

CHARLES DARWIN CP SCHOOL - MUSIC CURRICULUM 2019-20

Year 1 Progression in Music						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Ourselves Musical Focus: Exploring Sounds	Christmas Singing Musical Focus: Performance	Animals Musical Focus: Pitch	Pattern Musical Focus: Beat	Seasons Musical Focus: Pitch	Weather: Musical Focus: Exploring Sounds
Prior skills	<ul style="list-style-type: none"> Joining in with dancing and ring games. Singing familiar songs daily, learning new songs for topics and assemblies. Beginning to move rhythmically in time to music and instruments. Tapping out simple repeated rhythms, using clapping, tapping, stamping Exploring and learning how sounds can be changed during play. Performing songs and dances in assemblies and performances. Experimenting with musical instruments. 					
Key vocabulary	Pitch, high, low, tempo	Rhythm, perform, beat, quickly, slowly	Pitch, high, low, tempo, gently, rhythmically	Beat, fast, slow, repeat	Pitch, high, low, tempo, gently, falling, rising, change in pitch	Low pitch, high pitch, tempo
Statutory Requirements	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.					
Skills covered	Create, respond to, place and change vocal sounds Explore, create and place vocal sounds and movements	Take part in singing. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voices and instruments.	Understand (recognise) pitch: make high and low vocal sounds Sing a song with contrasting high and low melodies Explore pitch using the voice and body movements	Explore sounds on instruments and find different ways to vary their sounds Identify metre by recognising its pattern	Identify changes in pitch and respond to them with movement Listen in detail to a piece of orchestral music	Control vocal dynamics and timbre and with instruments Identify a sequence of sounds in a piece of music Respond to music through movement

		<p>Imitate changes in pitch.</p> <p>Take notice of others when I am performing.</p>				
Key Performance Indicators	<p>With help, I can make sounds with a slight difference.</p> <p>I can use my voice in different ways to create different effects.</p> <p>I can listen out for different types of sound.</p>	<p>I can take part in singing in a group.</p> <p>I can follow instructions on how or when to sing or play an instruments.</p> <p>I can make or control long or short sounds by using my voice.</p>	<p>I understand pitch by making high and low sounds.</p> <p>I can relate pitch to high and low body posture.</p> <p>I understand pitch by singing a song with a high and low pitch.</p>	<p>I can copy a simple pattern of long and short sounds.</p> <p>I can make a sequence of long and short sounds with help.</p>	<p>I can perform an action song with falling and rising pitch patterns</p> <p>I can identify the different pitches in a song</p> <p>I can identify the steady beat within a song</p>	<p>I can use my voice and body movements to show I understand pitch</p> <p>I can recognise and perform changes of pitch</p> <p>I can explore and control volume using my voice, body percussion or an instrument</p>

Year 2 Progression in Music						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Music Express Our Land Geog link Musical Focus: Exploring Sounds	Christmas Singing Musical Focus: Performance	Music Express Story time Musical Focus: Exploring Sounds	Music Express Travel History link Musical Focus: Performance	Music Express Our Bodies Science link Musical Focus: Beat	Music Express Animals Science link Musical Focus: Pitch
Prior skills	Create, respond to, place and change vocal sounds Explore, create and place vocal sounds and movements Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voices and instruments. Imitate changes in pitch. Understand (recognise) pitch: make high and low vocal sounds Sing a song with contrasting high and low melodies Explore pitch using the voice and body movements Explore sounds on instruments and find different ways to vary their sounds Identify metre by recognising its pattern Identify changes in pitch and respond to them with movement Listen in detail to a piece of orchestral music Control vocal dynamics and timbre and with instruments Identify a sequence of sounds in a piece of music Respond to music through movement					
Key vocabulary	Tempo, timbre, dynamics, beat, rhythm, melody, duration, texture,	Rhythm, perform, beat, quickly, slowly	Timbre, texture, dynamics, tempo, duration, pitch, structure, melody, rhythm, beat, score	Beat, rhythm, accompaniment, tempo, dynamics, score, improvisation	Dynamic, beat, rhythm, tempo, score, rhythm pattern, ostinato	Beat, pitch, notation, accompaniment
Statutory Requirements	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.					
Skills covered	Identify ways of producing sounds	Follow instructions on how and when to sing or play an instrument.	Explore voices to create descriptive musical effects	Prepare and improve a performance using movement voice and percussion	Chant and sing in two parts while playing a steady beat	Play pitch lines in tuned percussion

	<p>Match descriptive sounds to images</p> <p>Explore timbre and texture to understand how sounds can be descriptive</p>	<p>Take notice of others when I am performing.</p> <p>Explore ideas and feelings about music using movement, dance and musical language.</p> <p>Make improvements to their own work.</p>	<p>Combine sounds to create a musical effect in response to visual stimuli</p>	<p>Use instruments expressively in response to a range of visual stimuli</p> <p>Use simple musical vocabulary to describe music</p> <p>Listen, describe and respond to contemporary orchestral music</p> <p>Understand and play from simple notation</p>	<p>Listen to and repeat rhythmic patterns on body percussion instruments</p>	<p>Understand and perform rising and falling pitch direction</p> <p>Read and write simple pitch line notation</p>
Key Performance Indicators	<p>I can make sounds with a slight difference.</p> <p>I can use my voice in different ways to create different effects.</p> <p>I can explore different sound materials such as skin, wood, metal and clay.</p>	<p>I can follow instructions on how or when to sing or play an instruments.</p> <p>I can make or control long or short sounds by using my voice.</p>	<p>I can explore different ways to play instruments such as shaking, hitting, plucking and scraping.</p> <p>I can make and use different sounds to create an effect.</p> <p>I can listen out for different types of sounds.</p>	<p>I can take part in singing songs, following the tune well.</p> <p>I use my voice to good effect.</p> <p>I perform with others, taking instructions from the leader.</p> <p>I can use my voice and instruments to make loud and quiet sounds (dynamics)</p>	<p>I can copy a simple pattern and make a sequence of long and short sounds.</p> <p>I can use invented or real symbols to invent and record simple rhythm patterns.</p> <p>I can choose sounds to represent different things.</p> <p>I can make sounds that are very different.</p> <p>I can explore different ways to play instruments such as shaking, hitting, plucking and scraping.</p>	<p>I can make and use different sounds to create an effect.</p> <p>I can listen out for different types of sounds.</p> <p>I can make sounds with a slight difference.</p> <p>I can use my voice in different ways to create different effects.</p>

Year 3						
Progression in Music						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The human body	Christmas singing	Time	Food and drink	Ancient worlds	Buildings
Prior skills	Identify ways of producing sounds Match descriptive sounds to images Explore timbre and texture to understand how sounds can be descriptive Follow instructions on how and when to sing or play an instrument. Explore ideas and feelings about music using movement, dance and musical language. Make improvements to their own work. Explore voices to create descriptive musical effects Combine sounds to create a musical effect in response to visual stimuli Prepare and improve a performance using movement voice and percussion Use instruments expressively in response to a range of visual stimuli Use simple musical vocabulary to describe music Listen, describe and respond to contemporary orchestral music Chant and sing in two parts while playing a steady beat Listen to and repeat rhythmic patterns on body percussion instruments Read and write and play simple pitch line notation					
Key vocabulary	Chant, rhythm, response, improvise, instrument, percussion	Melody, tune, pitch, control, leader, performance	Metre, beat, notation, ostinato, orchestra, carillon, pitch, evaluate, refine	Sequence, round, symbols, represent, score	Strings, audio, echo, reflect, repetition, expression, combination, accompaniments, unison,	Vocal rhythm, verse, score, improve, audio recording
Statutory requirements	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • 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 					
Skills covered	Sing in two parts with movements and percussion Understand and perform binary form	I take part in singing songs, following the tune (melody) well, with accurate pitch and using expression.	Listen to and learn about a Romantic piece of music Recognise rhythmic patterns in staff notation Identify the metre in a piece of music	Explore simple accompaniments using beat and rhythm patterns Use a score and combine sounds to	Perform a round in 3 parts Arrange an accompaniment with attention to balance and musical effect	Layer rhythm using untuned percussion instruments Make choices about musical structure

		I perform with others taking instructions from the leader.	<p>Improvise to an ostinato accompaniment</p> <p>Perform rhythmic ostinato individually and in combination</p> <p>Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion</p>	create different musical textures	<p>Explore musical phrases, melodic imitation and sound</p> <p>Learn about an instrument from Ancient Greece</p>	Understand how music can be organised in sequences and layers
Key performance indicators	<p>I can explore sounds</p> <p>I can perform call and response music.</p>	<p>I can sing in two parts.</p> <p>I can take direction from a leader and follow musical cues.</p>	<p>I can identify the metre in a piece of music.</p> <p>I can recognise and perform an ostinato.</p>	<p>I can take part in simple accompaniments including beat and rhythm patterns.</p> <p>I can use a score and combine sounds to create different musical results.</p>	<p>I know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures).</p> <p>I can play tuned and untuned percussion instruments.</p> <p>I can perform a round in 3 parts..</p>	<p>I know how many beats in a minim, crotchet and semibreve and recognize their symbols.</p> <p>I can organise my music in sequences.</p> <p>I can use my voice and actions to perform simple rhythms.</p>

Year 4
Progression in Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Music Express – Poetry unit linking to English	Christmas Singing	Music Express – Ancient World unit linking to Ancient Egyptians Learn songs for class assembly Ukelele		Music Express – Environment unit linking to Rainforests topic Music afternoon performance Ukelele	
Prior skills	Sing in two parts with movements and percussion Understand and perform binary form I take part in singing songs, following the tune (melody) well, with accurate pitch and using expression. I perform with others taking instructions from the leader. Listen to and learn about a Romantic piece of music Recognise rhythmic patterns in staff notation Identify the metre in a piece of music Improvise to an ostinato accompaniment Perform rhythmic ostinato individually and in combination Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion Explore simple accompaniments using beat and rhythm patterns Use a score and combine sounds to create different musical textures Perform a round in 3 parts Arrange an accompaniment with attention to balance and musical effect Explore musical phrases, melodic imitation and sound Learn about an instrument from Ancient Greece Layer rhythm using untuned percussion instruments Make choices about musical structure Understand how music can be organised in sequences and layers					
Key vocabulary	Performance Rehearsal Pronounce Poem Notation Metre Accents Cannon Ostinati Diminuendo Balance Control rhythm accuracy	Parts Harmony Volume Tempo/speed Volume Pitch Rhythm	Chorus Verses Enunciation Lyrics Syllables Consonants Layers Comparing Contrasting Structure Minimalist Features Combining Rehearsing		Environment Composition Composers Timbres Description Seasons Vivaldi Global warming Accompaniment Drone Ostinato Volume Balance Extract	

			Preparing Performance	Lyrics
Statutory Requirements	Rehearse and perform with others.	Use voices to sing songs, chants and rhymes Rehearse and perform with others	Listen with attention to detail Compose music for a range of purposes	Improvise and compose music for a range of purposes using the inter-related dimensions of music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Skills covered	Use beatbox technique to imitate the sound of a drumkit Balance voices in a performance by choosing appropriate dynamics Understand how rhythmic articulation affects musical phrasing	I sing in tune with expression and sense of phrase, showing control in my voice.	Compare and contrast the structure of two pieces of music Explore layers and layering using a graphic score Identify key features of minimalistic music	Compose an introduction for a song Explore the descriptive music of two famous composers of the 20 th and 21 st century
Key Performance Indicators	I can build an extended performance piece from a poem. I can perform a poem with rhythmic accuracy.	I understand the importance of pronouncing the words in a song well. I use my voice to maintain a simple part.	I can discuss the effect music has on my mood. I can compare and contrast different musical structure. I can sing with expression and sense of phrase.	I can compose a simple part using repeated patterns. I can accompany a song with a drone and ostinato. I can use tuned percussion to maintain a simple part.

Year 5 Progression in Music						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Recorder Recorder for presentation to parents	Christmas Singing	Learn songs for class assembly and Northwich Sings		Recorder with composition and for music afternoon performance	
Prior skills	Use beatbox technique to imitate the sound of a drumkit Balance voices in a performance by choosing appropriate dynamics Understand how rhythmic articulation affects musical phrasing I sing in tune with expression and sense of phrase, showing control in my voice. Compare and contrast the structure of two pieces of music Explore layers and layering using a graphic score Identify key features of minimalistic music Compose an introduction for a song Explore the descriptive music of two famous composers of the 20 th and 21 st century					
Key vocabulary	Treble clef Minim Rest Quaver Semibreve GAB	Parts Harmony Volume Tempo/speed Volume Pitch Rhythm	Parts Harmony Volume Tempo/speed Volume Pitch Rhythm		Treble clef Minim Rest Quaver Semibreve Repeat symbol Dotted notes DEFGABCD	
Statutory Requirements	3b Make improvements to their own work	1a Use voices to sing songs, chants and rhymes 1c Rehearse and perform with others	1a Use voices to sing songs, chants and rhymes 1b Play tuned and untuned instruments 1c Rehearse and perform with others		2a Create musical patterns. 2b Explore, choose and organize sounds and musical ideas.	
Skills covered	Rehearse with others and help achieve a high quality performance showing an	Create different vocal effects when singing and rapping	Create musical effects using contrasting pitch Rehearse, improve and analyse an ensemble performance with attention to balance and staying in time		Develop ensemble playing, focusing on steady beat and placing notes accurately together	

	awareness of the audience		Read a melody in staff notation	
Key Performance Indicators	<p>I can evaluate how music is affected by venue, occasion, purpose and performer.</p> <p>I can describe my music using musical words and I use this to identify strengths and weaknesses in my music.</p>	<p>I sing in tune and show control, breathing well and using clear diction.</p> <p>I perform songs with an awareness of the meaning of the words.</p> <p>I hold my part in a round.</p> <p>I perform songs in a way that reflects their meaning and the occasion.</p>	<p>I sing in tune and show control, breathing well and using clear diction.</p> <p>I perform songs with an awareness of the meaning of the words.</p> <p>I hold my part in a round.</p> <p>I perform songs in a way that reflects their meaning and the occasion.</p> <p>I can play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).</p>	<p>I can draw a treble clef at the correct position on the stave.</p> <p>I use the venue and sense of occasion to create performances that are well appreciated by the audience.</p>

Year 6
Progression in Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Journey	Christmas Singing	Growth	Roots	Production	
Prior skills	Rehearse with others and help achieve a high quality performance showing an awareness of the audience Create different vocal effects when singing and rapping Create musical effects using contrasting pitch Rehearse, improve and analyse an ensemble performance with attention to balance and staying in time Read a melody in staff notation Develop ensemble playing, focusing on steady beat and placing notes accurately together					
Key vocabulary	Three-part harmony, major, minor, expressive, pitch, rhythm , ensemble		Three beat pulse Ostinato Melodic	Composition Call and response Rhythm cycle Rhythmic movement	Fluency, ensemble, harmony, pitch	
Statutory Requirements	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music 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		Improvise and compose music for a range of purposes using the inter-related dimensions of music 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	Improvise and compose music for a range of purposes using the inter-related dimensions of music 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.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory	
Skills covered	Sing in three-part harmony Explore expressive singing in a part song with echoes Develop song cycles for performance		Feel and move to a three-beat pulse and revise rhythmic ostinato	Sing a traditional Ghanaian song Devise rhythmical actions to music	Explore expressive singing in solo and ensemble pieces Develop song cycles for performance Stage a performance with awareness of audience	

	<p>Stage a performance with awareness of audience</p> <p>Sing a pop song with backing harmony</p> <p>Learn about a song's structure</p> <p>Learn to sing major and minor note patterns accurately</p> <p>Learn a pop song with understanding of its structure</p> <p>Develop a song cycle performance incorporating mixed media</p> <p>Develop, plan and rehearse skills</p>	<p>Perform and improvise rhythmic and melodic ostinati</p> <p>Sing in harmony</p> <p>Learn about chords</p> <p>Perform music and dance</p> <p>Revise, rehearse and develop music for performance</p> <p>Understand the process of a musical performance</p>	<p>Devise a performance of a musical</p> <p>Improvise descriptive music</p> <p>Sing a traditional children's game song from Ghana</p> <p>Play rhythm cycles</p> <p>Combine rhythm cycles in a percussion piece</p> <p>Sing call and response songs in groups</p> <p>Devise rhythmic movement</p> <p>Develop a descriptive composition</p> <p>Plan and structure pieces to make a finale</p> <p>Combine songs with rhythmic cycles</p> <p>Develop and rehearse a performance</p> <p>Perform to an audience</p>	<p>Sing a song with backing harmony</p> <p>Learn about a song's structure</p> <p>Learn to sing major and minor note patterns accurately</p> <p>Develop, plan and rehearse skills</p>
<p>Key Performance Indicators</p>	<p>Performing- I sing in tune and show control, breathing well and using clear diction.</p> <p>Responding and reviewing-</p> <p>I can identify features of different types of music.</p>	<p>Performing-</p> <p>I can compose music for a range of purposes using the different musical elements, with increasing confidence using own voice, percussion instruments and tuned instruments.</p> <p>I know what a three-beet pulse is</p>	<p>Listening-</p> <p>I can use musical language confidently to appraise a piece of music.</p> <p>I have developed an increasing understanding of the history and context of music.</p> <p>Responding and reviewing- I can analyse and compare music.</p>	<p>Performing-</p> <p>I can improvise and compose music for a range of purposes using the different musical elements, with increasing confidence using own voice, percussion instruments and tuned instruments.</p> <p>I can play and perform in a group and alone using voice</p>