

## Stanion C.E Primary School - Curriculum Sequence and Progression - Music

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Key Vocabulary needed</b>	Pulse, rhythm, tempo, pitch, high sounds, low sounds, perform, unison, phrase.	Rap, melody, improvise, compose, singers, keyboard, percussion, trumpets, saxophones, bass guitar, drums, decks, audience	Electric guitars, glockenspiel, question and answer, dynamics	Structure, introduction, verse, chorus, hook, riff, texture, pentatonic scale, synthesizer, organ, backing vocals,	Solo, unison, by ear, stave, notation, lyrics, choreography, digital/electronic sounds, turntables, acoustic guitar,	Bridge, interlude, timbre, backbeat, amplifier, appraising, syncopation, tune/head, backing loops, scratching, crotchet, quaver, semibreve, harmony	Style indicators, dimensions of music, ostinato, phrases, DJing, producer,
<b>National Curriculum</b>	Children sing songs, make music and dance, and experiment with ways of changing them.	Pupils should be taught to: <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Play tuned and untuned instruments musically</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>		Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.  Pupils should be taught to: <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notations</li> <li>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.</li> </ul>			
<b>Essential knowledge to ensure progression (linked to NC)</b>	Know twenty nursery rhymes off by heart.  Know the stories of some of the nursery rhymes.  Know that we can move with the pulse of the music.  Know that the words of songs can tell stories and paint pictures.  To know that music can touch your feelings.	To know that music has a steady pulse, like a heartbeat.  To know that we can create rhythms from words, our names, favourite food, colours and animals.  Sing 5 songs from memory.  Learn the names of the instruments that they play.  Know the meaning of improvising	Know that songs have a musical style and begin to spot differences and similarities between different styles.  Sing 5 songs from memory.  Know that some songs have a chorus or a response/answer part.  Know that we can add high/low sounds when we sing or play instruments.	Know the style indicators of the musical styles studied (see Charanga Style Indicators document)  Sing 5 songs from memory and know who wrote them.  Know the style of 5 songs.  Know that a group of singers is called a choir.	Know some key style indicators of the genres studied (See Charanga style indicator document for characteristics)  Sing 5 songs from memory and know who wrote them.  Know the style of 5 songs  Know the name of other instruments in a band/orchestra.	Know some key style indicators of the genres studied (See Charanga style indicator document for characteristics)  Sing 5 songs from memory, know who wrote them, when they were written and, if possible, why?  Know the name of other instruments in a band/orchestra.	Know some key style indicators of the genres studied (See Charanga style indicator document for characteristics)  Sing 5 songs from memory, know who wrote them, when they were written and, if possible, why?  Know the name of three well-known improvising musicians.

	<p>Know that songs have sections.</p> <p>Know that a performance is sharing music.</p>	<p>Know the meaning of composing.</p> <p>Know that a performance is sharing music with others people, called an audience</p>	<p>Know the name of the instruments that they play.</p> <p>Learn the names of the notes in instrumental parts from memory or written down.</p> <p>Know that a performance can be a special occasion and involve a class, a year group or a whole school</p>	<p>Know what a leader/conductor does.</p> <p>Know why you must warm up your voice.</p>		<p>Know the name of three well-known improvising musicians.</p> <p>Know the symbols used in notation and the sound they make.</p>	
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<p><b>Listening and appraising</b></p>	<p>Enjoy moving to music by dancing, marching or being animals etc.</p> <p>Find different ways to keep the pulse.</p>	<p>Describe the character, mood or 'story' of music both verbally and through movement.</p> <p>Know how to say whether I like or dislike a piece of music.</p> <p>Find the pulse of a piece of music.</p> <p>Recognise and understand the difference between pulse and rhythm.</p> <p>Recognise basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower)</p>	<p>Recognise structural features in music (repeated sections, chorus, verse)</p> <p>Understand that different types of sounds are called timbres and recognise timbre changes.</p> <p>Listen to and recognise instrumentation.</p> <p>Begin to use musical vocabulary to describe music.</p>	<p>Know how to use musical words to describe a piece of music and compositions.</p> <p>Know how to use musical words to describe what I like and do not like about a piece of music.</p> <p>Know how to recognise the work of at least one famous composer.</p> <p>Understand that music from different parts of the world and different times, have different features.</p> <p>Begin to show an awareness of metre/time signatures.</p>	<p>Know how to explain why silence is often needed in music and explain what effect it has.</p> <p>Identify gradual dynamic and tempo changes within a piece of music.</p> <p>Recognise, name and discuss the effect of the interrelated dimensions of music.</p> <p>Know how to identify the character in a piece of music.</p> <p>Know how to identify and describe the different purposes of music using musical vocabulary.</p> <p>Know how to begin to identify the style of work of different famous composers.</p> <p>Recognise the use and development of motifs in music.</p>	<p>Compare, discuss and evaluate music using detailed musical vocabulary.</p> <p>Know how to contrast the work of a famous composer with another, and explain my preferences.</p>	<p>Know how to analyse features within different pieces of music.</p> <p>Evaluate how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Know how to compare and contrast the impact that different composers from different times have had on people from that time.</p>
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<b>Performing</b>	Copy basic rhythm patterns of single words building to short phrases.	Know how to use my voice expressively to speak, sing and chant.	Know how to use my voice expressively when singing, including basic dynamics (loud and quiet).	Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.	Sing longer songs in a variety of styles from memory, with accuracy, control, fluency and a developing sense of expression, including control of subtle dynamic changes.	Know how to breathe in the correct place when singing.	Sing songs in 2 parts with accuracy, fluency, control and expression.	
	Sing along with a prerecorded track and add actions.	Sing short songs from memory, maintaining the overall shape of the melody and keeping in time.	Sing short songs from memory, with melodic and rhythmic accuracy.	Sing and play in time with peers, with some accuracy and awareness of their part in the group performance.	Sing and play in time with peers, with some accuracy and awareness of their part in the group performance.	Sing longer songs in a variety of styles from memory, with accuracy, control, fluency and a developing sense of expression, including control of subtle dynamic changes.	Work as group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.	
	Perform nursery rhymes by singing and adding actions or dance.	Know how to use instruments to perform.	Copy longer rhythmic patterns, keeping a steady pulse.	Perform expressively using dynamics and timbre to alter sounds as appropriate.	Perform from basic staff notation and be able to identify these symbols using musical terminology.	Play melody parts on tuned instruments with accuracy and control, and developing instrumental technique.	Work as a group to perform a piece of music, adjusting dynamics and pitch accordingly, keeping in time with others and communicating with the group.	Know how to take the lead in a performance.
	Add a simple instrumental part to nursery rhymes.	Know how to make different sounds with my voice and with instruments.	Sing back short melodic patterns by ear and play short melodic patterns from letter notation.			Perform from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.	Perform with accuracy and fluency from staff notation.	Perform with accuracy and fluency from staff notation and from their own notation.
	Record performances to talk about.	Copy short rhythmic and melodic patterns on percussion instruments.						
<b>Composing and improvising</b>	Explore high and low sounds by listening to high and low pitched notes on a glockenspiel or other tuned	Know how to make a sequence of sounds with voices or instruments to represent a given idea or character.	Select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea	Compose melodies and songs in a given style.  Use letter name or staff notation and key	Compose a coherent piece of music in a given style with voices, bodies and instruments.	Improvise coherently within a given style.  Compose a detailed piece of music in response to a	Improvise coherently and creatively within a given style.  Compose a multi-	

	<p>instrument.</p> <p>Invent a pattern using a one pitched note and begin to create simple 2 note patterns to accompany a song.</p>	<p>Create simple melodies using a few notes.</p> <p>Create a simple graphic score using symbols and images to represent a composition.</p> <p>Begin to make improvements to their work as suggested by their teacher.</p>	<p>or character.</p> <p>Create simple melodies from 5 or more notes.</p> <p>Choose appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Know how to use symbols and letter names to represent sounds in their composition.</p> <p>Begin to suggest improvements to their own work.</p>	<p>musical vocabulary to record their compositions.</p> <p>Suggest and implement improvements to their own work, using musical vocabulary.</p>	<p>Begin to improvise using repeated patterns.</p> <p>Know how to use notation to record and interpret sequences of pitches.</p> <p>Use letter name, staff notation and musical vocabulary to record compositions in a small group or on my own.</p> <p>Suggest improvements to others work, using musical vocabulary.</p>	<p>given stimulus.</p> <p>Know how to use notation to record rhythms and melodies.</p> <p>Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggest and demonstrate improvements to own and others' work.</p>	<p>layered piece of music from a given stimulus with voices, instruments and bodies.</p> <p>Record own composition using appropriate forms of notation.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p>
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## Long-Term Plan 2025-2027

Year A (2026-2027)	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Reception	All about me	Traditional tales	Whatever the weather	Circus	Minibeasts	Journeys
Year 1/2	Superheroes	Toys	Senses	Folksongs	Fantasy and adventure	Jupiter
Year 3/4	Stone Age	Castles	Volcanoes	Greek Myths	Mayans	In the Garden
Year 5/6	World War 2	Vikings	Planets	Rock and Roll	Melodies of Divinity	Animal Kingdom

Year B (2025-2026)	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Reception	All about me	Traditional tales	Whatever the weather	Circus	Minibeasts	Journeys
Year 1/2	Carnival of animals	4 Seasons	Oceans	Dinosaurs	Great Fire of London	At the seaside
Year 3/4	Rivers	Ancient China	Words, words, words	Samba	Minimalism	Jazz
Year 5/6	Electricity	Arctic	Garage band	Africa	Celebrations	Reggae