



Progression in Music *at St Michael's CE Primary School*

MUSIC

National Curriculum Expectations

Purpose of Study

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for history aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.



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Statutory and Non-Statutory Frameworks:

EYFS		KS1		LKS2		UKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Development Matters:</p> <ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. 	<p>Development Matters:</p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. 	<p>National Curriculum Pupils should be taught to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 		<p>National Curriculum Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations 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. 			



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<ul style="list-style-type: none">• Play instruments with increasing control to express their feelings and ideas.			
<p>Statutory Framework for the early years foundation stage</p> <p>ELG: Being Imaginative and Expressive ELG Children at the expected level of development will:</p> <ul style="list-style-type: none">- Sing a range of well-known nursery rhymes and songs;- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.		<p>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.</p>	



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Music at St Michael's CE Primary School

Our music curriculum gives all pupils the opportunity to learn about and develop a respect for a range of musicians: historical and modern; their lives, techniques and inspirations. Children use this as stimulus as they show resilience in mastering disciplinary knowledge in music. They take responsibility for improving their work in response to feedback.



Big Ideas

Listen and Appraise:

Children explore and express ideas and feelings about music and also reflect on and improve own and others' work in relation to its intended effect.

Create and compose:

Children create music patterns moving onto exploring, choosing, combining and organising musical ideas with musical structures.

Perform and Share

Children learn to use their voices expressively, controlling their pitch and play tuned and untuned percussion with increasing accuracy.

'Without music, life would be a mistake.'

Friedrich Nietzsche (German Philosopher)



Links with other subjects

English

- High quality texts
- Vocabulary and non-fiction writing
- Reasoning and inference

Maths

- Number, measuring, direction, handling data

Pedagogy

- Low stakes quizzing for long term memory
- Varied teaching and learning activities
- Thoughtful sequencing of content
- Specific teaching of vocabulary
- Higher order thinking tasks
- The opportunity to perform

Progress

- Units of work are carefully sequenced so prior knowledge and concepts are built upon
- Regular formative assessment and assessment for learning (including low-stakes quizzing) ensures gaps are filled
- Effective questioning and higher order thinking features in every lesson
- Progress and attainment within units is recorded and shared with all teaching staff
- Opportunities are provided for revisiting content or applying learning at greater depth.

Support

For staff:

- National Curriculum
- [Charanga](#)
- Knowledge organisers (from Charanga)

For Pupils:

- Ambitious targets
- Quality first planning and teaching to meet all needs
- Guidance from individual support plans
- Resources chosen which are accessible
- Children requiring support do not miss the same lesson every week



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Long term plan over a 2-year cycle:

September 2022 then 2024

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
EYFS	Me! explore: growing, homes, colour, toys, how I look		My Stories explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time		Everyone! explore: family, friends, people and music from around the world	
KS1	Hey You! How pulse, rhythm and pitch work together.	Ho Ho Ho Festivals and Christmas	In the Groove How to be in the groove with different styles of music.	Zootime Reggae and animals	Your Imagination Using your imagination.	Reflect, rewind and replay
LKS2	Let Your Spirits Fly RnB and other styles	Glockenspiel 2 Exploring and developing playing skills using the glockenspiel	Three Little Birds Reggae and animals	Lean on Me Soul/Gospel music and helping one another	Bringing us Together Disco, friendship, hope and unity	Reflect, rewind and replay
UKS2	Livin' On a Prayer Rock Anthems	Classroom Jazz 2 Jazz, improvisation and composition	Make you feel my love Pop Ballads	You've got a friend The music of Carole King	Dancing in the street Motown	Reflect, rewind and replay

September 2023 then 2015

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
EYFS	Our World explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space		Big Bear Funk A Transition Unit:		Reflect, rewind and replay Consolidation of learning and contextualising the history of music	



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KS1	Hands, Feet Heart South African music	Rhythm in the Way We Walk and Banana Rap Pulse, rhythm and pitch, rapping, dancing and singing.	I wanna play in a band Playing together in a band	Round and round Pulse, rhythm and pitch in different styles of music.	Friendship Song A song about being friends	Reflect, rewind and replay
LKS2	Mamma Mia ABBA's music	Glockenspiel 1 Exploring & developing playing skills	Stop! Writing lyrics linked to a theme	The Dragon Song Music from around the world, celebrating our differences and being kind to one another	Blackbird The Beatles, equality and civil rights	Reflect, rewind and replay
UKS2	Happy Being happy!	Classroom Jazz 1 Jazz and Improvisation	A New Year Carol Benjamin Britten's music and cover versions	The Fresh Prince of Bel-Air Old School Hip-Hop	Music and Me Create your own music inspired by your identity and women in the music industry	Reflect, rewind and replay



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Skills Progression (Spanish only in KS2)

Skills Progression	EYFS	Key Stage 1	Lower Key Stage 2		Upper Key Stage 2		
Listen and respond	<ul style="list-style-type: none"> ● To learn that music can touch your feelings. ● To enjoy moving to music by dancing, marching, being animals or Pop stars. 	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<ul style="list-style-type: none"> ● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. ● To learn how songs can tell a story or describe an idea. 	<ul style="list-style-type: none"> ● To confidently identify and move to the pulse. ● To think about what the words of a song mean. ● To take it in turn to discuss how the song makes them feel. ● Listen carefully and respectfully to other people's thoughts about the music. 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the best place to be when performing and how to stand or sit. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to other people's thoughts about the music. ● When you talk try to use musical words. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the 	<ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to other people's thoughts about the music. ● Use musical words when talking about the songs. ● To talk about the musical dimensions working together in the Unit songs.



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						music and how it makes you feel.	<ul style="list-style-type: none"> ● Talk about the music and how it makes you feel, using musical language to describe the music.
Explore and create	Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.	Create rhythms for others to copy Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.	Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat.	a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms	a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms	Challenge ○ Find the pulse ○ Lead the class by inventing rhythms for others to copy back ○ Copy back two-note riffs by ear and with notation ○ Question and answer using two different notes	Find the pulse <ul style="list-style-type: none"> ● Lead the class by inventing rhythms for them to copy back ● Copy back three-note riffs by ear and with notation ● Question and answer using three different notes
Singing	<ul style="list-style-type: none"> ● To sing along with a pre-recorded song and add actions. ● To sing along with the backing track. 	<ul style="list-style-type: none"> ● Learn about voices, singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. 	<ul style="list-style-type: none"> ● Learn about voices singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices – you can rap 	<ul style="list-style-type: none"> ● To sing in unison and in simple two-parts. ● To demonstrate a good singing posture. ● To follow a leader when singing. 	<ul style="list-style-type: none"> ● To sing in unison and in simple two-parts. ● To demonstrate a good singing posture. ● To follow a leader when singing. 	<ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To enjoy exploring singing solo. To listen to the group when singing. ● To demonstrate a good singing posture. ● To follow a l 	<ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing.



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		<ul style="list-style-type: none"> ● Learn to start and stop singing when following a leader. 	(spoken word with rhythm). <ul style="list-style-type: none"> ● Learn to find a comfortable singing position. ● Learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> ● To enjoy exploring singing solo. ● To sing with awareness of being 'in tune'. ● To have an awareness of the pulse internally when singing. 	<ul style="list-style-type: none"> ● To enjoy exploring singing solo. ● To sing with awareness of being 'in tune'. ● To rejoin the song if lost. ● To listen to the group when singing. 	leader when singing. <ul style="list-style-type: none"> ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being 'in tune'. 	<ul style="list-style-type: none"> ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being 'in tune'.
Playing		<ul style="list-style-type: none"> ● Treat instruments carefully and with respect. ● Play a tuned instrumental part with the song they perform. ● Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). 	<ul style="list-style-type: none"> ● Treat instruments carefully and with respect. ● Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). ● Play the part in time with the steady pulse. ● Listen to and follow musical 	<ul style="list-style-type: none"> ● To treat instruments carefully and with respect. ● Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. 	<ul style="list-style-type: none"> ● To treat instruments carefully and with respect. ● Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. 	<ul style="list-style-type: none"> ● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part 	<ul style="list-style-type: none"> ● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.



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		<ul style="list-style-type: none"> • Listen to and follow musical instructions from a leader 	<p>instructions from a leader.</p>	<ul style="list-style-type: none"> • To listen to and follow musical instructions from a leader 	<ul style="list-style-type: none"> • To listen to and follow musical instructions from a leader. • To experience leading the playing by making sure everyone plays in the playing section of the song. 	<p>within the context of the Unit song.</p> <ul style="list-style-type: none"> • To listen to and follow musical instructions from a leader. • To lead a rehearsal session. 	<ul style="list-style-type: none"> • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To lead a rehearsal session.
Composition		<ul style="list-style-type: none"> • Help to create a simple melody using one, two or three notes. • Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> • Help create three simple melodies with the Units using one, three or five different notes. • Learn how the notes of the composition can be written down and changed if necessary 	<ul style="list-style-type: none"> • Help create at least one simple melody using one, three or five different notes. • Plan and create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • Listen to and reflect upon the developing 	<ul style="list-style-type: none"> • Help create at least one simple melody using one, three or all five different notes. • Plan and create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • Listen to and reflect upon the developing 	<ul style="list-style-type: none"> • Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody 	<ul style="list-style-type: none"> • Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody



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				composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)
Share and perform	<ul style="list-style-type: none"> ● Perform any of the nursery rhymes by singing and adding actions or dance. ● Perform any nursery rhymes or songs adding a simple instrumental part. ● Record the performance to talk about. 	Choose a song they have learnt from the Scheme and perform it. <ul style="list-style-type: none"> ● They can add their ideas to the performance. ● Record the performance and say how they were feeling about it 	<ul style="list-style-type: none"> ● Choose a song they have learnt from the Scheme and perform it. ● They can add their ideas to the performance. ● Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the best place to be when performing and how to stand or sit. 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● Present a musical performance designed to capture the audience. ● To communicate the meaning of the words and clearly 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a



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				<ul style="list-style-type: none"> To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	articulate them. <ul style="list-style-type: none"> To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	previous performance. <ul style="list-style-type: none"> To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” 	previous performance. <ul style="list-style-type: none"> To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
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Promoting SMSC and British Values in Music

Spiritual	Moral	Social	Cultural
<ul style="list-style-type: none"> The chance to reflect on events, opinions, composers, music, songs, instruments and different styles of music through music lessons. The chance for children of all abilities to partake in collaborative activities and encourage reflection in a positive, non-judgemental way. 	<ul style="list-style-type: none"> When considering different viewpoints about various pieces of music and the impact they have on individuals, we encourage children to consider and respect the viewpoints of others with regards to personal preferences. Opportunities to learn about historical attitudes to different types of music. 	<ul style="list-style-type: none"> The structure of techniques in music give pupils the skills and setting to participate and co-operate. This helps increase participation as music lessons are generally practical. Music lessons which encourage action and help pupils develop and form relationships give pupils the skills to work in different social contexts. 	<ul style="list-style-type: none"> Music and performances are chosen carefully and selected so as to understand, accept, respect and celebrate diversity and cultural differences.



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<ul style="list-style-type: none"> • Teachers encourage children to make contributions and take part in performances and to listen to those of others. This helps to ensure an ethos of mutual respect and tolerance. • Use of imagination and creativity through composing and improvisation. • Working as part of a team, listening to others and reflecting upon their own experiences enhance their sense of enjoyment through playing as part of group and feeling part of a team. (performing together and learning the violin in class tuition) 	<ul style="list-style-type: none"> • Children of all abilities have access to the music curriculum, and it is often an area where the less able achieve. This inclusive approach models active participation. • Participation in music as part of a group develops social skills.
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Democracy	The Rule of Law	Individual Liberty	Respect	Tolerance of those with different faiths
<ul style="list-style-type: none"> ○ Pieces of group work such as composition and performances allow children to ensure and explore the value of all contributions in a group. ○ Participation by all, as in a democratic system, is encouraged and enabled through 	<ul style="list-style-type: none"> ○ Freedom of expression is promoted as children have the opportunity to compose and perform creative work. ○ Working in a group context, either as a whole class or as part of a composition group or ensemble requires sets 	<ul style="list-style-type: none"> ○ Music encourages freedom of expression and an exploration of emotions evoked by and shown in music. 	<ul style="list-style-type: none"> ○ Respect is encouraged and developed through positive and considered reflection. ○ Awareness and appreciation of other cultures through learning about musicians and different genres ○ When composing and listening, pupils are taught how to respond to the work of others, taking into account the impact of their words on others, developing the art of respectful constructive criticism. ○ Topic outcomes, performances to other classes and to parents and the wider community offer pupils the 	



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<p>initiatives such as whole school/key-stage singing.</p> <ul style="list-style-type: none">○ Turn taking, sharing and the safe use of equipment are essential elements of music.	<p>of clear rules and fairness/respect which are always communicated clearly by teachers.</p> <ul style="list-style-type: none">○ Elements of music are governed by rules and patterns; the children are encouraged to understand these and explore the effect when rules and patterns are not followed.		<p>chance to experience performances, helping them to develop a sense of empathy which ties in with promoting tolerance. Pupils are also taught that different pupils may have different opinions about pieces of music.</p> <ul style="list-style-type: none">○ Teachers encourage children to make contributions and take part in performances and to listen to those of others. This helps to ensure an ethos of mutual respect and tolerance.
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