

Skills, knowledge and topic progression in Music

At Shenley, our extensive music curriculum that aims to develop all pupils' musical skills, knowledge, understanding and talents through a rich and diverse range of musical opportunities. We intend for children to gain a firm understanding of what music is by listening, appraising, singing, playing, evaluating, analysing, and composing across a wide variety of styles, traditions, and musical genres.

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and Appraising	<p>Express feelings about music by responding to different moods of a musical piece. Listen to music and respond using hand and whole body movements. Listen to different sounds (animal noises, water etc.) and respond with voice and movement.</p> <p>New EYFS Framework for Nursery: <i>Listen with increased attention to sounds.</i></p> <p>New EYFS Framework for Reception: <i>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.</i></p>	<p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</p> <p>Reflect on music and say how it makes people feel, act and move.</p> <p>Respond to different composers and discuss different genres of music.</p>	<p>Understand and notice how music can be used to create different moods and effects and to communicate ideas.</p> <p>Listen and understand how to improve own composition.</p> <p>Sort composers into different genres and instruments into different types.</p>	<p>Additional composers / works from Western musical tradition will be added to music historical timeline.</p> <p>Children should be encouraged to listen and comment on likes and dislikes of music from a variety of cultures and traditions including pop, rock, rap and current artists.</p>	<p>Children encouraged recognising and identifying instruments and numbers of voices / instruments being heard.</p> <p>Refer to musical elements involved in musical examples from different composers, styles and genre.</p> <p>Children to express their growing tastes in music of all genres and musical culture.</p>	<p>Children to compare and evaluate different kinds of music using musical vocabulary.</p> <p>Children to recognise and discuss how musical elements, features and styles are used in compositions.</p> <p>Children to learn about music from different countries and how it has evolved and grown</p>	<p>Compare and contrast styles of music from different cultures, eg 'Western' classical music with African or Indian musical styles, eg in use of melody and rhythm and use of the voice.</p> <p>Understand some of the different cultural meanings and purposes of music, occasions and venues for which music is composed or performed.</p> <p>Analyse and compare musical features choosing appropriate musical vocabulary of musical elements.</p>

	FSU	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pitch	<p>To begin to understand and recognise sounds can be high or low.</p> <p>New EYFS Framework for Nursery: <i>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Sing the pitch of a tone sung by another person ('pitch match').</i></p> <p>New EYFS Framework for Reception: <i>Sing in a group or on their own, increasingly matching the pitch and following the melody.</i></p>	<p>To recognise sounds that are high or low. To begin to understand how a melody line of a tune can have different pitches (go up and down).</p>	<p>To begin to understand that a musical scale goes either up or down and in steps and to be able to recognise when the scale is going up or down in pitch. (use a glock to demonstrate)</p>	<p>To further develop an understanding of pitch using major (happy) and minor (sad) scales.</p>	<p>To further develop an understanding of pitch using major (happy) and minor (sad) scales and introduce a pentatonic scale. E.g. C,D,E,G,A or G,A,B,D,E (use recorders/boomwhackers)</p>	<p>To continue to develop an understanding of pitch using major (happy) and minor (sad) scales and introduce a pentatonic scale. E.g. C,D,E,G,A or G,A,B,D,E (use recorders/boomwhackers)</p>	<p>To continue to develop an understanding of pitch using major (happy) and minor (sad) scales and introduce a pentatonic scale. E.g. C,D,E,G,A or G,A,B,D,E (use recorders/boomwhackers)</p>
Duration	<p>To begin to understand and recognise sounds that last for different lengths of time. E.g short and long.</p>	<p>To understand, recognise and make, sounds that last for different lengths of time. ie short and long.</p>	<p>To begin to understand that you can fit a rhythm to a steady beat.</p>	<p>To understand that music can be written in different patterns of beat. E.g. 2/4 (a march), 3/4 (a waltz) and 4/4 (steady pulse to a count of 4).</p>	<p>To further understand (and start to recognise) music that is written in different patterns of beat. E.g. 2/4 (a march), 3/4 (a waltz) and 4/4 (steady pulse to a count of 4).</p>	<p>To further develop understanding by selecting a genre, for example folk music, to introduce 6/8 time (2 groups of 3).</p>	<p>To be able to recognise the pulse in different genres of music.</p>

Rhythm	To begin to understand that 'tunes' have short and long sounds too.	To further develop an understanding of 'tunes' that have short and long sounds and that this rhythm. E.g. Call and response, 'fast/slow' bits of a known song.	To begin to understand how to compose a rhythm using syllables of words.	To further develop composition skills using syllables of words. E.g. pairs where one does a pulse & the other fits a rhythm to it/extend to groups of 4.	To continue to develop composition skills using syllables of words. E.g. pairs where one does a pulse & the other fits a rhythm to it /extend to groups of 4. Start with body percussion before moving to instruments.	To start to understand musical notation for rhythm – bar lines (musical punctuation), time signatures (how many beats in a bar) and musical note values (use the American system, much easier to understand initially, quaver, crotchet etc to add later – whole notes, half notes, quarter note etc. Relate to learning of fractions.	To further develop an understanding musical notation for rhythm – bar lines (musical punctuation), time signatures (how many beats in a bar) and musical note values (use the American system, much easier to understand initially, quaver, crotchet etc to add later – whole notes, half notes, quarter note etc. Relate to learning of fractions.
	To begin to be able to respond to a given steady pulse in 4/4 time.	To be able to respond to a given steady pulse in 4/4 time and clap along to a song.	To begin to understand that a musical pulse is a 'musical glue.' It needs everybody to stick together and follow that same pulse in order for the music to work as it should.				
Dynamics	To begin to understand that there are sounds that are loud/soft and that there is also silence.	To recognise and make sounds that are loud/soft and that there is also silence.	To be able to get louder or quieter over a short piece of time.	To start to select a sound for a reason. E.g. When to use a loud/soft/gradual sound.	To continue to select a sound for a reason. E.g. When to use a loud/soft/ gradual sound.	To understand that dynamics can be selected for a purpose. E.g. A composer paid to write a film score. Take a film clip and play silently. How does this change the mood? Repeat with the same clip to the wrong music. How does that change the mood?	To further develop an understanding of how dynamics can be selected for a purpose.

Tempo	To begin to understand and recognise that music can be fast or slow or somewhere in the middle.	To be able to recognise music that is fast or slow or somewhere in the middle.	To be able to follow a given pulse that gradually gets faster or slower.	To start to understand that a musical tempo can be chosen for a reason. E.g. When to have a quick pulse v a slow pulse say in a film.	To continue to understand that a musical tempo can be chosen for a reason. E.g. When to have a quick pulse v a slow pulse say in a film.	As above, different tempo selected for a purpose. Take two examples of fast music in a film. Do they have the same mood? Is this always true? (ie you can have happy fast/slow music or happy/ sad slow music.)	To further develop an understanding of how different tempi can be selected for a purpose.
Timbre	To begin to understand, and be able to recognise, that there are different kinds of sound. E.g. shakers, drums, chimes etc New EYFS Framework for Nursery: <i>Play instruments with increasing control to express their feelings and ideas.</i>	To understand that different kinds of sound can be chosen for different things. E.g. shakers, drums, chimes etc	To start to name different instruments by the sounds that they make.	To further develop recognition of the names and sounds of different instruments. E.g. The instruments of a family in an orchestra.	To further develop skills in instrument recognition by sound and name. E.g. Use of film scores.	To recognise that certain groups generally have the same kind of sound/instruments. E.g. orchestra, brass band, samba band, folk etc	To further develop an understanding and recognition of the kinds of sound different groups of instruments/ performers make. E.g. Use world music.
Texture	To begin to be able to recognise that there are different combinations of sound. E.g. 1 instrument v 2 v 2+ etc	To be able to recognise that there are different combinations of sound. E.g. 1 instrument v 2 v 2+ etc	To start to pick out sounds in a texture. E.g. a singer or a drum kit.	To further develop skills in recognising a solo, when a group of people sing the same 'tune' at the same time, it's called unison and to start to recognise a musical ostinato (something that repeats). E.g. The rhythm in 'We will rock you' by Queen, bass line of Pachelbel's Canon.	To be able to pick out layers of sounds (what's the same/different) using original/cover versions of the same song.	To start to compose simple harmony (play more than one note at a time) - start with choosing two notes then to three. Experiment with how changing the notes, changes the sound.	To further develop composing simple harmony. E.g. Use a well- known simple tune and compose the accompaniment.

Structure	<p>To begin to understand that music (say a song) has a beginning (intro) a middle and an end and that some bits (chorus) might be repeated.</p> <p>New EYFS Framework for Nursery: <i>Create their own songs, or improvise a song around one they know.</i></p> <p>New EYFS Framework for Reception: <i>Explore and engage in music making and dance, performing solo or in groups. 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</i></p>	<p>To further develop an understanding of music (say a song) that has a beginning (intro) a middle and an end and that some bits (chorus) might be repeated.</p>	<p>To recognise and be able to say which part of a song is the intro, verse or the chorus.</p>	<p>To study a composer and start to understand that he wrote music in different forms – symphony (4 movements), opera, solo works for piano/violin etc.</p>	<p>To further develop an understanding of how music can be composed to different structures. Choose a musical form (say a symphony) and understand that composers follow a certain pattern (usually) of movements. E.g. Beethoven and his nine symphonies are mostly written in 4 movements (6th has five).</p>	<p>To start to learn about leitmotiv and how it is used by composers in film music. E.g. Jaws (shark), Star Wars (different characters)</p>	<p>To further develop skills in understanding musical structure by composing a song to a recipe: E.g. It must have an intro, repeated section, loud/soft dynamics etc</p>
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Musical Progression – KS1

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition			
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult	
1	Autumn 1	Hey You!	C	C	C,G	C,G	Crotchets	Crotchets	Semi-quavers, Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
1	Autumn 2	Little Angel Gets Her Wings	Singing and performing only							Singing and performing only			Singing and performing only			
1	Spring 1	In the Groove	C	C,D	C,D	C,G,A,C	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
1	Spring 2	Rhythm In The Way We Walk and Banana Rap	C	Singing and performing only							Singing and performing only			Singing and performing only		
1	Summer 1	Round and Round	D Minor	C,D,F	D,E,F,G,A	D,E,F,G,A,B	Semibreves	Crotchets and Minims	Crotchet, Minims and Quavers	D,E	D,E,F	D,E,F,G,A	Not applicable			
1	Summer 2	Reflect, Rewind and Replay	Revision							Revision			Revision			
2	Autumn 1	Hands, Feet, Heart	C	G,A,C	G,A,B,C	F,G,A,B,C	Crotchets	Minims	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
2	Autumn 2	Little Angel Gets Her Wings	Singing and performing only							Singing and performing only			Singing and performing only			
2	Spring 1	Glockenspiel Stage 1	Multiple songs	E,D	E,D	E,D	Minims	Crotchets	Minims and Crotchets and rests	E	E,D	E,D	E,D	E,D	E,D	
2	Spring 2	I Wanna Play In A Band	F	C,D	C,F,G	C,D,F	Minims	Minims	Quavers and Crotchets	F,G	F,G,A	F,G,A,C,D	F,G	F,G,A	F,G,A,C,D	
2	Summer 1	Zootime	C	C,D	C,D	C,D	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
2	Summer 2	Reflect, Rewind and Replay	Revision							Revision			Revision			

Musical Progression – KS2

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
3	Autumn 1	Three Little Birds	G	G	B,C	G,A,B,C,D,E,F	Crotchets and rests	Crotchets and rests	Quavers, Crotchets, Minims and rests	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
3	Autumn 2	Ho Ho Ho	G	C,E,G	B,A,G	N/a	Crotchets and rests	Crotchets and rests	Not applicable	Not applicable			Not applicable		
3	Spring 1	Glockenspiel Stage 2	Multiple songs	C,D,E,F	C,D,E,F	C,D,E,F	Semibreves and rests	Crotchets, Minims and rests	Crotchet, Minims, Semibreves and rests	C,D,E	C,D,E	C,D,E	C,D,E,F	C,D,E,F	C,D,E,F
3	Spring 2	Benjamin Britten - There Was a Monkey	G	G,D	G,D	D,E,G,A,B,D	Minims and rests	Crotchets and Minims and rests	Crotchet, Minims, Quavers and rests	Not applicable			Not applicable		
3	Summer 1	Let Your Spirit Fly	C	C,F,C	E,F,G,A,B,C	N/a	Semibreves and rests	Minims and rests	Not applicable	Not applicable			Not applicable		
3	Summer 2	Reflect, Rewind and Replay	Revision							Revision			Revision		
4	Autumn 1	Mamma Mia	G	G	G,A	G,A,B,C	Crotchets	Crotchets	Quavers, Crotchets	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
4	Autumn 2	Five Gold Rings	Singing and performing only							Singing and performing only			Singing and performing only		
4	Spring 1	Glockenspiel Stage 3	Multiple songs	C,D,E,F	C,D,E,F	C,D,E,F	Crotchets, Minims and rests	Crotchets, Minims, Semibreves and rests	Crotchets, Minims, Semibreves, Quavers and rests	C,D,E	C,D,E,F	C,D,E,F	C,D,E	C,D,E,F	C,D,E,F
4	Spring 2	Benjamin Britten - Cuckoo!	A \flat Major	C	C,A \flat	F,G,A \flat , B \flat ,C, D \flat ,E \flat	Quavers, Crotchets and rests	Quavers and Crotchets and rests	Crotchets, Quavers, Minims and rests	Not applicable			Not applicable		
4	Summer 1	Lean On Me	C	C,F	E,F,G	G,A,B,C,D	Crotchets	Minims	Quavers, Crotchets, Dotted Crotchets, and Minims	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
4	Summer 2	Reflect, Rewind and Replay	Revision							Revision			Revision		

Musical Progression – KS2

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
5	Autumn 1	Don't Stop Believin'	F	F,G,A,B♭	F,G,A,B♭	D,E,F,G,A, B♭, C	Minims	Crotchets and Minims	Quaves, Crotchets, Minims, and Semibreves	F,G	F,G,A	F,G,A,C,D	F,G	F,G,A	F,G,A,C,D
5	Autumn 2	Five Gold Rings	<i>Singing and performing only</i>							<i>Singing and performing only</i>			<i>Singing and performing only</i>		
5	Spring 1	Classroom Jazz 1	G	G,A,B	D,E,G,A,B	D,E,F,G,A,B	Crotchets and rests	Crotchets and rests	Crotchets and rests	G,A	G,A,B	G,A,B	<i>Not applicable</i>		
5	Spring 2	Benjamin Britten - A Tragic Story	<i>Singing and performing only</i>							<i>Singing and performing only</i>			<i>Singing and performing only</i>		
5	Summer 1	Stop!	<i>Singing, rapping and lyric composition</i>							<i>Singing, rapping and lyric composition</i>			<i>Singing, rapping and lyric composition</i>		
5	Summer 2	Reflect, Rewind and Replay	<i>Revision</i>							<i>Revision</i>			<i>Revision</i>		
6	Autumn 1	Livin' on a Prayer	G	G,A,B	D,E,F♯,G	D,E,F♯,G, A,B,C	Minims	Crotchets and Minims	Quavers, Crotchets, Dotted Crotchets and Quavers	G,A	G,A,B	G,A,B,D,E	D,E or G,A	G,A,B or D,E,F♯	G,A,B,D,E or D,E,F♯,G,A
6	Autumn 2	Benjamin Britten - A New Year Carol	G	G,F	F,A,F	N/a	Minims and rests	Crotchets, Minims and rests	<i>Not applicab</i>	<i>Not applicable</i>			<i>Not applicable</i>		
6	Spring 1	Classroom Jazz 2	C Major	C,D,E,F, G,A,B,C	C,D,E,F, G,A,B,C	C,D,E,F, G,A,B,C	Crotchets and quavers	Crotchets and quavers	Crotchets and quavers	C,D,E	C,D,E,F,G	C,D,E,F, G,A,B,C	<i>Not applicable</i>		
			C Blues	C,B♭,G	C,B♭,G,F	C,B♭G,F,C	<i>Not applicable</i>			C,B♭,G	C,B♭,G,F	C,B♭,G,F,C	<i>Not applicable</i>		
6	Spring 2	Fresh Prince of Bel Air	A Minor	D,A	A,G	C,D,E,F,G,A	Minims	Quavers, Crotchets	Quavers, Minims and Semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G,A
6	Summer 1	Make You Feel My Love	C	C,D	G,A,B,C'	B,C,D,E,F,G	Minims	Crotchets, Minims and Semibreves	Quavers and Crotchets	G,A	G,A,B	G,A,B,C,D	G,A	G,A,B	G,A,B,C,D
6	Summer 2	Reflect, Rewind and Replay	<i>Revision</i>							<i>Revision</i>			<i>Revision</i>		