (Nursery Baseline) - Enjoy and take part in songs.</p> <p>DM (Nursery Aut 2) - Respond to what they have heard, expressing their thoughts and feelings. <i>Begin to join in with familiar songs in hymn practise</i></p> | <ul style="list-style-type: none"> Choose sounds and instruments carefully and make improvements to their own and others’ work. | |

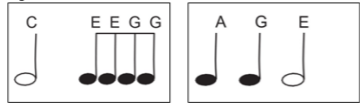
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| | <p><i>DM (Nursery END/FS2 Baseline) - Say what their favourite part was.</i></p> <p>DM (FS2 Spring 2) -Watch and talk about dance and performance art, expressing their feelings and responses Create collaboratively, sharing ideas, resources and skills.</p> <p>DM (ELG) - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> | |
| <p>The History of Music</p> | <ul style="list-style-type: none"> Listen to music from a range of periods, genres, styles and traditions including Mozart (Twinkle Twinkle) <p>DM (Nursery Baseline)Enjoy and take part in songs.</p> <p><i>(Nursery Aut 2) Begin to join in with familiar songs in hymn practise</i></p> <p><i>(End Nursery/FS2 Baseline) - Join in with chorus during hymn practise and when singing familiar songs.</i></p> <p><i>(FS2 Aut 2) Listening to music and saying what they like/don't like or how it makes them feel.</i> Join in full songs during hymn practise and assembly/mass singing</p> <p>DM (ELG) - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> | <ul style="list-style-type: none"> Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions (see attached grid) Learn about the lives and works of the great composers and musicians |
| <p>Appreciating and Understanding</p> | <ul style="list-style-type: none"> Listen to live and recorded music <p>DM (Nursery Au 2) - Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. <i>Begin to join in with familiar songs in hymn practise</i></p> <p><i>(End Nursery/FS2 Baseline) - Join in with chorus during hymn practise and when singing familiar songs.</i></p> <p>DM (FS2 Aut 2) - Watch and talk about dance and performance art, expressing their feelings and responses <i>Listening to music and saying what they like/don't like or how it makes them feel.</i> <i>Watch and join in with the rhythm videos and say which they like and don't like</i></p> <p>DM (FS2 Spring 2)Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>DM (ELG) - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> | <ul style="list-style-type: none"> Listen to live and recorded music from a wide range of influences, responding appropriately to the context (learning facts about composer, background, likes/dislikes, feelings, story telling etc) |



BRW Music Curriculum

Progression of Skills

Key Stage 2

| MUSICAL ASPECT | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|---|---|---|
| SINGING | <ul style="list-style-type: none"> Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft (See Year 3 Songs To Sing) Perform as a choir in assemblies Sing songs to create different vocal effects Understand how mouth shapes can affect voice sounds Perform a range of songs in class assemblies, Nativity play, liturgies, Masses and concerts | <ul style="list-style-type: none"> Continue to sing a broad range of unison songs with the range of an octave (do–so) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo. See Year 4 Songs To Sing Section) Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind). Perform a range of songs in class assemblies, Advent Presentation, liturgies, Masses and concerts | <ul style="list-style-type: none"> Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Perform a range of songs in class assemblies, Advent Presentation, liturgies, Masses and concerts Perform a range of songs in class assemblies, Advent Presentation, liturgies, Masses, Hub concerts and Musicals | <ul style="list-style-type: none"> Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence Perform a range of songs in class assemblies, Advent Presentation, liturgies, Masses, Hub concerts and Musicals |
| LISTENING Memory and Movement | <ul style="list-style-type: none"> Create sequences of movements in response to sounds Identify phrases that could be used as an introduction, interlude and ending Experience live music making in and out of school, including performances by other classes, schools, concerts etc <p>See attached Grid</p> | | <ul style="list-style-type: none"> Identify different moods and textures Identify how a mood is created by music and lyrics Listen to longer pieces of music and identify features Experience live music making in and out of school, including performances by other classes, schools, concerts etc <p>See attached Grid</p> | |
| COMPOSITION <i>Consists of Improvising and Composing at KS2</i> | <p>Improvise</p> <ul style="list-style-type: none"> Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short ‘on-the-spot’ responses using a limited note-range. Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils to compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. <p>Compose</p> <ul style="list-style-type: none"> Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi) Compose song accompaniments on untuned percussion using known rhythms and note values. | <p>Improvise</p> <ul style="list-style-type: none"> Improvise on a limited range of pitches on the class instrument, making use of musical features including smooth (legato) and detached (staccato). Begin to make compositional decisions about the overall structure of improvisations. Continue this process in the composition objectives below: <p>Compose</p> <ul style="list-style-type: none"> Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip, special event Introduce major and minor chords. Include instruments played in whole class/group/individual teaching to expand the scope and range of the sound palette available for composition work. Use creative ideas to record such as graphic symbols , rhythm notation and time signatures, staff notation, technology etc. E.g  | <p>Improvise</p> <ul style="list-style-type: none"> Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue the process in the composition objectives below: <p>Compose</p> <ul style="list-style-type: none"> Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen Compose a short ternary piece Use chords to compose music to evoke a specific atmosphere, mood or environment or create music to accompany a silent film or to set a scene in a play or book Use creative ideas to record such as graphic symbols , rhythm notation and time signatures, staff notation, technology etc | <p>Improvise</p> <ul style="list-style-type: none"> Create music with multiple sections that include repetition and contrast Use chord changes as part of an improvised sequence Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. <p>Compose</p> <ul style="list-style-type: none"> Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) Notate the melody Compose melodies made from pairs of phrases in a key suitable for the instrument chosen Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved WITHIN COMPUTING |

| Instruments | BOOM WHACKERS, RECORDERS, UKULELE | TRUMPET, UKULELE, VIOLIN | VIOLIN, TRUMPET, UKULELE | VIOLIN, TRUMPET, UKULELE |
|---------------------------------------|--|--|---|---|
| Reading and Writing Notation | <ul style="list-style-type: none"> Introduce the stave, lines, space (range of a 3rd) and clef. Use dot notation to show higher or lower pitch Introduce and understand the difference between crochets and paired quavers Apply word chants to rhythms, linking each syllable to one musical notes Introduce the terminology: minims, fast (allegro), slow (adagio), loud (forte), quiet (piano), getting louder/quieter (crescendo/decrescendo) | <ul style="list-style-type: none"> Introduce and understand the differences between minims, crochets, paired quavers and rests. Read and perform pitch notation within a defined range (e.g. C–G/do–so). Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. Use the terminology: fast (allegro), slow (adagio) getting faster/slower accelerando/rallentando), stave, lines, spaces (range of a 5th), loud (forte), quiet (piano), getting louder/softer (crescendo/decrescendo) | <ul style="list-style-type: none"> Understand further the differences between semi-breves, minims, crochets, crochet rests, paired quavers and semi-quavers Understand the differences between 2/4, 3/4 and 4/4 time signatures Read and perform pitch notation within an octave (e.g. C–C'/do–do). Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. Use the terminology of: fast (allegro), slow (adagio) getting faster/slower accelerando/rallentando), stave, lines, spaces (range of an octave), loud (forte), quiet (piano), getting louder/softer (crescendo/decrescendo) | <ul style="list-style-type: none"> Further understand the differences between semibreves, minims, crochets, quavers and semiquavers, and their equivalent rests Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do) Read and play confidently from rhythm notation cards and rhythmic scores Read and play from notation a four-bar phrase, confidently identifying note names and durations. Use the terminology of: fast (allegro), slow (adagio) getting faster/slower accelerando/rallentando), stave, lines, spaces (range of an octave), loud (forte), quiet (piano), getting louder/softer (crescendo/decrescendo) |
| Performance skills | <ul style="list-style-type: none"> Perform in different ways, exploring the way the performers are a musical resource. Perform with awareness of different parts | <ul style="list-style-type: none"> Year 4: Play and perform following staff notation as whole class or in groups Year 4: Perform in two or more parts (e.g melody and accompaniment or a duet) from simple notation | <ul style="list-style-type: none"> Present performances effectively with awareness of audience, venue and occasion Year 5: Play melodies on tuned percussion or melodic instruments following staff notation Year 5: Understand how triads are formed and then play them. Perform pieces and arrangements within a class orchestra | <ul style="list-style-type: none"> Present performances effectively with awareness of audience, venue and occasion Year 6 :Play melodies following staff notation, making decisions about dynamic range (loud, moderately loud etc) Year 6 : Engage with others through ensemble playing |
| Evaluating and appraising | <ul style="list-style-type: none"> Recognise how music can reflect different intentions. | | <ul style="list-style-type: none"> Improve their work through analysis, evaluation and comparison. | |
| The History of Music | <ul style="list-style-type: none"> Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions Learn about the lives and works of the great composers and musicians <p>See Attached Grid</p> | | <ul style="list-style-type: none"> Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions Learn about the lives and works of the great composers and musicians <p>See Attached Grid</p> | |
| Appreciating and Understanding | <ul style="list-style-type: none"> Listen to live and recorded music from a wide range of influences, responding appropriately to the context Discuss how the elements of music are used in pieces from different periods, styles and culture Share growing opinions about music (likes/dislikes/story/emotion) and start to justify these <p>See Attached Grid</p> | | <ul style="list-style-type: none"> Listen with increased concentration to live and recorded music from different traditions, genres, styles and times, responding appropriately to the context Share opinions about music (likes/dislikes/story/emotion) and be willing to justify these <p>See attached Grid</p> | |

KS2 Progression of Musical Features

The table below sets out indicative musical features (elements) that give language to concepts that pupils have understanding of in sound. Pupils will have experienced them unconsciously in many contexts before, building on their work at Key Stage 1, and their holistic musical experiences across Key Stage 2 will naturally be far wider than this.

| | Year 3 | Year 4 | Years 5 & 6 |
|--------------------------------|---|--|---|
| Rhythm, Metre and Tempo | Downbeats, fast (allegro), slow (adagio), pulse, beat | Getting faster (<i>accelerando</i>), Getting slower (<i>rallentando</i>), Bar, metre | Simple time, compound time, syncopation |
| Pitch and Melody | High, low, rising, falling; pitch range do–so | Pentatonic scale, major and minor tonality, pitch range do–do | Full diatonic scale in different keys |
| Structure and Form | Call and response; question phrase, answer phrase, echo, ostinato | Rounds and partner songs, repetition, contrast | Ternary form, verse and chorus form, music with multiple sections |
| Harmony | Drone | Static, moving | Triads, chord progressions |
| Texture | Unison, layered, solo | Duet, melody and accompaniment | Music in 3 parts, music in 4 parts |

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|---|---|---|---|
| Dynamics and Articulation | Loud (<i>forte</i>), quiet (<i>piano</i>) | Getting louder (<i>crescendo</i>), getting softer (<i>decrescendo</i>); <i>legato</i> (smooth), <i>staccato</i> (detached) | Wider range of dynamics including <i>fortissimo</i> (very loud), <i>pianissimo</i> (very quiet), <i>mezzo forte</i> (moderately loud) and <i>mezzo piano</i> (moderately quiet) |
| Instruments and Playing Techniques | Instruments used in Foundation Listening | Instruments used in Foundation Listening including playing techniques | Instruments used in Foundation Listening including playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant) |

| Constitution Parts of Musical Notation Progression | | | |
|---|-------------------------------|-------------------------------|------------------------------------|
| | Year 3 | Year 4 | Years 5 & 6 |
| Crotchets | ✓ | ✓ | ✓ |
| Paired quavers | ✓ | ✓ | ✓ |
| Minims | ✓ | ✓ | ✓ |
| Semibreves | | | ✓ |
| Semiquavers | | | ✓ |
| Rests | | ✓ | ✓ |
| Time signatures 2/4, 3/4 and 4/4 | | | ✓ |
| Fast (<i>allegro</i>), slow (<i>adagio</i>) | ✓ | ✓ | ✓ |
| Getting faster (<i>accelerando</i>), getting slower (<i>rallentando</i>) | | ✓ | ✓ |
| Stave, lines and spaces, clef*, reading dot notation | ✓ do-me Range of a 3rd | ✓ do-so Range of a 5th | ✓ do-do' Range of an octave |
| Loud (<i>forte</i>) | ✓ | ✓ | ✓ |
| Quiet (<i>piano</i>) | ✓ | ✓ | ✓ |
| Getting louder (<i>crescendo</i>), Getting softer (<i>decrescendo</i>) | | ✓ | ✓ |



BRW Listening, History and Appreciation of Music Progression Plan

| | Years 1 and 2 | | | Years 3 and 4 | | | Years 5 and 6 | | |
|----------------------------|--|--|--|--|---|---|--|--|--|
| | Music Period | Music Piece | Type | Music Period | Music Piece | Type | Music Period | Music Piece | Type |
| Cycle A | Western Classical Tradition and Film | Hallelujah from Messiah By Handel | Type: Baroque Period RE/FIRE OF LONDON HISTORY LINK | Western Classical Tradition and Film | Bolero – Revel | Type: 20 th Century CONTEXT LINK - NOTTINGHAM | Western Classical Tradition and Film | Mars From the Planets By Holst | Type: 20 th Century LINKS TO WWI/SCIENCE SPACE |
| | Popular Music | With a Little Help with My Friends By The Beatles | Type: Pop RE LINK | Popular Music | Hound Dog by Elvis Presley | Type: Rock and Roll | Popular Music | Le Freak Chic | Type: Disco |
| | Musical Traditions | Shaela Re By Kishori Amonkar | Type: Indian Classical | Musical Traditions | From: Poland Title: Mazurkas Op.24 Artist: Chopin | Tradition: Folk SCHOOL CONTEXT LINK (Polish) | Musical Traditions | Linked to Musical | |
| | History of Music KNOWLEDGE | Know that... Music Technology During Baroque period: <ul style="list-style-type: none"> Piano Invented during Baroque Period History <ul style="list-style-type: none"> Great Fire of London (1666) Shakespeare 1564 - 1616 | | | Know that... Music Technology During the time of Chopin: <ul style="list-style-type: none"> The saxophone and gramophone were invented During 20 th Century: <ul style="list-style-type: none"> Electrical Recording on vinyl records existed. New inventions to follow were the cassette, compact CD to digital media players History <ul style="list-style-type: none"> First aeroplane flight in 1903 World War 1 1914-1918 World War II 1939 - 1945 | | | Know that... Music Technology During the 20 th century: <ul style="list-style-type: none"> Inventions progressed from Electrical recording on vinyl record, compact cassette, compact disc, digital media player, you tube, Spotify and modern day apps Other composers to exist were Debussy, Stravinsky, Benjamin Britten, Paul McCartney, Adele History <ul style="list-style-type: none"> First Man on the Moon in 1969 First aeroplane flight in 1903 World War 1 1914-1918 World War II 1939 – 1945 | |
| Cycle B | Western Classical Tradition and film | Jai – Ho A.R Rahman INDIA LINK | Type 21 st Century | Western Classical Tradition and film | Night on a Bare Mountain By Mussorgsky | Romantic | Western Classical Tradition and film | 1812 Overture By Tchaikovsky | Type: Romantic |
| | Popular Music | Kate Bush – Wild Man | Type: Art Pop | Popular Music | Funk I Got You (I Feel Good) By James Brown | Funk | Popular Music | Skyfall by Adele | Type: Pop |
| | Musical Traditions | Punjab/UK Bhangra By Bhabiye Akh Larr Gay | Tradition: Bhangra | Musical Traditions | From: Nigeria Title: Jin-Go-L-Ba (Drums of Passion) Artist: Babtunde Olatunji | Tradition: Drumming SCHOOL CONTEXT LINK (Nigerian) | Musical Traditions | Linked to Musical | |
| History of Music KNOWLEDGE | Know that... Music Technology During 21 st Century: <ul style="list-style-type: none"> Moved from cassette to compact Disc/CD to digital media players. Spotify used as modern app to play music History/Modern Day <ul style="list-style-type: none"> Current musical artists exist such as Adele and Paul McCartney, Taylor Swift, Ed Sheeran | | | Know that... Music Technology During the Romantic era: <ul style="list-style-type: none"> The saxophone and gramophone were invented Other composers to exist in this time were Brahms, Wagner and Chopin History <ul style="list-style-type: none"> Industrial Revolution ended in 1840 Victorian era was 1837-1901 | | | Know that... Music Technology During Romantic era: <ul style="list-style-type: none"> The saxophone and gramophone were invented Other composers to exist in this time were Brahms, Wagner, Chopin, Verdi, Tchaikovsky and Debussy History <ul style="list-style-type: none"> Industrial Revolution ended in 1840 Victorian era was 1837-1901 | | |