

Music Progression Grid



Purpose of Study

'Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and talent as musicians, and so increase their self-confidence, creativity and sense of achievement.' (National Curriculum)

Music is a skills based subject and must be engaged with and taught practically. At Roman Road Primary School, we demonstrate this through a spiral learning approach, adding to musical concepts throughout the curriculum but ensuring previous knowledge and skills continue to be developed. 'As pupils progress, they should develop a critical engagement with music, allowing them to compose and to listen with discrimination to the best in the musical canon.' (National Curriculum)

Roman Road's Music Intent:

Before our children leave Roman Road, we endeavour that they will have developed a life-long love of music.

They will:

- *Enjoy actively listening to and discussing the merits of different genres of music and will be developing an eclectic taste and appreciation of these genres.
- *Have developed the knowledge to compose and improvise in their own style.
- *Confidently sing and perform music from all types of genres.
- *Confidently apply what they have learned and take it to the next stage in their musical journey.

'Before our children leave RR, the beat and the rhythm will overflow...

Our kids will sing, play ocarina and guitar...we know that their music's going far!'

Our bespoke Music Curriculum, which is part of our D.R.I.V.E.N. Creative Curriculum, has been designed with the needs of our children in mind and blends with each year group's creative themes wherever possible. We have used a variety of music experts and advisors and welcome many musicians and visitors in to school to enhance our music provision and work with our children.

Aims

The National Curriculum for Music aims to ensure that all pupils:

- 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 elements/dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
BUILDING BLOCKS	Pulse	*Clap and tap to the pulse when listening and singing to music. *Interpret a range of instruments using bodies. *Show control in holding and playing instruments whilst tapping the beat or playing a rhythm.	*Move in time to the pulse physically and respond to the changes in the music. *Combine singing and playing instruments.	Keep a steady pulse in a group and be able to pick out two different tempos in music	Keep a steady pulse in a group and solo with musical accompaniment; demonstrate 4/4 time signature	Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, 4/4 using two different tempos	On a tuned instrument, keep a steady pulse in 2/4, 3/4 and 4/4 time signatures and using different tempos with other pupils playing another ostinato (repeated pattern) to accompany	On a tuned instrument, regularly and accurately perform pieces using at least 3 contrasting tempos and time signatures	When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music	To achieve these outcomes, pupils should be able to perform with increasing accuracy.

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
BUILDING BLOCKS	Rhythm	Show control in holding and playing instruments whilst tapping the beat or playing a rhythm.	Tap rhythms to accompanying words and create rhythms using instruments and body percussion *Play along to the rhythm of the music.	Repeat back short basic rhythms and perform rhythmic ostinatos (repeated patterns)	Repeat back longer basic rhythms (at least 2 bars); performing notation (using crotchets, quavers and minims)	Perform rhythms that are longer than 2 bars using crotchets, quavers, minims and their rests	Perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests	Perform pieces which use off-beat and dotted rhythms and single quaver rests	Perform pieces which use off-beat and syncopated rhythms in: 3 different time signatures 3 different tempos
	Melody (and notation)	*Sing familiar and new songs and change lyrics. *Create vocal sounds and make familiar noises. *Describe a range of sounds.	Begin to develop a singing voice. Listen attentively and be able to anticipate changes in the melody.	Sing back short melodies that use 2 pitched notes and develop the concept of pattern work in music using rhythm grids	Sing back short melodies that use around 3 pitched notes; perform from rhythmic notation including crotchets and minims	Perform from and compose using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests)	Perform from and compose using 5 pitched notes (or 4 chords)	Perform from and compose using 5-8 pitched notes; capture the work in different formats so it can be recreated	Perform from and compose using 8 pitched notes; capture the work in different formats including staff notation so it can be re-created
ELEMENTS OF MUSIC (all 7 elements/dimensions are covered in every year group but the ones indicated here are particularly focussed upon in specific year groups)	Pitch	*	*	*	*	*	*	*	*
	Duration			*	*	*	*	*	*
	Dynamics	*	*	*	*	*	*	*	*
	Tempo	*	*	*	*	*	*	*	*
	Timbre	*	*	*	*	*	*	*	*
	Texture	*	*	*	*	*	*	*	*
	Structure				*	*	*	*	*

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AREAS OF MUSICIANSHIP	Singing	<ul style="list-style-type: none"> *Sing an entire song *Play vocal games *Have strong preferences for songs 	<ul style="list-style-type: none"> *Sing and match pitch and melodic shapes of a familiar song *Express verbally when they hear music 	<ul style="list-style-type: none"> *Sing simple folk tunes in unison both with and without accompaniment or backing tracks 	<ul style="list-style-type: none"> *Sing simple songs and folk songs in rounds 	<ul style="list-style-type: none"> Sing songs and folk rounds whilst accompanied by ostinatos (repeated pattern) from the group 	<ul style="list-style-type: none"> Sing pieces in two parts that have contrasting melodies and counter melodies 	<ul style="list-style-type: none"> Sing pieces, including those from the western classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts 	<ul style="list-style-type: none"> Sing musically, responding to the performance directions of the piece e.g. phrasing; sing more extended harmony parts
	Instruments and Musical Activities	<ul style="list-style-type: none"> *Physically interpret the sound of instruments and imitate the actions of musicians *Identify and match an instrumental sound *Show control *Copy/lead other children playing instruments 	<ul style="list-style-type: none"> *Keep a steady beat, tap rhythms to accompany words *Create rhythms using instruments *Play along to the rhythm of the music 	<ul style="list-style-type: none"> *Use untuned percussion instruments to perform *Clap and repeat short rhythmic patterns *Begin to follow instructions of when to play and sing 	<ul style="list-style-type: none"> *Use tuned and untuned instruments to perform simple rhythmic patterns and accompaniments, keeping a steady beat *Order sounds to create a beginning, middle and end *Begin to order sounds to create a structure of a piece of music using symbols to represent the sounds 	<ul style="list-style-type: none"> *Play clear notes on tuned instruments with different rhythmic patterns *Play accompaniments for tunes *Improve work after describing how to make it better 	<ul style="list-style-type: none"> *Play and copy a simple pattern rhythmically using staff and other musical notation *Play musical instruments thinking about the inter-related elements of music *Improve work and explain the improvements 	<ul style="list-style-type: none"> *Play and copy musical patterns with accuracy and keep a steady beat *Play with fluency, thinking about the inter-related elements of music *Play a part while others perform theirs *Improve own work and also offer explanations and suggestions to improve the work of others 	<ul style="list-style-type: none"> *Play musical patterns/rhythms with accuracy, fluency, control and expression and keep to the tempo of the music *Play with accuracy and fluency, thinking about the inter-related elements of music *Play a part while others perform theirs and take the lead when required *Improve own work and also offer explanations and suggestions to improve the work of others
	Composing and Improvising	<ul style="list-style-type: none"> *Create own song, showing structure and changing words. *Merge parts of familiar songs with own lyrics and melody 	<ul style="list-style-type: none"> *Create music based on a theme *Create rhythms using instruments or body percussion 	<ul style="list-style-type: none"> Improvise simple rhythms based on given stimuli (e.g. rhythm grids) 	<ul style="list-style-type: none"> Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms 	<ul style="list-style-type: none"> Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests (Glockenspiel) 	<ul style="list-style-type: none"> Improvise and compose tunes using 5 notes. Create more developed rhythmic patterns (around 4 bars) 	<ul style="list-style-type: none"> Create four bar melodies (in different tempos and time signatures that can be performed and include some off-beat rhythms) 	<ul style="list-style-type: none"> Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures

