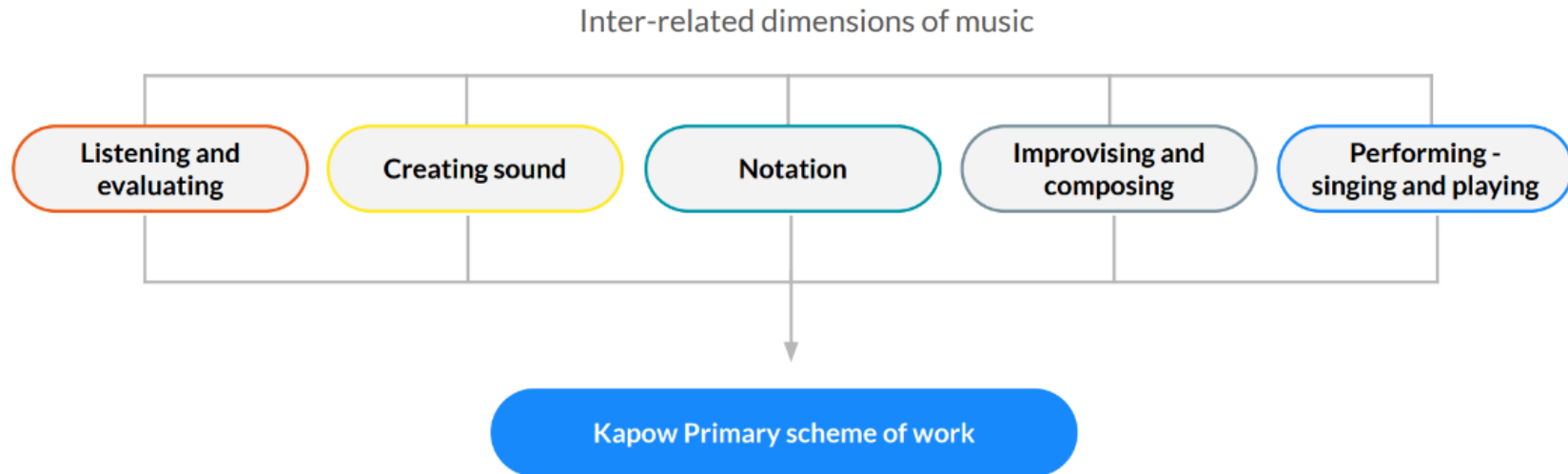


MUSIC – Curriculum Progression

Classes refer to ***Kapow Primary Music Scheme*** to deliver the Curriculum.



Inter-related dimensions of music

The inter-related dimensions of music are:

- Pitch
- Duration (including pulse and rhythm)
- Dynamics
- Tempo
- Timbre
- Texture
- Structure
- Appropriate musical notation



MUSIC – Curriculum Progression

EYFS Curriculum		KS1 National Curriculum		KS2 National Curriculum	
Linking with ‘Development Matters’					
Pupils should be taught to: <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. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Watch and talk about dance and performance art, expressing their feelings and responses. 		Pupils should be taught to: <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the interrelated dimensions of 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> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Use and understand staff and other musical notations. Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Improvise and compose music for a range of purposes using the interrelated dimensions of music Sing and play musically with increasing confidence and control. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 	
	EYFS	KS1		LOWER KS2	UPPER KS2

MUSIC – Curriculum Progression

<p>Listening and evaluating</p>	<p>Listening appropriately to someone leading a short musical phrase, song or rhyme.</p> <p>Exploring spontaneous movement with different parts of their body in response to music.</p> <p>Expressing different spontaneous emotional reactions to music, (smiling, movement, body language).</p> <p>Using artwork or creative play as a way of expressing feelings and responses to music.</p> <p>Identifying and imitating sounds from a variety of music.</p> <p>Considering whether background music and sound effects can enhance storytelling.</p> <p>Showing preferences for certain music or sounds.</p> <p>Listening to music from a wide variety of cultures and historical periods.</p>	<p>Listening with concentration to short pieces of music or excerpts from longer pieces of music.</p> <p>Engaging with and responding to longer pieces of music.</p> <p><i>Coordinating the speed of their movements to match the speed of the music (not the beat).</i></p> <p><i>Beginning to move in time with the beat of the music.</i></p> <p><i>Beginning to keep movements to the beat of different speeds of music.</i></p> <p><i>Confidently moving in time with the beat of the music when modelled.</i></p> <p>Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy).</p> <p>Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.</p> <p>Identifying some common instruments when listening to music.</p> <p><i>Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud).</i></p> <p><i>Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).</i></p> <p><i>Recognising simple patterns and repetition in pitch (e.g. do re mi).</i></p> <p><i>Talking about the tempo of music using the vocabulary of fast and slow.</i></p> <p><i>Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.</i></p> <p><i>Talking about the pitch of music, using the vocabulary of high and low.</i></p> <p>Stating what they enjoyed about their peers' performances.</p>	<p><i>Explaining their preferences for a piece of music using musical vocabulary.</i></p> <p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>Understanding that music from different parts of the world has different features.</p> <p><i>Recognising and explaining the changes within a piece of music using musical vocabulary.</i></p> <p><i>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</i></p> <p>Beginning to show an awareness of metre.</p> <p>Recognising the use and development of motifs in music.</p> <p><i>Identifying gradual dynamic and tempo changes within a piece of music.</i></p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p><i>Recognising, naming and explaining the effect of the interrelated dimensions of music.</i></p> <p><i>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</i></p>	<p><i>Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.</i></p> <p><i>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).</i></p> <p><i>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</i></p> <p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</p> <p><i>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</i></p> <p><i>Identifying the way that features of a song can complement one another to create a coherent overall effect.</i></p> <p><i>Comparing, discussing and evaluating music using detailed musical vocabulary.</i></p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p><i>Confidently using detailed musical vocabulary (related to the inter-related dimensions of</i></p>
---------------------------------	--	--	---	---

MUSIC – Curriculum Progression

		<p><i>Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.</i></p> <p><i>Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.</i></p> <p>Appreciating music from a wide variety of cultures and historical periods.</p>	<p><i>Using musical vocabulary to discuss the purpose of a piece of music.</i></p> <p><i>Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</i></p> <p>Understanding that music from different times has different features.</p> <p><i>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</i></p>	<p><i>music) to discuss and evaluate their own and others work.</i></p> <p><i>Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.</i></p> <p><i>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</i></p>
Creating sound	<p>Singing short, rhythmic rhymes and songs.</p> <p>Using both speaking and singing voices.</p> <p><i>Unconsciously beginning to sing to the pulse of a song.</i></p> <p>Exploring vowel sounds through call and response activities.</p> <p>Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.)</p> <p>Exploring different ways of holding a range of instruments. (Groups A, B and C.)</p>	<p>Singing simple songs, chants and rhymes from memory.</p> <p><i>Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.</i></p> <p><i>Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together).</i></p> <p><i>Breathing at appropriate times when singing.</i></p> <p><i>Exploring changing their singing voice in different ways.</i></p> <p>Adapting their singing voice to be loud or soft at the direction of a leader.</p> <p>Singing a range of call and response songs, matching the pitch and tempo they hear with accuracy.</p> <p><i>Singing part of a given song in their head (using their 'thinking voice')</i></p> <p>Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.)</p> <p><i>Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.)</i></p>	Skills acquired in EYFS/KS1 should be applied in the KS2 curriculum	

MUSIC – Curriculum Progression

	<p>Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.)</p> <p>Using instruments expressively to music. (Group B.)</p> <p><i>Using instruments to begin to follow a beat, with guidance. (Group A.)</i></p> <p>Finding a comfortable static position when playing instruments or singing.</p>	<p>Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.)</p> <p>Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.)</p> <p>Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.)</p> <p>Starting to understand how to produce different sounds on pitched instruments. (Group C.)</p> <p>Maintaining a comfortable position when sitting or standing to sing and play instruments.</p>		
Notation	<p><i>Developing an awareness of high and low through pictorial representations of sound.</i></p> <p><i>Developing an awareness of how simple marks or objects can show single beats and single beat rests.</i></p>	<p>Reading different types of notation by moving eyes from left to right as sound occurs.</p> <p>To know that notation is read from left to right.</p> <p><i>To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.</i></p> <p><i>Recognising pitch patterns using dots.</i></p> <p><i>Using a simplified version of a stave (only three lines) to notate known musical phrases (of two pitches).</i></p> <p><i>Using pictorial representations to stay in time with the pulse when singing or playing.</i></p> <p><i>Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests).</i></p> <p><i>Beginning to read simple rhythmic patterns which include two half beats (quavers).</i></p> <p><i>To know that pictorial representations of rhythm show sounds and rests.</i></p>	<p>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p> <p>To know that 'performance directions' are words added to music notation to tell the performers how to play.</p> <p><i>Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.</i></p> <p><i>Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.</i></p>	<p>To know that simple pictures can be used to represent the structure (organisation) of music.</p> <p>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p> <p>To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</p> <p>To know that chord progressions are represented in music by Roman numerals.</p> <p>Using staff notation to record rhythms and melodies.</p> <p><i>Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music.</i></p>

MUSIC – Curriculum Progression

				Performing with accuracy and fluency from graphic and staff notation and from their own notation
Improvising and composing	<p>Exploring and imitating sounds from their environment and in response to events in stories.</p> <p>Exploring and imitating sounds.</p> <p>Experimenting with creating sound in different ways using instruments, body percussion and voices.</p> <p>Selecting classroom objects to use as instruments.</p> <p>Selecting sounds that make them feel a certain way or remind them of something.</p> <p>Playing sounds at the relevant point in a storytelling.</p>	<p>Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.</p> <p>Improvising simple question and answer phrases, using untuned percussion or Voices.</p> <p>Experimenting with creating different sounds using a single instrument.</p> <p><i>Experimenting with creating loud, soft, high and low sounds.</i></p> <p>Selecting objects and/or instruments to create sounds to represent a given idea or character. <i>Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.</i></p> <p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Playing and combining sounds under the direction of a leader (the teacher).</p> <p>Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.</p>	<p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style using their voice.</p> <p>Beginning to improvise musically within a given style using an instrument.</p> <p><i>Suggesting and implementing improvements to their own work, using musical vocabulary.</i></p> <p>Developing melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p><i>Creating a piece of music with at least four different layers and a clear structure.</i></p>	<p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</p> <p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p><i>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</i></p> <p>Suggesting and demonstrating improvements to own and others' work.</p> <p><i>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</i></p> <p><i>Constructively critique their own and others' work, using musical vocabulary.</i></p> <p><i>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</i></p> <p>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p>
Performing – singing and playing	<p>Beginning to say what they liked about others' performances.</p> <p>Facing the audience when performing.</p> <p>Spontaneously expressing feelings around performing.</p>	<p>Offering positive feedback on others' performances.</p> <p>Starting to maintain a steady beat throughout short singing performances.</p> <p>Keeping head raised when singing.</p> <p>Keeping instruments still until their part in the performance.</p> <p>Standing or sitting appropriately when performing or waiting to perform.</p>	<p>Offering constructive feedback on others' performances.</p> <p><i>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</i></p>	<p><i>Using musical vocabulary to offer constructive and precise feedback on others' performances.</i></p> <p>Playing a simple chord progression with accuracy and fluency.</p> <p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p>

MUSIC – Curriculum Progression

	<p>Performing actively as part of a group.</p> <p>Demonstrating being a good audience member, by looking, listening and maintaining attention.</p>	<p>Beginning to acknowledge their own feelings around performance.</p> <p><i>Performing actively as a group, clearly keeping in time with the beat.</i></p> <p>Following a leader to start and end a piece appropriately.</p>	<p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p>	<p>Performing by following a conductor's cues and directions.</p> <p><i>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</i></p> <p>Performing a solo or taking a leadership role within a performance.</p>
--	--	---	---	--

Please note: any skill in **RED** denotes links to the inter-related dimensions of music seen on page 1.

Appendix 1. (taken from ‘Kapow Music – Long-term plan: mixed age) Instrument use in school: Untuned instruments

Untuned instruments are musical instruments that do not produce varied pitches or notes when played. This means they generally cannot play melodies or harmonies. Instead, untuned instruments are used to keep the pulse or add rhythm and texture to music. Through using the instruments in Group A, pupils develop their bilateral motor skills, as they use both hands and one hand has to cross the mid-line of their body. The instruments in Group B, develop pupils gross motor skills.

Group A

These are instruments that are particularly useful for keeping a beat.



claves



woodblock



drum



guiro



triangle

Group B

These are instruments that are particularly useful for adding expressive texture.



tambourine



egg shakers



maracas



rainstick

MUSIC – Curriculum Progression

Instrument use in school: Tuned instruments

Tuned instruments, also referred to as pitched instruments, are designed to produce specific pitches or notes, enabling them to perform melodies. The Group C instruments listed here are played by striking, necessitating precise hand-eye coordination and careful control over the force exerted by the hands. For more complex compositions, these instruments may also demand bilateral coordination, requiring simultaneous and coordinated use of both sides of the body. Group D instruments necessitate a deeper understanding of how finger placement affects notes, as well as dexterity, making them slightly more complex in terms of learning the basic skills needed to produce and control pitches.

Group C



xylophone



glockenspiel



piano/
keyboard



hand bells



chime bars

Group D



ukulele



recorder

If a music hub is brought in to teach your instrumental scheme, pupils may learn these instruments as part of the scheme. Subsequently, the skills acquired should be applied in future lessons where appropriate.