

Curriculum Progression in Music at Thrussington C.E. Primary School

At Thrussington C.E. Primary School, we follow the Leicestershire Scheme of Work for music. Each term the whole school focuses on the same musical concept (see below) but, because we have mixed year group classes, a particular year group's planning will be used for the context of the unit. This works on a two year rolling programme. The skills for each year group in each unit will be outlined, creating differentiation for children of different ages.

The musical focus for each term across the school

<u>Term</u>	<u>Musical focus</u>	
Autumn 1	Pulse	
Autumn 2	Voice	
Spring 1	Rhythm	
Spring 2	Pitch	
Summer 1	Technology, form and structure	
Summer 2	20 th Century Music	Reception: Country Music, Big Band, Michael Jackson Yr1: Folk music, Experimental, Disco Yr2: Film music Yr3: House, Rock & Roll/blues, reggae Yr4: Musicals, minimalism (Steve Riech/Kraftwork), rap (JayZ, Beyonce) Yr5: Jazz, expressionism, film music (Jurassic Park) Yr6: Hip Hop, minimalism (Philip Glass), war time music

Music long term plan – Year A - 2023 - 2024

	Autumn 1 - PULSE	Autumn 2 - VOICE	Spring 1 - RHYTHM	Spring 2 – PITCH	Summer 1 – TECHNOLOGY, FORM AND STRUCTURE	Summer 2 - 20th CENTURY MUSIC
EYFS	EYFS Pulse Unit as the context for teaching	EYFS Voice Unit as the context for teaching	EYFS Rhythm Unit as the context for teaching	EYFS Pitch Unit as the context for teaching	EYFS Technology, Form and Structure Unit as the context for teaching	EYFS 20 th Century Music Unit as the context for teaching
Class One (Year 1 and 2)	Year 1 Pulse Unit as the context for teaching	Year 1 Voice Unit as the context for teaching	Year 1 Rhythm Unit as the context for teaching	Year 1 Pitch Unit as the context for teaching	Year 1 Technology, Form and Structure Unit as the context for teaching	Year 1 20 th Century Music Unit as the context for teaching
Class Two (Year 3 and 4)	Year 3 Pulse Unit as the context for teaching	Year 3 Voice Unit as the context for teaching	Year 3 Rhythm Unit as the context for teaching	Year 3 Pitch Unit as the context for teaching	Year 3 Technology, Form and Structure Unit as the context for teaching	Year 3 20 th Century Music Unit as the context for teaching
Class Three (Year 5 and 6)	Year 5 Pulse Unit as the context for teaching	Year 5 Voice Unit as the context for teaching	Year 5 Rhythm Unit as the context for teaching	Year 5 Pitch Unit as the context for teaching	Year 5 Technology, Form and Structure Unit as the context for teaching	Year 5 20 th Century Music Unit as the context for teaching

Music long term plan – Year B – 2024 - 2025

	Autumn 1 - PULSE	Autumn 2 - VOICE	Spring 1 - RHYTHM	Spring 2 – PITCH	Summer 1 – TECHNOLOGY, FORM AND STRUCTURE	Summer 2 - 20th CENTURY MUSIC
EYFS	EYFS Pulse Unit as the context for teaching	EYFS Voice Unit as the context for teaching	EYFS Rhythm Unit as the context for teaching	EYFS Pitch Unit as the context for teaching	EYFS Technology, Form and Structure Unit as the context for teaching	EYFS 20 th Century Music Unit as the context for teaching
Class One (Year 1 and 2)	Year 2 Pulse Unit as the context for teaching	Year 2 Voice Unit as the context for teaching	Year 2 Rhythm Unit as the context for teaching	Year 2 Music through the Ages Unit as the context for teaching	Year 2 Technology, Form and Structure Unit as the context for teaching	Year 2 20 th Century Music Unit as the context for teaching
Class Two (Year 3 and 4)	Year 4 Pulse Unit as the context for teaching	Year 4 Voice Unit as the context for teaching	Year 4 Rhythm Unit as the context for teaching	Year 4 Pitch Unit as the context for teaching	Year 4 Technology, Form and Structure Unit as the context for teaching	Year 4 20 th Century Music Unit as the context for teaching
Class Three (Year 5 and 6)	Year 6 Pulse Unit as the context for teaching	Year 6 Voice Unit as the context for teaching	Year 6 Rhythm Unit as the context for teaching	Year 6 Pitch Unit as the context for teaching	Year 6 Technology, Form and Structure Unit as the context for teaching	Year 6 20 th Century Music Unit as the context for teaching

Progression in skills in each unit

Unit 1 – Pulse (Autumn term 1)

	Performing – singing and playing	Composing – creating their own music	Listening and applying knowledge and understanding	
EYFS	I can keep a steady pulse with some accuracy (eg clapping, marching, tapping)	I can imitate movements in response to music.	I can explore, respond and identify long and short sounds.	
Year 1	I can keep a steady pulse with some accuracy (eg clapping, marching, tapping and playing instruments)	I can follow and create simple musical directions for faster, slower, stopping and starting.	I can create, explore, respond and identify long and short sounds.	
Year 2	I can sing / play with good sense of pulse.	I can demonstrate an understanding of the differences between pulse and rhythm through physical movement / playing / singing.	I can begin to recognise rhythmic patterns found in speech, e.g. saying / chanting names / syllables in names etc.	I can respond to visual and aural cues.
Year 3	I can sing and play confidently and fluently , maintaining a steady pulse.	I can maintain a part in a piece / rhythm game consisting of two or more parts.	I can follow and lead simple performance directions, demonstrating my understanding of pulse.	I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. I can accept feedback and suggestions from others.
Year 4	I can sing and play confidently and fluently, maintaining an appropriate pulse .	I can follow and lead simple performance directions. (eg call and response patterns)	I can maintain an independent part in a small group when playing or singing (eg a drone, ostinato, rhythm)	
Year 5	I can maintain a strong sense of pulse throughout pieces with and without syncopation	I can create simple rhythmic pieces which demonstrate understanding of rhythm / melodies / accompaniments.	I can maintain an independent part in a group when singing or playing.	
Year 6	I can maintain a strong sense of pulse and recognise when going out of time .	I can maintain an independent part in a group when singing or playing with an awareness of other parts / performers.	I can share opinions about own and others' music and be willing to justify these using musical vocabulary.	I can listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.

Unit 2 – Voice (Autumn term 2)

	Performing – singing and playing	Composing – creating their own music	Listening and applying knowledge and understanding	
EYFS	I can sing songs, which contain a small range of notes (2 or 3 notes for example).	This strand is not applicable in this unit.	I can take turns when singing and be a good listener.	I can perform actions to accompany songs. (Move like a snake etc)
Year 1	I can sing and perform songs, which contain a small range of notes (3 - 5 notes for example), with growing confidence.		I can follow performance instructions including starting and stopping with accuracy.	I can recognise and represent higher and lower sounds using graphic notation.
Year 2	I can sing, with accuracy, within a range of notes.		I can follow and use performance instructions. (including, starting, stopping, dynamics and tempo)	I can recognise and demonstrate the link between pitch and shape using graphic notation.
Year 3	I can sing fluently.		I can create, use and lead a group with performance instructions. (tempo, dynamics, start, stop,)	I can hear a melody and create a graphic score represent it.
Year 4	I can sing with an awareness of my breathing and pronunciation.		I can sing fluently with confidence.	I can use standard or graphic notation to create a melody.
Year 5	I can sing and maintain an independent part.		I can experiment and perform sounds made by my voice.	I can create and perform a vocal piece by following a graphic / notated score.
Year 6	I can experiment with and refine sounds with my voice.		I can maintain a part in a performance with my voice.	

Unit 3 – Rhythm (Spring term 1)

	Performing – singing and playing	Composing – creating their own music		Listening and applying knowledge and understanding	
EYFS	I can keep a steady pulse with some accuracy while playing	I can create rhythms and suggest symbols to represent rhythms	I can explore rhythm through play	I can recognise and control changes in tempo	I can listen to ideas from others, taking turns
Year 1	I can confidently copy given rhythms	I can begin to understand the differences between pulse and rhythm through physical movement, playing and singing	I can begin to play rhythmic patterns found in speech	I can use graphic notation to record rhythms	I can listen to ideas from others and use them to help improve my work
Year 2	I can perform with a good sense of pulse and rhythm	I can understand the differences between pulse and rhythm through physical movement, playing and singing.	I am beginning to recognise rhythmic patterns found in speech		I can offer comments about others’ work and accept suggestions from others
Year 3	I can play rhythms confidently while maintaining an appropriate pulse	I can demonstrate I understand the differences between pulse and rhythm through playing an instrument	I can listen and copy rhythmic patterns	I can create graphic notation to represent rhythm.	I can offer comments about my own and others work and ways to improve, and I can accept feedback and suggestions from others
Year 4	I can play confidently and fluently maintaining an appropriate pulse	I can confidently maintain an independent part when playing an instrument in a small group	I can create simple rhythmic patterns	I can aurally identify , recognize, respond to and use musically basic symbols including Western notation	
Year 5			I can use a variety of timbres and techniques when creating and playing music	I can respond to and use musically basic symbols including Western notation	I can critique my own and others’ work and justify the comments
Year 6		I can confidently maintain an independent part when playing an instrument (smaller groups / more parts)	I can use a variety of musical devices , timbres, textures , techniques when creating and playing music	I can follow staff and other notations while playing short passages of music	I can critique my own and others’ work, offering specific comments and justifying these.

Unit 4 – Pitch (Spring term 2)

	Performing – singing and playing	Composing – creating their own music		Listening and applying knowledge and understanding	
EYFS	I can sing broadly in tune with a limited pitch range	I can create music, and suggest symbols to represent sounds (e.g. a large foot for Daddy, small foot for baby)		Recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally	I can comment on and respond to recordings of own voice, other classroom sounds and musical instruments
Year 1	I can sing in tune and perform songs, which contain a small range of notes (3 - 5 notes for example), with growing confidence.	I can use graphic notation to record rhythms			I can listen to ideas from others and use them to help improve my work
Year 2	I can sing, with accuracy, within a range of notes.	I can begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notation.		I can musically demonstrate increased understanding and use of basic musical features as appropriate to a specific music content e.g. graduation of sound (getting louder, softer, higher, lower, faster, slower), describe the quality of sounds and how they are made, combined and names of common classroom instruments) supported by verbal explanation, pictures, movements	I can listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound-based and other creative responses.
Year 3	I can sing fluently.	I can begin to aurally identify, recognise, respond to and use musically graphic notation to represent basic changes in pitch within a limited range.	I can begin to create simple rhythmic patterns, melodies and accompaniments		I can offer comments about my own and others' work and accept suggestions from others
Year 4	I can sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.	I can aurally identify, recognise, respond to and use musically (as appropriate) basic symbols (standard and invented) including rhythms from standard Western notation and basic changes in pitch within a limited range	I can create simple rhythmic patterns, melodies and accompaniments		Share opinions about own and others' music and be willing to justify these.
Year 5	I can begin to demonstrate increasing confidence, expression, skill and level of musicality through taking	I can begin to create music which demonstrates understanding of basic structure and discuss the choices made	I can begin to use a variety of musical devices, timbres, textures, techniques	I can listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the contact. Share opinions	I can critique own and others' work, offering specific comments and justifying these.

Year 6	different roles in performance and rehearsal		when creating and making music	about own and others' music and be willing to justify these	I can critique own and others' work, offering specific comments and justifying these with musical examples and technical vocabulary
	Performing – singing and playing		Composing – creating their own music		Listening and applying knowledge and understanding
EYFS	To explore and change sounds and music through play and technology.		To create music and suggest symbols to represent the sounds.	To begin to demonstrate an understanding of musical structure	To comment and respond to recordings of own voice, other classroom sounds.

Unit 5 – Technology (Summer term 1)

Year 1	To use technology to create and change sounds.	To demonstrate an understanding of musical structure		To comment and respond to recordings of own and other's compositions.
Year 2	To experiment with changing and combining sounds , through technology.		To comment and respond to a variety of live and recorded music, making statements and observations about musical structure.	To demonstrate a deeper understanding of musical structure, through discussing musical structure.
Year 3	To use technology to create, change and combine sounds.	To recognise and use basic musical structure.		To offer comments about mine and other's work and accept suggestions from others with a focus on musical structure.
Year 4	To use voice, sounds, technology and instruments in creative ways.	To recognise, respond to and use basic musical structure.		To comment on and evaluate the features of own and other's music, with a focus on the structure used
Year 5		To use and identify key features of basic musical structure.	.	
Year 6	To use a variety of musical devices when making music to include timbres, textures, techniques etc.	To create music which demonstrates an understanding of structure and discuss the choices made.	To listen, evaluate and share opinions about range of live and recorded music from different traditions, genres, styles and times with a focus on structure, using technical.	To share opinions about own and others music and be willing to justify these, using technical vocabulary.

Unit 6 – 20th Century Music (Summer term 2)

	Performing – singing and playing	Composing – creating their own music	Listening and applying knowledge and understanding	
EYFS			To comment and respond to recorded music from different traditions, genres, styles and times.	
Year 1			To listen to recorded music, and use one element , from different traditions, genres, styles and times.	
Year 2			To listen to and use features of recorded music from different traditions, genres, styles and times.	
Year 3				
Year 4		To demonstrate quality of key musical skills and elements.		
Year 5	To use a variety of musical devices, timbres, textures, techniques etc. when creating and making music.	To experiment with voice, sounds, technology and instruments in creative ways to explore new techniques.	To listen to and evaluate a variety of recorded music from different traditions, genres, styles and times.	To critique own and other’s work offering specific comments and justifying these.
Year 6				