


















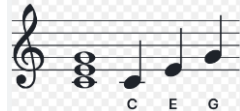






















Music Curriculum Progression Statements

Know the names of instruments
Compare musical genres
Evaluate their own and others' compositions using known musical language
Use musical language to describe pieces of music, songs and sounds they hear

General				
	Reception	KS1	LKS2	UPK2
		To be able to recognise the symbols for dynmaics and understand the effect	To recognise and name musical symbols	To recognise and name musical symbols knowing their effect
	To find the pulse	To understand dynamics loud (forte) <i>f</i>	To know the symbol for a treble clef 	To know the symbol for sharp and its effect #
	To play different rhythms	To understand dynamics quiet/soft (piano) <i>p</i>	To know what a stave is and how it records musical notation	To know the symbol for flat and its effect b
	To sing along to a tune	To be able to recognise and name by sight and sound different instruments	To know the language and symbols for dynamics	To know the language for different tempos: Allegro (quickly), Andante (walking pace), largo (slowly),
	To know what a tune is	To recognise and name by sight: Brass: trumpet, trombone, french horn, tuba;	To know the langauage for getting louder (crescendo)	To know the symbol for bass clef 
		To recognise and name by sight: Woodwind: Clarinet, flute, recorder, oboe, bassoon;	To be able to recognise symbol for getting louder (crescendo) 	To know the purpose of a rest and the symbols for the duration
		To recognise and name by sight: Percussion: drum kit, Djembe, piano, claves, triangle, tamborine, tambor;	To know the langauage for getting quieter (decrescendo or diminuendo)	To be able to recognise silence in music as a rest

		To recognise and name by sight: String: Violin, Cello, guitar.	To be able to recognise the symbol for getting quieter (decrescendo or diminuendo) 	To be able to recognise the duration of symbols for rests <table><tr><td>Whole rest</td><td>Half rest</td><td>Quarter rest</td><td>Eighth rest</td><td>Sixteenth rest</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td>4 beats</td><td>2 beats</td><td>1 beat</td><td>1/2 beat</td><td>1/4 beat</td></tr></table>	Whole rest	Half rest	Quarter rest	Eighth rest	Sixteenth rest						4 beats	2 beats	1 beat	1/2 beat	1/4 beat			
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		To be able to associate sounds with specific instruments	To know the language for very loud (fortissimo)	To know and recognise notes and groups of notes within a scale																		
		To recognise pitch	To know the symbol for very loud (fortissimo) <i>ff</i>	To know the notes in the C maj chord 																		
		To identify low sounds	To know the language for very quiet (pianissimo)	To know an arpeggio is 3 notes of a scale (1, 3, 5)																		
		To identify high sounds	To know the symbol for very quiet (pianissimo) <i>pp</i>	To know that a chord is a group of notes usually a triad																		
			To know a scale is 8 notes called an octave																			
			To know the notes of the scale of C 																			
			To know the duration of notes <table><tr><th>NOTE NAME</th><th>NOTE SYMBOL</th><th>NOTE LENGTH</th></tr><tr><td>Semibreve</td><td></td><td>4 beats</td></tr><tr><td>Minim</td><td></td><td>2 beats</td></tr><tr><td>Crotchet</td><td></td><td>1 beat</td></tr><tr><td>Quarter</td><td></td><td>1/2 beat</td></tr><tr><td>Semiquaver</td><td></td><td>1/4 beat</td></tr></table>	NOTE NAME	NOTE SYMBOL	NOTE LENGTH	Semibreve		4 beats	Minim		2 beats	Crotchet		1 beat	Quarter		1/2 beat	Semiquaver		1/4 beat	
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			To know what time signatures represent  																			

Listening and Appreciating				
	Reception	KS1	LKS2	UPK2
Knowledge	To be able to identify a pulse	To be able to identify and demonstrate a pulse	To be able to identify and repeat different rhythms from a piece of music	To be able to Identify and analyse features within a wide range of music
	To be able to identify and describe different sounds	To be able to identify and demonstrate a rhythm	To be able to identify and repeat the pulse in a piece of music	To be able to listen and recall music accurately with attention to detail
	To be able to identify loud music	To be able to identify and demonstrate different pitches	To be able to identify dynamics	To be able to identify instruments heard and their role in a piece of music
	To be able to identify quiet music	To be able to identify and demonstrate different tempos	To be able to identify texture of music	To be able to identify musical patterns
	To be able to identify high sounds	To be able to identify instruments	To be able to identify the timbre of music	
	To be able to identify low sounds	To be able to associate sounds heard with instruments	To be able to identify the interlude in a piece of music	
	To be able to identify slow music	To be able to identify repeated sections and those that are distinct	To be able to recognise a drone	
	To be able to identify fast music		To be able to identify bridges	
			To be able to recognise the melody	
			To be able to recognise the harmony	

Skills	To be able to identify whether there is more than one sound at a time.	To be able to decribe how sounds are made and changed	To be able to recognise changes in sound that move incrementally to create different moods and feelings (dynamics)	To be able to compare a range of pieces of music including different versions of the same piece
	To be able to listen with increased attention to sounds.	To be able to tap along to a pulse	To be able to recognise the difference between music from other cultures and times	To be able to evaluate how a venue affects performance
	To be able to move to music.			To be able to evaluate lyrics and the purpose of music
	To be able to talk about music			To be able to distinguish between layers of sound and describe their effect

Performance				
	Reception	KS1	LKS2	UPK2
Knowledge	To know and sing simple songs from memory, e.g. Nursery Rhymes, phonics	To know what is shown in a musical representation	To be able to recognise how pitch can be presented in informal musical notation	To be able to read staff notation
		To be able to sing songs as an ensemble following a melody	To be able to recognise how duration can be presented in informal notation	To be able to play scales
		To know song structures such as verse and chorus	To be able to sing songs from memory with increasing accuracy	To be able to sing scales
			To be able to sing songs from memory with increasing expression	To know and be able to perform songs from scores and by ear demonstrating control of musical features
Skills	To be able to perform a steady pulse		To be able to sing songs from memory with increasing fluency	
		To be able to play simple rhymic patterns on an instrument.	To be able to play notes on tuned and/or untuned instruments with increasing clarity and accuracy	To be able to provide rhythmic support
	To be able to sing the pitch of a tone sung by another person (‘pitch match’).	To be able to clap short rhythmic patterns	To be able to perform simple rhythmic and melodic patterns on a variety of percussion instruments	To be able to play parts other than the melody
	To be able to use an instrument to perform a simple piece	To be able to perform musical patterns keeping a steady pulse.	To be able to maintain a simple part within an ensemble.	To understand and use pitch effectively
	To be able to sing in a group or on their own, increasingly matching the pitch and following the melody.	To be able to respond musically and with increasing accuracy to a call or signal (lower, higher, softer, louder, faster, slower)	To be able to improvise using repeated patterns	To be able to demonstrate control of pitch
	To be able to join in with singing.	To be able to sing or clap a pulse increasing or decreasing in tempo		To be able to sing parts other than the melody

		To be able to demonstrate control when playing instruments		To be able to demonstrate control of dynamics
		To be able to follow the melody accurately using their voice or an instrument		To be able to demonstrate control of expression
Composition				
	Reception	KS1	LKS2	UPK2
Knowledge			To undertand metre in 4 beats	To know language to descibe tempo
			To undertand metre in 3 beats	To understand scales
			To be able to recognise notes on a stave (EGBDF, FACE)	To understand arpeggios
				To understand sharps
				To understand flats
Skills	To be able to identify changes in sounds	To be able to make a sequence of sounds for a purpose	To be able to combine tuned and percussion instruments to create layers of sound	To be able to organise and combine different musical devices
	To be able to tell the difference between long and short sounds	To be able to create short, rhythmic patterns; sequences of short and long sounds	To be able to create repeated patterns with different instruments and percussion	To be able to improvise melodic structures
	To be able to repeat patterns	To be able to compose short melodic patterns using two or three notes (e.g. a 3 bar repeating pattern using A, B, D)	To be able to create extended patterns of tuned instruments	To be able to compose music using standard notation including time signatures (dotted notation, tied notes, semi-quaver, rests)
	To be able to represent sounds pictorially	To be able to represent sounds pictorially with increasing relevance	To be able to use notations to record sequences of pitches (semibreve, crochet, minim, quaver)	To be able to represent sounds on a graphic score
	To be able to make a range of sounds with instruments	To be able to choose sounds to achieve a specific effect	To be able to choose sounds to create different textures	To be able to write music using formal staff notation
			To be able to order sounds to create different textures	To be able to improvise rhythmic structures
			To be able to combine sounds to create different textures	To be able to use different tempos
			To be able to control sounds to create different textures	