



Alverton Curriculum Progression in Music

	EYFS Links	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Musicianship	I can respond to music and songs with my body – moving, dancing, clapping, stamping etc	<p>I can: Use body percussion, instruments and voice. Keep a steady beat. Understand the difference between a rhythm pattern and a pitch pattern. Copy back simple rhythmic patterns. Copy back simple melodic patterns Complete vocal warm-ups Sing short phrases independently.</p> <p>Explore keys of C major, G major and A minor</p>	<p>I can: Use body percussion, instruments and voice. Find and keep a steady beat. Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests Copy back and improvise simple melodic patterns, by ear and from notation</p> <p>Explore key of F major Explore time signatures of 2/4, 3/4, 4/4</p>	<p>I can: Use body percussion, instruments and voices. Find and keep a steady beat. Listen to and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Explore key of D minor Explore time signatures of 5/4 and 6/8</p>



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Listening	<p>I listen to a range of music and music styles in different contexts</p>	<p>I can:</p> <p>Mark the beat by tapping or clapping</p> <p>Recognise changes in tempo.</p> <p>Walk in time to the beat of a piece of music.</p> <p>Move and dance with the music confidently.</p> <p>Talk about how the music makes me feel.</p> <p>Find different steady beats.</p> <p>Describe tempo as fast or slow. Describe dynamics as loud or quiet.</p> <p>Join in sections of the song, eg chorus, call and response.</p> <p>Start to talk about the style of a piece of music.</p> <p>Recognise some band and orchestral instruments.</p>	<p>I can:</p> <p>Talk about the words of a song.</p> <p>Think about why the song or piece of music was written.</p> <p>Find and demonstrate a steady beat.</p> <p>Identify tempo as fast, slow or steady.</p> <p>Recognise the style of music you are listening to.</p> <p>Discuss the structures of songs.</p> <p>Identify when a theme is repeated.</p> <p>Know and understand what a musical introduction is and its purpose.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality.</p> <p>Recognise the sound and notes of the pentatonic scale by ear and from notation.</p> <p>Describe legato and staccato.</p> <p>Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</p>	<p>I can:</p> <p>Talk about feelings created by the music.</p> <p>Justify a personal opinion with reference to Musical Elements.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4, 6/8 and 5/4 metre.</p> <p>Identify the musical style of a song or piece of music.</p> <p>Identify instruments by ear and through a range of media.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Recognise the sound and notes of the Blues scales, by ear and from notation.</p> <p>Explain rapping.</p> <p>Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.</p>
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Singing	<p>I learn and sing a variety of songs and nursery rhymes</p>	<p>I can: Sing, rap, rhyme, chant and use spoken word. Copy back intervals of an octave and fifth (high, low). Sing as part of a choir, in unison and sometimes in parts. Demonstrate good singing posture. Sing songs from memory Understand and follow the leader or conductor. Add actions to a song. Move confidently to a steady beat. Talk about feelings created by the music/song. Recognise some band and orchestral instruments. Describe tempo as fast or slow. Join in sections of the song, eg chorus. Begin to understand where the music fits in the world. Begin to talk about and understand the style of the music.</p>	<p>Sing as part of a choir. Rehearse and learn and widening range of songs from memory and/or with notation. Sing in different time signatures: 2/4, 3/4 and 4/4. Demonstrate good singing posture. Demonstrate vowel sounds, blended sounds and consonants. Sing 'on pitch' and 'in time'. Sing expressively, with attention to diction, breathing, meaning and phrasing. Talk about the different styles of singing used for different styles of song. Talk about how the songs and their styles connect to the world.</p>	<p>Rehearse and learn songs from memory and/or with notation. Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. Sing in parts where appropriate. Sing in 2/4, 4/4, 3/4, 5/4 and 6/8. Sing with and without an accompaniment. Sing syncopated melodic patterns. Demonstrate and maintain good posture and breath control whilst singing. Develop confidence at solo, part and unison singing. Sing expressively, with attention to breathing and phrasing, dynamics and articulation. Lead a singing rehearsal. Talk about the different styles of singing used for the different styles of songs sung in this year.</p>
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Notation		<p>I can: Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Identify hand signals as notation, and recognise music notation on a staff of five lines. Begin to explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of notes</p>	<p>I can: Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of notes Apply spoken word to rhythms, understanding how to link each syllable to one musical note Follow and perform simple rhythmic scores to a steady beat</p>	<p>I can: Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of notes from keys explored Identify: • Stave • Treble clef • Time signature Recognise how notes are grouped when notated. Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign</p>
Instruments	<p>I have the opportunity to freely explore some untuned and tuned percussion instruments</p>	<p>I can: Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation</p> <p>Play the ukulele as part of a class, a small ensemble or alone</p>	<p>I can: Rehearse and learn to play a simple melodic instrumental part by ear or from notation Play tuned percussion Rehearse and learn to play a simple melodic instrumental part by ear or from notation</p> <p>Play a range of untuned percussion instruments as part of a class group</p>	<p>I can: Rehearse and learn to play a simple melodic instrumental part by ear or from notation Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.</p> <p>Play the recorder, following a single stave of staff notation, as part of a whole group or small group/pair</p>



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<p>Creating</p>	<p>I have the opportunity to freely use some untuned and tuned percussion instruments to create sound effects/ rhythms etc</p>	<p>I can: Explore improvisation. Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus. Use graphic symbols to keep a record of composed pieces. Create a story, choosing and playing classroom instruments. Create a simple melody using crotchets and minims:</p>	<p>I can: Explore improvisation within a major scale using a limited range of pitches on the instrument I am learning Improvise over a simple chord progression or groove Explore ways to create, share and keep a record of ideas Create music in response to music and video stimulus. Use music technology to capture, change and combine sounds. Compose music to tell a story or evoke a specific atmosphere, mood or environment. Use simple dynamics and varied rhythms</p>	<p>I can: Continue to explore improvisation using a wider range of notes Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation. Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale Play melodies on available tuned percussion and/or instruments. Notate melodies. Create a simple chord progression. Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Compose songs and song accompaniments, perhaps using basic chords and ABA structures. Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. Use pentatonic and full scales.</p>
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Performing	<p>I perform songs and rhymes that I have learnt in front of different audiences</p>	<p>I can: Enjoy and have fun performing. Choose a song/songs to perform to a well-known audience. Prepare a song to perform. Add actions to the song. Play some simple instrumental parts. Talk about what the song means and why it was chosen. Talk about the difference between rehearsing and performing. Perform with confidence</p>	<p>I can: Rehearse and share what has been learned in lessons. Perform, with confidence, a song from memory Play and perform melodies as a whole class or in small groups that include instrumental parts/improvisatory sections/composed passages etc Explain why the song was chosen, including its composer Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.</p>	<p>I can: Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience. Perform individually and in smaller groups, as well as in large groups. Perform from memory or with notation, with confidence and accuracy. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. Record the performance and compare it to a previous performances</p>
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