

Cumwhinton School - CUMWHINTON CURRICULUM

Music - Termly Progression

Year group	AUTUMN Humanity Local	SPRING Innovation National	SUMMER The World Worldwide
EYFS	<p>~Create collaboratively, sharing ideas, resources and skills.</p> <p>~Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>~Explore and engage in music making and dance, performing solo or in groups</p> <p>~Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>~Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>~Learn rhymes, poems and songs.</p> <p>~Combine different movements with ease and fluency</p>	<p>~Create collaboratively, sharing ideas, resources and skills.</p> <p>~Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>~Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>~Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>~Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>~Learn rhymes, poems and songs.</p>	<p>~Create collaboratively, sharing ideas, resources and skills.</p> <p>~Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>~Explore and engage in music making and dance, performing solo or in groups</p> <p>~Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>~Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>~Learn rhymes, poems and songs.</p> <p>~Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>
Year 1	<p>. Sing simple songs, chants and rhymes from memory</p> <p>Follow simple visual directions 'My turn, your turn.'</p> <p>Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p> <p>Develop 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.</p> <p>Respond to the pulse in recorded/live music through movement and dance- Stepping, jumping/ tip-toeing</p> <p>Play repeated patterns using body percussion, tuned and untuned classroom percussion (shake, scrape, tap) to maintain a steady beat</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli,</p>	<p>Sing simple songs, chants and rhymes from memory</p> <p>Follow simple visual directions 'My turn, your turn.'</p> <p>Include pentatonic songs Call and response songs to help control vocal pitch and to match the pitch with accuracy.</p> <p>Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p> <p>Develop 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.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Change the speed of the movement as the tempo of the music changes</p> <p>Play repeated patterns using body percussion, tuned and untuned classroom percussion (shake, scrape, tap) to maintain a steady beat</p> <p>Combine to make a story, choosing and playing classroom instruments</p>	<p>Sing simple songs, chants and rhymes from memory</p> <p>Follow simple visual directions 'My turn, your turn.'</p> <p>Improvise simple vocal chants- question and answer phrases.</p> <p>Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. Develop 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.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Play repeated patterns using body percussion, tuned and untuned classroom percussion (shake, scrape, tap) to maintain a steady beat</p> <p>Combine to make a story, choosing and playing classroom instruments</p>

Year 2	<p>Sing songs regularly with a pitch range of do-so with increasing vocal control</p> <p>Sing short phrases independently</p> <p>Sing songs with a small pitch range, pitching accurately</p> <p>Know the meaning of dynamics and tempo</p> <p>Demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols</p> <p>Create music in response to a non-musical</p> <p>Work with a partner to improvise simple question and answer phrases, to be sung, creating a musical conversation.</p> <p>Develop 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.</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate,</p> <p>Walk in time to the beat of a piece of music or song.</p> <p>Recognise any changes in tempo</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>Identify the beat groupings in familiar music that they sing regularly and listen to</p> <p>Work with a partner to improvise simple question and answer phrases played on untuned percussion creating a musical conversation</p>	<p>Sing songs regularly with a pitch range of do-so with increasing vocal control</p> <p>Sing short phrases independently</p> <p>Sing songs with a small pitch range, pitching accurately</p> <p>Know the meaning of dynamics and tempo</p> <p>Demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols</p> <p>Create music in response to a non-musical</p> <p>Work with a partner to improvise simple question and answer phrases, to be sung, creating a musical conversation.</p> <p>Develop 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.</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate,</p> <p>Walk in time to the beat of a piece of music or song.</p> <p>Recognise any changes in tempo</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>Identify the beat groupings in familiar music that they sing regularly and listen to</p> <p>Work with a partner to improvise simple question and answer phrases played on untuned percussion creating a musical conversation</p>	<p>Sing songs regularly with a pitch range of do-so with increasing vocal control</p> <p>Sing short phrases independently</p> <p>Sing songs with a small pitch range, pitching accurately</p> <p>Know the meaning of dynamics and tempo</p> <p>Demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols</p> <p>Create music in response to a non-musical</p> <p>Work with a partner to improvise simple question and answer phrases, to be sung, creating a musical conversation</p> <p>Develop 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.</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate,</p> <p>Walk in time to the beat of a piece of music or song.</p> <p>Recognise any changes in tempo</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>Identify the beat groupings in familiar music that they sing regularly and listen to</p> <p>Work with a partner to improvise simple question and answer phrases played on untuned percussion creating a musical conversation</p>
Year 3	<p>Sing a variety of unison songs with a pitch range of do-so</p> <p>Perform forte and piano with expression</p> <p>Perform actions confidently and in time to a range of action songs</p> <p>Perform as a choir in school assemblies</p> <p>Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.</p> <p>Play and perform melodies following staff notation using a small range as a whole class or in small groups.</p> <p>Individually copy back stepwise melodic phrases with accuracy at different speeds; allegro and adagio. Extend to question-and-answer phrases.</p> <p>Develop 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>Sing a variety of unison songs with a pitch range of do-so</p> <p>Perform forte and piano with expression</p> <p>Perform actions confidently and in time to a range of action songs</p> <p>Perform as a choir in school assemblies</p> <p>Individually copy back stepwise melodic phrases with accuracy at different speeds; allegro and adagio. Extend to question-and-answer phrases.</p> <p>Develop 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.</p> <p>Walk in time to the beat of a piece of music or song.</p> <p>Recognise any changes in tempo</p>	<p>Sing a variety of unison songs with a pitch range of do-so</p> <p>Perform forte and piano with expression</p> <p>Perform actions confidently and in time to a range of action songs</p> <p>Perform as a choir in school assemblies</p> <p>Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.</p> <p>Play and perform melodies following staff notation using a small range as a whole class or in small groups.</p> <p>Individually copy back stepwise melodic phrases with accuracy at different speeds; allegro and adagio. Extend to question-and-answer phrases.</p> <p>Develop 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.</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate,</p> <p>Walk in time to the beat of a piece of music or song.</p> <p>Recognise any changes in tempo</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>Identify the beat groupings in familiar music that they sing regularly and listen to</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>Identify the beat groupings in familiar music that they sing regularly and listen to</p>	<p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate,</p> <p>Walk in time to the beat of a piece of music or song.</p> <p>Recognise any changes in tempo</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>Identify the beat groupings in familiar music that they sing regularly and listen to</p>
Year 4	<p>Unison songs with the range of an octave with some loops in the melody</p> <p>Follow directions for getting louder and quieter</p> <p>Rounds and partner songs in different time signatures A simple second part introduces vocal harmony</p> <p>Develop facility in the basic skills of a selected musical instrument.</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p> <p>Introduce major and minor tonality</p>	<p>Unison songs with the range of an octave with some loops in the melody</p> <p>Follow directions for getting louder and quieter</p> <p>Rounds and partner songs in different time signatures A simple second part introduces vocal harmony</p> <p>Perform a range of songs in school assemblies</p> <p>Develop facility in the basic skills of a selected musical instrument.</p> <p>Play and perform melodies following staff notation using a small range</p> <p>Copy short, melodic phrases</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p> <p>Improvise on the instrument being learnt, making decisions about the structure</p> <p>Use rhythm cards to create sequences of 2-, 3- or 4-beat phrases, arranged into bars</p> <p>Introduce major and minor tonality</p> <p>Compose music to create a specific mood</p>	<p>Unison songs with the range of an octave with some loops in the melody</p> <p>Follow directions for getting louder and quieter</p> <p>Rounds and partner songs in different time signatures A simple second part introduces vocal harmony</p> <p>Perform a range of songs in school assemblies</p> <p>Perform in two or more parts from simple notation using instruments played</p> <p>Develop 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.</p> <p>Improvise on the instrument being learnt, making decisions about the structure</p> <p>Create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt.</p> <p>Use rhythm cards to create sequences of 2-, 3- or 4-beat phrases, arranged into bars</p> <p>Introduce major and minor tonality</p> <p>Compose music to create a specific mood</p> <p>Capture and record creative ideas in a variety of ways; graphic symbols, rhythm and staff notation, technology</p>

<p>Year 5</p>	<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance Focus on phrasing , accurate pitching and appropriate vocal style Sing three-part rounds, partner songs, and songs with a verse and a chorus. Perform in assemblies and other opportunities Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation Understand how triads are formed, and play them on tuned percussion / melodic instruments. Perform simple, chordal accompaniments to familiar songs G major / D major Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. Use graphic symbols, dot notation and stick notation, as appropriate, Walk in time to the beat of a piece of music or song. Recognise any changes in tempo Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats Identify the beat groupings in familiar music that they sing regularly and listen to</p>	<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance Focus on phrasing , accurate pitching and appropriate vocal style Sing three-part rounds, partner songs, and songs with a verse and a chorus. Perform in assemblies and other opportunities Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation Understand how triads are formed, and play them on tuned percussion / melodic instruments. Perform simple, chordal accompaniments to familiar songs G major / D major Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. Use graphic symbols, dot notation and stick notation, as appropriate, Walk in time to the beat of a piece of music or song. Recognise any changes in tempo Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats Identify the beat groupings in familiar music that they sing regularly and listen to</p>	<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance Focus on phrasing , accurate pitching and appropriate vocal style Sing three-part rounds, partner songs, and songs with a verse and a chorus. Perform in assemblies and other opportunities Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation Understand how triads are formed, and play them on tuned percussion / melodic instruments. Perform simple, chordal accompaniments to familiar songs G major / D major Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. Use graphic symbols, dot notation and stick notation, as appropriate, Walk in time to the beat of a piece of music or song. Recognise any changes in tempo Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats Identify the beat groupings in familiar music that they sing regularly and listen to</p>
<p>Year 6</p>	<p>Sing a broad range of songs, including those that have syncopated rhythms: as part of a choir, with a sense of ensemble and performance Perform to a wider audience. Observe rhythm, phrasing, accurate pitching and appropriate style. Sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group in order to develop greater listening skills, balance between parts and vocal independence. Play a melody following staff notation using notes within an octave range (do-do); make decisions about dynamic range</p>	<p>Observe rhythm, phrasing, accurate pitching and appropriate style. Sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group in order to develop greater listening skills, balance between parts and vocal independence. Play a melody following staff notation using notes within an octave range (do-do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet. Accompany this same melody, and others, using block chords or a bass line. Perform a part within an ensemble</p>	<p>Observe rhythm, phrasing, accurate pitching and appropriate style. Sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group in order to develop greater listening skills, balance between parts and vocal independence. Play a melody following staff notation using notes within an octave range (do-do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet. Accompany this same melody, and others, using block chords or a bass line. Perform a part within an ensemble</p>

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