



Curriculum and Progression in Music

Intent:

The Music curriculum at Rothbury First School is based on the Music Express Scheme, Music Express covers all the intentions of the Model Music Curriculum 2021, providing a clear framework of spiral learning with clear scaffolded progression. 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, provide opportunities for our children to listen to live music and give children the chance to perform using instruments and voice.

Year A/B	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Early years	Music Express Who shall I be today? Let's go green!	Music Express Busy city Beyond the stars	Music Express When snowflakes fall Fabulous food	Music Express A tale from long ago Our growing world	Music Express Do you see dinosaurs? A sky full of colour	Music Express Amazing African animals Under the sea
Year A	Year 1 and 2 (ME) Ourselves (Year 1) Animals (Year 2) Y3 Musicianship- Violin Y4 (ME) Poetry Environment	Year 1 and 2 (ME) Weather (Year 1) Storytime (Year 2) Y3 Musicianship - Violin Y4 (ME) Sounds Recycling	Year 1 and 2 (ME) Pattern (Year 1) Our land (Year 2) Y3 Musicianship - Violin Y4 (ME) Building Around the world	Year 1 and 2 (ME) Seasons (Year 1) Travel (Year 2) Y3 (ME) Environment Building Y4 Musicianship - Violin	Year 1 and 2 (ME) Number (Year 1) Water (Year 2) Y3 (ME) Sounds Poetry Y4 Musicianship - Violin	Year 1 and 2 (ME) Our school (Year 1) Our bodies (Year 2) Y3 (ME) China Time Y4 Musicianship - Violin

Year B	Year 1 and 2 (ME) Storytime (Year 1) Weather (Year 2) Y3 Musicianship - Ukulele Y4 (ME) Ancient worlds Singing Spanish	Year 1 and 2 (ME) Machines (Year 1) Number (Year 2) Y3 Musicianship - Ukulele Y4 Communication Time	Year 1 and 2 (ME) Water (Year 1) Toys (Year 2) Y3 Musicianship - Ukulele Y4 In the past Food and Drink	Year 1 and 2 (ME) Our bodies (Year 1) Pattern (Year 2) Y3 (ME) In the past Communication Y4 Musicianship - Ukulele	Year 1 and 2 (ME) Travel (Year 1) Ourselves(Year 2) Y3 (ME) Human Body Singing French Y4 Musicianship - Ukulele	Year 1 and 2 (ME) Animals(Year 1) Seasons (Year 2) Y3 (ME) Ancient Worlds Food and Drink 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 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>
--	--	--	--

Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4
Listening	<p>Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>Recognise and respond to changes in tempo in music (Unit 2)</p> <p>Identify changes in pitch and respond to them with movement (Unit 6)</p> <p>Understand how music can tell a story (Unit 9)</p> <p>Understand musical structure by listening and responding through movement (Unit 12)</p>	<p>Match descriptive sounds to images (Unit 3)</p> <p>Listen to and repeat back rhythmic patterns on instruments and body percussion (Unit 4)</p>	<p>Listen to and learn about Hindustani classical music (Unit 3)</p> <p>Learn how sounds are produced and how instruments are classified (Unit 3)</p> <p>Listen to and learn about traditional Chinese music (Unit 5)</p> <p>Listen to and learn about a Romantic piece of music (Unit 6)</p> <p>Listen to and learn about a medieval</p>	<p>Understand how rhythmic articulation affects musical phrasing (Unit 1)</p> <p>Explore the descriptive music of two famous composers of the 20th and 21st century (Unit 2)</p> <p>Listen to and learn about 1940s dance band music (Unit 3)</p> <p>Listen to and play along with Bhangra music (Unit 4)</p> <p>Copy rhythms and a short melody</p>

				antiphon (Unit 7) Listen to, learn about, play and dance to Tudor dance music (Unit 7)	(Unit 9) Match short rhythmic phrases with rhythm notation (Unit 10) Listen to and learn about Renaissance instruments (Unit 11)
Singing	30-50 Sings familiar songs and learns new songs 40-60 Begins to build a repertoire of songs	Sing a song with contrasting high and low melodies (Unit 3) Control vocal dynamics, duration and timbre (Unit 4) Sing a song together as a group (Unit 7) Combine voices and movement to perform a chant and a song (Unit 11)	Chant and sing in two parts while playing a steady beat (Unit 4) Sing with expression, paying attention to the pitch shape of the melody (Unit 8) Understand pitch through singing, movement, and note names (Unit 11) Prepare and improve a performance using movement, voice and percussion (Unit 12)	Sing in two-part harmony (Unit 1) Copy and create a wide range of vocal sounds to incorporate into a song (Unit 8) Sing in two parts (two different melodies) with movements and percussion (Unit 9) Perform a round in three parts (Unit 11)	Perform a poem as an ensemble with rhythmic accuracy to a steady beat (Unit 1) Use beatbox techniques to imitate the sound of a drum kit (Units 1 & 3) Learn to sing partner songs (Unit 3) Sing a call and response song in a minor key in two groups (Unit 8)

		Use voices to create descriptive sounds (Unit 12)			<p>Sing a song with three simple independent parts (Unit 10)</p> <p>Combine singing, playing and dancing in a performance (Unit 11)</p>
Composing	<p>30-50 Taps our simple repeated rhythms</p> <p>40-60 Experiment with ways of changing music</p>		<p>Compose music to illustrate a story (Unit 9)</p> <p>Perform and create simple three- and four-beat rhythms using a simple score (Unit 10)</p>	<p>Select descriptive sounds to accompany a poem (Unit 1)</p> <p>Choose different timbres to make an accompaniment (Unit 1)</p> <p>Make choices about musical structure (Unit 2)</p> <p>Create and perform from a symbol score (Unit 8)</p> <p>Arrange an accompaniment with attention to balance and musical effect (Unit 11)</p> <p>Use a score and combine sounds to create different musical textures (Unit</p>	<p>Compose an introduction for a song (Unit 2)</p> <p>Compose and notate pentatonic melodies on a graphic score (Unit 6)</p> <p>Compose a rap (Unit 9)</p> <p>Compose a fanfare (Unit 11)</p> <p>Compose and play sequences of word rhythms (Unit 12)</p>

				12)	
Musicianship/ playing instruments	30-50 Explores and learns how sounds can be changed 40-60 Explores different sounds of instruments	Identify and keep a steady beat using instruments (Unit 2) Explore and control dynamics, duration, and timbre with instruments (Unit 4) Play percussion instruments at different speeds (tempi) (Unit 5) Play and control changes in tempo (Unit 5) Explore sounds on instruments and find different ways to vary their sound (Unit 8) Use instruments to create descriptive sounds (Unit 12) Play fast, slow, loud, and quiet sounds on percussion	Listen to and repeat rhythmic patterns on body percussion and instruments (Unit 4) Play pitch lines on tuned percussion (Unit 5) Accompany a song with vocal, body percussion and instrumental ostinati (Unit 8) Use instruments expressively in response to visual stimuli (Unit 12)	Accompany a song with a melodic ostinato on tuned percussion (Unit 1) Perform a pentatonic song with tuned and untuned accompaniment (Unit 5) Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion (Unit 6) Perform rhythmic ostinati individually and in combination (Unit 6) Understand and use pitch notations (Unit 7) Read simple rhythm notation (Unit 7) Create and perform from a symbol score (Unit 8)	Combine four body percussion ostinati as a song accompaniment (Unit 5) Play a pentatonic song with leaps in pitch on tuned percussion (Unit 6) Play and sing repeated patterns (ostinati) from staff notation (Unit 10) Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations (Unit 11)

		instruments (Unit 9)		Read graphic notation to play a melody on tuned instruments (Unit 10)	
Appraising	Children learn to appreciate the work of others and comment appropriately	<p>Identify a sequence of sounds (structure) in a piece of music (Unit 4)</p> <p>Listen in detail to a piece of orchestral music (e.g. identify instruments) (Unit 6)</p> <p>Identify metre by recognising its pattern (Unit 8)</p> <p>Identify a repeated rhythm pattern (Unit 10)</p>	<p>Identify ways of producing sounds (e.g. shake, strike, pluck) (Unit 3)</p> <p>Identify rising and falling pitch (Unit 8)</p> <p>Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) (Unit 9)</p> <p>Use simple musical vocabulary to describe music (Unit 12)</p> <p>Listen, describe and respond to contemporary orchestral music (Unit 12)</p>	<p>Identify the metre in a piece of music (Unit 6)</p> <p>Recognise rhythm patterns in staff notation (Unit 6)</p> <p>Recognise pitch shapes (Unit 10)</p>	<p>Identify different instrument groups from a recording (Unit 3)</p> <p>Describe the structure of a piece of orchestral music (Unit 5)</p> <p>Develop listening skills by analysing and comparing music from different traditions (Unit 6)</p> <p>Identify key features of minimalist music (Unit 7)</p> <p>Compare and contrast the structure of two pieces of music (Unit 7)</p> <p>Identify the metre of a new song or piece (Unit 10)</p> <p>Listen to and analyse 20th century ballet music (Unit 10)</p>

Improvising/ Exploring	Explores and learns how sounds can be changed	Improvise descriptive music (Unit 4) Respond to music through movement (Unit 4) Create a soundscape using instruments (Unit 7) Explore different sound sources and materials (Unit 7) Explore sounds on instruments and find different ways to vary their sound (Unit 8)	Explore timbre and texture to understand how sounds can be descriptive (Unit 3) Combine sounds to create a musical effect in response to visual stimuli (Unit 7) Explore voices to create descriptive musical effects (Unit 7) Explore different ways to organise music (Unit 10)	Improvise descriptive music (Unit 4) Improvise to an ostinato accompaniment (Unit 6) Explore simple accompaniments using beat and rhythm patterns (Unit 12)	Improvise in response to visual stimuli, with a focus on timbre (Unit 4) Explore household items as instruments and match rhythms with appropriate soundmakers (Unit 4) Improvise melodies with a given set of five notes (a pentatonic scale) (Unit 5) Explore layers and layering using a graphic score (Unit 7) Understand syncopation and clap improvised off-beat rhythms (Unit 10)
-----------------------------------	---	--	--	---	--

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,	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,	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,	Pitch, dynamics, texture, tuned percussion, cluster, glockenspiel, lyrics, notation, structure, jingle, rhythm, tempo, accompaniment, untuned percussion, conductor, melodic phrase, ostinati,	Pitch, dynamics, texture, tuned percussion, cluster, glockenspiel, lyrics, notation, structure, jingle, rhythm, tempo, accompaniment, untuned percussion, conductor, melodic phrase, ostinati,

<p>voice, hands, feet instrument, big sounds, soft sounds, loud sounds, soft sounds, soft, medium, hard, solo, group, shake, tap, ring.</p>	<p>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,</p>	<p>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,</p>	<p>score, track list, round, timbre, duration, body percussion, call and response, drone, improvise, musical elements, pentatonic scale, step movement, xylophone, oscillate</p>	<p>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</p>
---	--	--	--	---