



English Martyrs Catholic Voluntary Academy

We grow and learn, with the gifts we have been given, following in the footsteps of Jesus.

WHOLE SCHOOL MUSIC CURRICULUM PROGRESSION

Music Intent : Following the national curriculum for music our intent is that all our children : -

- **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.**

EYFS – Our Music curriculum learning journey begins in the EYFS expressive arts and design curriculum.

ELG :

Listen attentively, move to and talk about music, expressing their feelings and responses.

Watch and talk about dance and performance art, 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.

The children will explore these skills and knowledge through a variety of means – weekly music sessions, opportunities through continuous provision, linked learning such as drama and dance, external links with NPMAT, teaching linked to charanga units, opportunities to perform and watch performances. Please refer to the footsteps planning document for more detail.

ADVENT TERM UNITS

YEAR	KEY KNOWLEDGE KEY SKILLS	KEY VOCABULARY
Year 1	<p>Rutland music hub singing :</p> <ul style="list-style-type: none"> • I can sing songs showing increasing vocal control • I can sing songs that convey different moods eg happy, sad • I can coordinate actions to go with a song • I can sing in time to a steady beat • I can perform an action or a sound on a steady beat whilst singing • I can sing call and response songs. 	<p>Breath control Dynamics Beat Pulse</p>
Year 2	<p>Rutland music hub singing :</p> <ul style="list-style-type: none"> • I can sing a variety of songs with more accuracy and pitch. • I can sing songs clearly and breathe at the end of phrases. • I can convey the mood or meaning of the song. • I can sing with a sense of control dynamics, volume and tempo (speed) • I can echo short melodic phrases. • I can follow a leader starting and stopping together. • I can identify if the pitch is getting higher or lower or it is staying the same and copy with my voice. 	<p>Pitch – high / low Rhythm Tempo Breathing at the end of musical phrases Dynamic – fast or slow Beat Pulse</p>
Year 3	<p>Charanga – How does music bring us closer, developing notational skills.</p> <ul style="list-style-type: none"> • I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. • I can identify and describe feelings as they relate to music. • I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections of 	<p>key signatures time signatures duration pulse rhythm Pitch</p>

	<p>the music.</p> <ul style="list-style-type: none"> • I can create a four or six-bar melody according to the instructions given for the Music Notepad composition task. • When playing instrumental parts with the song, I can follow the instrumental part on the screen, playing by ear or with the notation provided. • I can make an informed decision as to which notes to use when composing and improvising with the song. • I can demonstrate an awareness of pulse/beat when listening, moving to and performing music. • I can demonstrate an understanding of the importance of posture, diction and technique when performing. • When planning, rehearsing, introducing and performing the song • I Understand and make connections between the music encountered and the Social Theme. • Understand and apply learning from the Musical Spotlight. • Introduce the performance with context and understanding of the song, the learning process and any other relevant connections 	
Year 4	<p>Charanga – How does music bring us together, interesting time signatures :</p> <ul style="list-style-type: none"> • I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. • I can identify and describe a variety of 	<p>key signatures time signatures duration pulse rhythm</p>

	<p>contrasting feelings as they relate to music.</p> <ul style="list-style-type: none"> • I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections of the music. • I can create a four or six-bar melody according to the instructions given for the Music Notepad composition task. • When playing instrumental parts with the song, I can follow the instrumental part on the screen, playing by ear or with the notation provided. • I can make an informed decision as to which notes to use when composing and improvising with the song. • I can demonstrate an awareness of pulse/beat when listening, moving to and performing music. • I can demonstrate an understanding of the importance of posture, diction and technique when performing. • When planning, rehearsing, introducing and performing the song: <ul style="list-style-type: none"> • I understand and make connections between the music encountered and the Social Theme. • I understand and apply learning from the Musical Spotlight. • I introduce the performance with context and understanding of the song, the learning process and any other relevant connections. 	<p>pitch (singing and playing instruments)</p>
<p>Year 5</p>	<p>Charanga – How does music bring us together, getting started with music tech :</p> <ul style="list-style-type: none"> • I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new 	<p>key signatures time signatures duration pulse rhythm</p>

	<p>learning.</p> <ul style="list-style-type: none"> • I can identify and describe a variety of contrasting feelings as they relate to music. • I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music. • I can create a four, six or eight-bar melody according to the instructions given for the Music Notepad composition task. • When playing instrumental parts with the song, I can follow the instrumental part on the screen. Playing is secure – by ear or with the notation provided. (Children should aim to be able to read at least the simplest part of the piece). • I can make an informed decision as to which notes and expression to use when composing and improvising with the song. • I can demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music. • I can demonstrate – and can explain – an understanding of the importance of posture, diction and technique when performing. • When planning, rehearsing, introducing and performing the song I: <ul style="list-style-type: none"> • Understand and make connections between the music encountered and the Social Theme. • Understand and apply learning from the Musical Spotlight. • Introduce the performance with context 	<p>pitch (singing and playing instruments)</p>
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	and understanding of the song, the learning process and any other relevant connections.	
Year 6	<p>Charanga – How does music bring us together, developing melodic phrases.</p> <ul style="list-style-type: none"> • I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. • I can create a four, six, eight or 12-bar melody according to the instructions given for the Music Notepad composition task. • I can identify and describe a variety of contrasting feelings as they relate to music. • When playing instrumental parts with the song, children can follow the instrumental part on the screen. Playing is secure – by ear or with the notation provided. (Children should aim to be able to read at least the simplest part of the piece). In Year 6, this includes any musical expression considered for the performance. • I can make an informed decision as to which notes and expression to use when composing and improvising with the song. • I can demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music. • I demonstrate– and can explain – an understanding of the importance of posture, diction and technique when performing. • I demonstrate an understanding of 	<p>key signatures time signatures duration pulse rhythm pitch (singing and playing instruments)</p>

	<p>the musical style and a broader understanding of the cultural and historical connections and context of the music.</p> <ul style="list-style-type: none"> • When planning, rehearsing, introducing and performing the Song I : <p>Understand and make connections between the music encountered and the Social Theme. Understand and apply learning from the Musical Spotlight. Introduce the performance with context and understanding of the song, the learning process and any other relevant connections</p>	
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Lent Term Units

YEAR	KEY KNOWLEDGE KEY SKILLS	KEY VOCABULARY
Year 1	<p>Charanga – how does music teach us about looking after our planet ?</p> <ul style="list-style-type: none"> • I demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning. • I demonstrate a basic understanding of how feelings can connect with/relate to music. • I demonstrate some basic understanding of musical style. 2c: I demonstrate a basic understanding of the importance of posture and technique when performing. • I demonstrate an awareness of pulse/beat when listening, moving to and performing music. • I demonstrate an awareness of pulse/beat when listening, moving to and performing music. 	<p>Score Dynamics- fast or slow Tempo Timbre – tone of the sound Drone – repeated sound Rhythm Pulse Pitch</p>

	<ul style="list-style-type: none"> • I demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short). • I demonstrate an understanding of the basic concepts of improvisation and composition. 	
Year 2	<p>Charanga - how does music teach us about looking after our planet ?</p> <ul style="list-style-type: none"> • I demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning. • I demonstrate a basic understanding of how feelings can connect with/relate to music. • I demonstrate some basic understanding of musical style. technique when performing. • I demonstrate an awareness of pulse/beat when listening, moving to and performing music. • I demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short). • I demonstrate a basic understanding of the importance of posture and • I demonstrate an understanding of the basic concepts of improvisation and composition. • I can introduce the performance (any connection to the Social Theme is an added bonus) 	<p>ostinato – short repeated pattern phrase improvise Compose Sequence Rhythm pattern pulse, rhythm, pitch timbre</p>
Year 3	<p>Rutland music recorder project :</p> <ul style="list-style-type: none"> • I can play a melodic instrument with increasing confidence. • I can maintain a rhythmic or melodic ostinato simultaneously with different ostinato and/or steady beat. • I can copy a short melodic phrase by ear on a pitched instrument. • I perform with an awareness of others. 	<p>Musical symbols Ostinato – short repeated pattern Staff notation Dynamics Legato Staccato Pulse</p>

	<ul style="list-style-type: none"> • I can play simple staff notation. • I can follow simple hand directions from a leader. • I can perform pieces, including compositions, to a friendly audience, as a member of a group or class 	Rhythm
Year 4	<p>Rutland Music singing :</p> <ul style="list-style-type: none"> • I can sing songs from a variety of styles, eras and traditions with an increasing awareness of the tone of their voices and the shape of the melody. • I can sing songs in different time signatures. • I can further develop good posture and clear diction. • I can sing two or three – part rounds and partner songs with more confidence and increasing accuracy of pitch • I can sing songs showing musical expression. • Example: tempi - speed, crescendo -getting louder, diminuendo – getting quieter. • I can sing with accurate pitch over larger leaps, confidently as part of a small group or solo. • I can copy short phrases and be able to sing up and down in steps, independently. 	<p>Posture Breathing at the end of musical phrases Diction Harmony Rest Drone</p>
Year 5	<p>Rutland Music singing :</p> <ul style="list-style-type: none"> • I can sing in a variety of styles from a broad range of traditions and eras with expression, accuracy and a sense of ensemble. • I can communicate the meaning and the mood of the song. • I can maintain a part of two and three-part songs, rounds and partner songs with confidence and increasing accuracy. • I can maintain a part of two and three-part songs, rounds and partner songs with confidence and increasing accuracy. • I can sing songs showing musical expression. • Example: tempi - speed, crescendo -getting louder, diminuendo – getting quieter. 	<p>Syncopated rhythms Posture Breathing at the end of musical phrases Diction Harmony</p>

	<ul style="list-style-type: none"> • I can perform songs from memory with attention to phrasing, dynamics and accuracy of pitch for an assembly or special occasion. • I can perform songs from memory with attention to phrasing, dynamics and accuracy of pitch for an assembly or special occasion. 	
Year 6		
Pentecost Term Units		
YEAR	KEY KNOWLEDGE KEY SKILLS	KEY VOCABULARY
Year 1	<p>BBC 10 pieces</p> <p>To be able to :</p> <ul style="list-style-type: none"> • Listen to a new piece of music responding to the different musical characteristics and moods of the music. • Explore spikey and smooth in the context of music recognising the sounds of the instruments used in the piece of music. • Say when the music is loud / quiet, fast /slow and high / low. • Learn a new song and sing it in different styles conveying different moods. • Play simple patterns on the drum, and repeat simple patterns back to accompany a song following hand signals indicating loud / quite and stop / start. • Write new lyrics to a familiar tune about all the things you might find on your way to Mars! • Make your own space map with lots of different sounds using rhythm and pitch patterns. • Play some classroom instruments using a repeated rhythmic pattern to accompany a song. 	<p>Rhythm</p> <p>Dynamics</p> <p>Tempo</p> <p>Score</p>
Year 2	<p>BBC 10 pieces</p> <p>To be able to :</p>	<p>Crescendo</p> <p>Diminuendo</p> <p>Pitch</p>

	<ul style="list-style-type: none"> • Listen to a new piece of music with increased concentration recognising the sounds of the instruments and naming them responding to the musical characteristics and moods of the music. • Explore spikey and smooth in the context of music identifying different qualities of sounds and responding to changes in temp, pitch and dynamics. • Learn a new song and sing it in different styles with more accuracy in pitch singing words clearly and breathing at the end of phrases. • Play simple patterns on the drum, and repeat simple patterns back working and performing in small groups following a direction being able to stop and start again with control. • Write new lyrics to a familiar tune about all the things you might find on your way composing rhythm patters from words. • Make your own space map with lots of different sounds, composing short melodic phrases using a variety of classroom instruments which has a clear beginning, middle and end. Include changes in tempo, dynamics and timbre conveying different moods. 	Pulse Notation Rhythm Tempo Dynamics Score
Year 3	BBC 10 pieces To be able to : - <ul style="list-style-type: none"> • Listen and reflect on a piece of orchestral music naming the instruments and being able to group them accordingly eg a string instrument, woodwind etc Use music terminology when describing how the mood is created in this piece of classical music. • Learn musical motifs from Holst’s Mars and structure them into a piece thinking about the structure eg repetition, echo etc as well as pitch, tempo, allegro, adagio, timbre, ostinato, phrase and melody. • Perform as an ensemble using voices and playing musical instruments to an audience. • Improvise and compose music for a range of purposes using the interrelated dimensions of music using a recognisable structure which conveys different moods. Combine musical sounds to tell a narrative. 	Forte Piano Allegro Adagio Pitch Tempo Notation

	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory 	
Year 4	<p>BBC 10 pieces</p> <p>To be able to : -</p> <ul style="list-style-type: none"> Listen and reflect on a piece of orchestral music naming the instruments and being able to group them accordingly eg a string instrument, woodwind etc Use music terminology when describing how the mood is created in this piece of classical music. Recognise and talk about contrasting styles of music using musical vocabulary. Identify the use of time signature in this piece of music. Learn musical motifs from Holst's Mars and structure them into a piece thinking about the structure eg repetition, echo etc as well as pitch, tempo, allegro, adagio, timbre, ostinato, phrase and melody as well as legato, staccato and changes in time signature through the piece. Perform as an ensemble using voices and playing musical instruments to an audience using the musical motifs mentioned eg changes in time signatures to convey mood and emotion. Improvise and compose own music for a range of purposes using the interrelated dimensions of music using a recognisable structure which conveys different moods. Combine musical sounds to tell a narrative. Listen with attention to detail and recall sounds with increasing aural memory 	<p>Legato</p> <p>Staccato</p> <p>Ostinato</p> <p>Time Signature</p> <p>Pentatonic</p> <p>Tuned / untuned percussion</p> <p>Melody</p> <p>Ensemble</p> <p>Pitch</p> <p>Dynamics</p> <p>Tempo</p> <p>Forte</p> <p>Piano</p> <p>Allegro</p> <p>Adagio</p>
Year 5	<p>BBC 10 pieces</p> <p>To be able to : -</p> <ul style="list-style-type: none"> Listen and reflect on a piece of orchestral music naming the instruments and being able to group them accordingly eg a string instrument, woodwind etc Use music terminology when describing how the mood is created in this piece of classical music. Describe differences in timbre between a variety of instruments. Recognise 	<p>Phrase</p> <p>Harmony</p> <p>Chord</p> <p>Pitch</p> <p>Tempo</p> <p>Allegro</p> <p>Adagio</p>

	<p>and identify features of expression eg phrasing, melody, harmony etc. Suggest any improvements.</p> <ul style="list-style-type: none"> • Learn musical motifs from Holst's Mars and structure them into a piece thinking about the structure eg repetition, echo etc as well as pitch, tempo, allegro, adagio, timbre, ostinato, phrase and melody. Use symbols to identify changes in dynamics eg p piano / f forte. Think about crescendo and diminuendo. Determine changes in time signatures. • Improvise and compose music for a range of purposes using the interrelated dimensions of music using a recognisable structure which conveys different moods. Combine musical sounds to tell a narrative. Perform as an ensemble using voices and playing musical instruments to an audience. • Listen with attention to detail and recall sounds with increasing aural memory 	<p>Timbre Ostinato Melody Piano Forte Legato Staccato</p>
Year 6	<p>BBC 10 Pieces To be able to :-</p> <ul style="list-style-type: none"> • Listen and reflect on a piece of orchestral music naming the instruments and being able to group them accordingly eg a string instrument, woodwind etc Use music terminology when describing how the mood is created in this piece of classical music thinking about success or effectiveness of the composer's choices and suggesting any improvements. • Learn musical motifs from Holst's Mars and structure them into a piece thinking about the structure eg repetition, echo etc as well as pitch, tempo, allegro, adagio, timbre, ostinato, phrase and melody. Determine any changes in time signatures and use symbols to indicate changes in dynamics eg ff, pp. Look closely at the texture of the piece eg harmony, chord. • Improvise and compose music for a range of purposes using the interrelated dimensions of music using a recognisable structure which conveys different moods. Combine musical sounds to tell a 	<p>Pitch Tempo Allegro Adagio Timbre Ostinato Phrase Melody Piano Forte Harmony Chord Legato Staccato</p>

narrative. Perform as an ensemble using voices and playing musical instruments to an audience.

- Listen with attention to detail and recall sounds with increasing aural memory