



Curriculum and Progression in Music

Intent:

The Music curriculum at Rothbury First School is based on the Department for Education Model Music Curriculum 2021. It is intended to provide a high quality introduction to the world of music by exposing children to a wide selection of recorded music from all genres and a range of composers, including artists and songs from our locality. Through our curriculum we will provide access to instrument lessons and signpost children to outlets for making music in the community. We will build connections with the local traditional music festival and provide opportunities for our children to perform using instruments and voice.

We will embrace the use of technology in making and recording music, ensuring that all children have the opportunity to share their compositions with the wider community. We will provide performance opportunities within school.

Year A/B	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Early years	Tone, pitch and volume. Join in action songs and singing. Use resources with imagination.	Tone, pitch and volume. Join in action songs and singing. Use resources with imagination.	Tone, pitch and volume. Join in action songs and singing. Use resources with imagination.	Tone, pitch and volume. Join in action songs and singing. Use resources with imagination.	Tone, pitch and volume. Join in action songs and singing. Use resources with imagination.	Tone, pitch and volume. Join in action songs and singing. Use resources with imagination.
Year A	Y1/2 Music Express Ourselves/Travel Y3 Musicianship	Y1/2 Music Express Animals/Pattern Y3 Musicianship	Y1/2 Music Express Our Bodies/Weather Y3 Musicianship	Y1/2 Music Express Storytime/Number Y3 Rhythm	Y1/2 Music Express Our School/ Machines Y3 Composing	Y1/2 Music Express Water/Seasons Y3 Composing Y4 Musicianship

	Violin Y4 Rhythm	Violin Y4 Composing	Violin Y4 Composing	Y4 Musicianship Violin	Y4 Musicianship Violin	Violin
Year B	Y1/2 Music Express The long and short of it Exploring duration Y3 Musicianship - Ukulele Y4 Rhythm	Y1/2 Music Express Feel the pulse - Exploring pulse and rhythm Y3 Musicianship - Ukulele Y4 Composing	Y1/2 Music Express Taking off - Exploring pitch Y3 Musicianship - Ukulele Y4 Composing	Music Express What's the score - Exploring instruments and symbols Y3 Rhythm Y4 Musicianship Ukulele	Y1/2 Music Express Rain, rain go away - Exploring timbre, tempo and dynamics Y3 Composing Y4 Musicianship Ukulele	Y1/2 Music Express Sounds Interesting - Exploring sounds Y3 Composing Y4 Musicianship Ukulele

	What will a Rothbury First School Musician look like?		
	At the end of Reception they will have the following knowledge:	At the end of Year 2 they will have the following knowledge:	At the end of Year 4 they will have the following knowledge:
Being a musician	<p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes,</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music,</p> <p>Play tuned and untuned instruments musically</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>	<p>play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</p> <p>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>develop an understanding of the history of music.</p> <p>play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related</p>

			<p>dimensions of music</p> <p>use and understand staff and other musical notations</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression</p>
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Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4
Listening	Make comments about what they have heard and ask questions to clarify their understanding.	<p>The teaching and learning of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances</p>	<p>The teaching and learning of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances</p>	<p>The teaching and learning of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances</p>	<p>The teaching and learning of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances</p>

		by other school ensembles or year groups, or performances provided by other Music Education Hubs partners, which may include local or national ensembles.	by other school ensembles or year groups, or performances provided by other Music Education Hubs partners, which may include local or national ensembles.	by other school ensembles or year groups, or provided by other Music Education Hubs partners, which may include local or national ensembles.	by other school ensembles or year groups, or provided by other Music Education Hubs partners, which may include local or national ensembles.
Singing	Sing a range of well-known nursery rhymes and songs.	<p>Sing simple songs, chants and rhymes from memory.</p> <p>Sing collectively and at the same pitch</p> <p>Start with a very small range> (m-so 3rd)>slightly wider range including pentatonic songs</p> <p>Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy</p> <p>Respond to simple visual directions and counting in.</p>	<p>Sing songs regularly with a pitch range of do-so with increasing vocal control.</p> <p>Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately.</p> <p>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)</p>	<p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so (e.g. Extreme Weather), tunefully and with expression.</p> <p>Perform forte and piano, loud and soft. Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders).</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Perform as a choir in school assemblies.</p>	<p>Continue to sing a broad range of unison songs with the range of an octave (do-do) (e.g. One More Day—a traditional sea shanty) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) 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).</p>

					Perform a range of songs in school assemblies.
Composing		<p>Improvise simple vocal chants, using question and answer phrases.</p> <p>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)</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p>	<p>Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).</p> <p>Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p>	<p>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.</p> <p>Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do,</p>	<p>Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).</p> <p>Begin to make compositional decisions about the overall structure of improvisations. Continue this process in the composition tasks below.</p> <p>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.</p>

		<p>Use music technology, if available, to capture, change and combine sounds</p> <p>Recognise how graphic notation can represent created sounds. Explore and invent own symbols, for example:</p>		<p>re and mi).</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p>	<p>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.</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</p> <p>Introduce major and minor chords.</p> <p>Include instruments played in whole-class/group/in individual teaching to expand the scope and range of the sound palette available for composition work.</p> <p>Capture and record creative ideas using any of: graphic symbols, rhythm</p>
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					notation and time signatures staff notation technology
Musicianship	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.		<p>Pulse/Beat Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo.</p> <p>Walk in time to the beat of a piece of music or song (e.g. La Mourisque by Susato). Know the difference between left and right to support coordination and shared movement with others.</p> <p>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p>	<p>Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).</p> <p>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi :</p> <p>Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.</p> <p>Introduce the stave,</p>	<p>Develop facility in the basic skills of a selected musical instrument over a sustained learning period. This can be achieved through working closely with your local Music Education Hub who can provide whole-class instrumental teaching programmes.</p> <p>Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.</p>

			<p>Identify the beat groupings in familiar music that they sing regularly and listen to, e.g. in 2 Maple Leaf Rag by Joplin , in 3 The Elephant from Carnival of the Animals by Saint-Saëns</p> <p>Rhythms</p> <p>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion</p> <p>Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?).</p> <p>Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.</p> <p>Create and perform their own chanted rhythm patterns with</p>	<p>lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p> <p>Introduce and understand the differences between crotchets and paired quavers</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p>	<p>Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). Introduce and understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Read and perform pitch notation within a defined range (e.g. C–G/do–so).</p> <p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>
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			the same stick notation.		
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Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4
nursery rhymes, action songs, instruments, share, respond, explore, listen, sing, play, learn, beat, pulse, rhythm, pitch, high, low, long, short, perform, share, play, stop, move, listen, actions, voice, hands, feet instrument, big sounds, soft sounds, loud sounds, soft sounds, soft, medium, hard, solo, group, shake, tap, ring.	beat, rhythm, fast, slow, chant, instrument names, fast, pattern, loud, quiet, instrument names, pitch, metre, pitch, high low. dynamics (volume) duration, timbre, body percussion, sequence, structure, speed, intensity, vocal sounds, long and short sounds, chant, tempo, tempi, steady beat duration, dynamics, timbre, playing methods (shake, scrape, tap) sound sources, soundmakers, score, structure,	beat, rhythm, fast, slow, chant, instrument names, fast, pattern, loud, quiet, instrument names, pitch, metre, pitch, high low. dynamics (volume) duration, timbre, body percussion, sequence, structure, speed, intensity, vocal sounds, long and short sounds, chant, tempo, tempi, steady beat duration, dynamics, timbre, playing methods (shake, scrape, tap) sound sources, soundmakers, score, structure,	Pitch, dynamics, texture, tuned percussion, cluster, glockenspiel, lyrics, notation, structure, jingle, rhythm, tempo, accompaniment, untuned percussion, conductor, melodic phrase, ostinati, score, track list, round, timbre, duration, body percussion, call and response, drone, improvise, musical elements, pentatonic scale, step movement, xylophone, oscillate	Pitch, dynamics, texture, tuned percussion, cluster, glockenspiel, lyrics, notation, structure, jingle, rhythm, tempo, accompaniment, untuned percussion, conductor, melodic phrase, ostinati, score, track list, round, timbre, duration, body percussion, call and response, drone, improvise, musical elements, pentatonic scale, step movement, xylophone, oscillate, rest, duet, internalise, interval, motif, pulse/beat, castanets