

Music Curriculum Progression Overview

Children to be taught about:

At Hope Community School, our music curriculum is based upon two aspects. Children are taught both musical aspects and also the different dimensions of music.

These being:

Dimensions: pitch, structure, rhythm, timbre, texture, dynamics and tempo.

Aspects: (composition, instruments, improvisation, singing, notation and history)

Over the 6 half terms, a musical aspect and dimension will go together to create a broad and balanced music curriculum.

Year R

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Singing Start to sing simple songs, nursery rhymes and chants holding a melody Texture Sing in unison	Composition Experiment with making sounds (voice and percussion) Timbre Recognise that sounds are made in a variety of ways.	Instruments Explore an experiment with untuned and body percussion. Pitch Sing and recognise high and low pitch	Improvisation Practise improvising using voice and untuned instruments/ body percussion through copy- back and answer games etc... Dynamics Play loud and soft sounds	Notation Represents ideas, thoughts and feelings through pictorial representation of music. Structure Sing songs with verse/chorus structure. Recognise repetition	Tempo Move appropriately to music at different speeds.
	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:
	Year 1					
	Autumn 1 Robots	Autumn 2 Toys	Spring 1 Amazing Me	Spring 2 Let's Explore	Summer 1 The Great Fire of London	Summer 2 Forests
	Singing: begin to sing simple songs with expression and explore creative ways in which the voice can be used. Structure	Notation: read and create own graphic scores using given graphics. Rhythm	Instruments: Experiment playing untuned percussion in groups starting to use different effects.	Composition Improvised composition using sounds to represent a picture/scene/emotion.	Instruments: Experiment playing untuned percussion in groups starting to use different effects.	Improvisation: Create own improvised sound effects inspired by and stories poems using a range

	Show awareness of structure of verse and chorus.	Clap/ sing back rhythms and play rhythmic games	Dynamics/Tempo Play sounds getting louder and getting softer Tempo: Play untuned instruments at fast and slow tempos and moving between the two	Timbre: Choose sounds to match pictures, scenes, stories emotions etc...	Texture Sing in rounds. Play untuned instruments in unison.	of instruments and vocal sounds. Pitch Read graphic representations of rising and falling pitch
	Vocabulary: Long, short, phrase Verse chorus	Vocabulary:	Vocabulary: Loud Soft Fast slow	Vocabulary:	Vocabulary: Rattling, smooth, tinkling, hitting, shaking, scraping	Vocabulary: High Low Higher lower
	Year 2					
	Autumn 1 Turrets and Tiaras	Autumn 2 Turrets and Tiaras	Spring 1 Wonderful Weather	Spring 2 Beautiful Beaulieu	Summer 1 Titanic	Summer 2 Amazing Africa
	Singing: Continue to sing songs expressively and creatively. Begin to show an awareness of pitch. Pitch Read and write graphic representations of rising and falling pitch Structure Show awareness of structure- listen to and distinguish between a verse and chorus.	Improvisation: develop playing tuned/untuned percussion to create short rhythmic patterns. Dynamics Listen to and identify loud and soft dynamics	Instruments: develop playing tuned/untuned percussion to create short rhythmic patterns and vary the tempo. Rhythm Play rhythms on tuned and untuned instruments	Composition: Rehearsed composition using sounds to represent a picture/scene/emotion. Timbre: Choose sounds to match pictures, scenes, stories emotions etc...	Instruments: develop playing tuned/untuned instruments to create short rhythmic patterns and vary the tempo. Tempo Describe music as fast or slow.	Notation: Learn minims, crochets and quavers through rhythmic word association. Texture: Play tuned and untuned instruments in unison.
	Vocabulary: High/higher Low/lower	Vocabulary: Loud Soft	Vocabulary: Phrases of songs	Vocabulary: Bright Hollow	Vocabulary:	Vocabulary:

Going up Going down Steps Jumps slides	getting louder Getting quieter Getting faster Getting slower		Dull Light Heavy Cold Warm	Long, short, shorter, longer, sustained, staccato, start stop	
<p>Key Stage Two 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. Pupils should be taught to: ♣ 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.</p>					
Year 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Improvisation Begin to explore basic rhythmic patterns to compose a piece. Begin to practice and improvise compositions a a group to perform to a specific audience. Rhythm Read minims, crotchets, quavers and crotchet rests.	<u>Notation</u> Reading notated rhythms on a single line without word association. Pitch Compare high and low pitch in music	<u>Singing</u> Hold a melody line with confidence showing control in their singing. Dynamics Describe changes in dynamics	Instruments Select appropriate instruments for compositions and start to perform in groups for specific audience. Begin to explore instruments from different cultures Texture Sing and play untuned instruments together	History Introduce children to key composers and pieces. (Vivaldi seasons to link with plants)? Tempo Compare music using the terms faster and slower. Timbre Recognise the sounds of individual instruments	Composition Basic rhythmic or melodic composition as a class or group Structure Compose using given form: Verse chorus
Vcabulary.					
Year 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Composition Layered Composition as a class or in groups. <u>Structure</u> Compose from given forms. ABA	<u>Instruments</u> Develop skills to play tuned/untuned percussion instruments in a group and learn to recognise the importance of individual roles in ensembles. <u>Timbre</u>	<u>Improvisation</u> Begin to practise using expression in their singing and develop listening to improvise as a group. <u>Dynamics</u>	Singing Begin to sing in parts, showing expression and an understanding of pitch. <u>Texture</u> Sing in Parts.	Notation Reading and writing notes A-C on a single line, progressing to A-E on two lines. <u>Pitch</u> Read and write notes A-C then progressing to A-E.	History Renaissance music <u>Tempo</u> Describe changes in music.

		Recognise the sounds of individual instruments.	Introduce the terms and symbols for forte and piano (loud and soft)			
	Vocabulary					
	Year 5					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Composition Student-led ensemble in groups using tuned and/or untuned instruments. <u>Structure</u> Choose a suitable structure for a composition of their choice.	<u>Instruments</u> Start to take turns in leading and directing the group. Develop performing skills on both classroom instruments and individual instruments such as the clarinet or recorder. <u>Rhythm</u> Read and write minims, crochets and quavers.	<u>Improvisation</u> Continue to use expression when singing in groups and individually. Perform in student-led ensemble groups using tuned or untuned instruments and improvise with rhythm and expression. <u>Timbre</u> Recognise the sounds of individual instruments playing together in an ensemble.	Singing Show confidence in part singing; sing with increasing control and expression individually and in groups. <u>Dynamics</u> Introduce the terms and symbols for crescendo and diminuendo	Notation Reading and writing notes A – G on a three-line staff, incorporating bar lines and time signatures. Progress to a full staff. Pitch Read and write notes A to G	History Romantic Music <u>Tempo</u> Introduce musical language for tempo
	Vocabulary					
						Lento, allegro
	Year 6					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Composition Student-led ensemble in groups using tuned and/or untuned instruments to convey an emotion or message (lyrics could be used here). <u>Structure</u>	<u>Instruments</u> Understand and use the correct techniques for a range of tuned/untuned percussion. Continue to use individual instruments confidently. <u>Texture</u>	<u>Improvisation</u> Perform in student-led ensemble groups using tuned or untuned instruments, developing melodic and rhythmic improvisational skills. <u>Rhythm</u>	Singing Show an awareness of musical shaping in their singing; show fluency, expression and accuracy and begin to show a balancing of dynamics when singing in parts. <u>Dynamics:</u>	Notation Reading and writing notes middle C to top G on a treble clef staff, incorporating bar lines, time signatures and rests. <u>Pitch</u>	History Modern Music <u>Timbre</u> Recognise the sounds of individual instruments playing in an ensemble and

	Choose a suitable structure for a composition	Play three-part ensemble eg. Rhythm, harmony and melody.	Read and write: minims, crotchets, semi-breves, quavers and rests.		Use and understand pp,p,mp,mf,f, ff cresc and dim	Read and write middle C to top G	their contribution to the overall sound.
	Vocabulary						