

## CHARLES DARWIN CP SCHOOL - MUSIC CURRICULUM 2024

Year 1 Progression in Music						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>Ourselves</b> Musical Focus: Exploring Sounds	<b>Christmas Singing</b> Musical Focus: Performance	<b>Animals</b> Musical Focus: Pitch	<b>Pattern</b> Musical Focus: Beat	<b>Seasons</b> Musical Focus: Pitch	<b>Weather:</b> Musical Focus: Exploring Sounds
<b>Prior skills</b>	<ul style="list-style-type: none"> <li>• Joining in with dancing and ring games.</li> <li>• Singing familiar songs daily, learning new songs for topics and assemblies.</li> <li>• Beginning to move rhythmically in time to music and instruments.</li> <li>• Tapping out simple repeated rhythms, using clapping, tapping, stamping</li> <li>• Exploring and learning how sounds can be changed during play.</li> <li>• Performing songs and dances in assemblies and performances.</li> <li>• Experimenting with musical instruments.</li> </ul>					
<b>Key vocabulary</b>	Pitch, high, low, tempo	Rhythm, perform, beat, quickly, slowly	Pitch, high, low, tempo, gently, rhythmically	Beat, fast, slow, repeat	Pitch, high, low, tempo, gently, falling, rising, change in pitch	Low pitch, high pitch, tempo
<b>Statutory Requirements</b>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>					
<b>Skills covered</b>	<p>Create, respond to, place and change vocal sounds</p> <p>Explore, create and place vocal sounds and movements</p>	<p>Take part in singing.</p> <p>Follow instructions on how and when to sing or play an instrument.</p> <p>Make and control long and short</p>	<p>Understand (recognise) pitch: make high and low vocal sounds</p> <p>Sing a song with contrasting high and low melodies</p>	<p>Explore sounds on instruments and find different ways to vary their sounds</p> <p>Identify metre by recognising its pattern</p>	<p>Identify changes in pitch and respond to them with movement</p> <p>Listen in detail to a piece of orchestral music</p>	<p>Control vocal dynamics and timbre and with instruments</p> <p>Identify a sequence of sounds in a piece of music</p> <p>Respond to music through movement</p>

		<p>sounds, using voices and instruments.</p> <p>Imitate changes in pitch.</p> <p>Take notice of others when I am performing.</p>	<p>Explore pitch using the voice and body movements</p>			
<b>Key Performance Indicators</b>	<p>With help, I can make sounds with a slight difference.</p> <p>I can use my voice in different ways to create different effects.</p> <p>I can listen out for different types of sound.</p>	<p>I can take part in singing in a group.</p> <p>I can follow instructions on how or when to sing or play an instruments.</p> <p>I can make or control long or short sounds by using my voice.</p>	<p>I understand pitch by making high and low sounds.</p> <p>I can relate pitch to high and low body posture.</p> <p>I understand pitch by singing a song with a high and low pitch.</p>	<p>I can copy a simple pattern of long and short sounds.</p> <p>I can make a sequence of long and short sounds with help.</p>	<p>I can perform an action song with falling and rising pitch patterns</p> <p>I can identify the different pitches in a song</p> <p>I can identify the steady beat within a song</p>	<p>I can use my voice and body movements to show I understand pitch</p> <p>I can recognise and perform changes of pitch</p> <p>I can explore and control volume using my voice, body percussion or an instrument</p>

Year 2 Progression in Music						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Music Express <b>Our Land</b> Geog link Musical Focus: Exploring Sounds	Christmas Singing Musical Focus: Performance	Music Express <b>Story time</b> Musical Focus: Exploring Sounds	Music Express <b>Travel</b> History link Musical Focus: Performance	Music Express <b>Our Bodies</b> Science link Musical Focus: Beat	Music Express <b>Animals</b> Science link Musical Focus: Pitch
<b>Prior skills</b>	<p>Create, respond to, place and change vocal sounds</p> <p>Explore, create and place vocal sounds and movements</p> <p>Follow instructions on how and when to sing or play an instrument.</p> <p>Make and control long and short sounds, using voices and instruments.</p> <p>Imitate changes in pitch.</p> <p>Understand (recognise) pitch: make high and low vocal sounds</p> <p>Sing a song with contrasting high and low melodies</p> <p>Explore pitch using the voice and body movements</p> <p>Explore sounds on instruments and find different ways to vary their sounds</p> <p>Identify metre by recognising its pattern</p> <p>Identify changes in pitch and respond to them with movement</p> <p>Listen in detail to a piece of orchestral music</p> <p>Control vocal dynamics and timbre and with instruments</p> <p>Identify a sequence of sounds in a piece of music</p> <p>Respond to music through movement</p>					
<b>Key vocabulary</b>	Tempo, timbre, dynamics, beat, rhythm, melody, duration, texture,	Rhythm, perform, beat, quickly, slowly	Timbre, texture, dynamics, tempo, duration, pitch, structure, melody, rhythm, beat, score	Beat, rhythm, accompaniment, tempo, dynamics, score, improvisation	Dynamic, beat, rhythm, tempo, score, rhythm pattern, ostinato	Beat, pitch, notation, accompaniment
<b>Statutory Requirements</b>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p>					

	Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.					
<b>Skills covered</b>	Identify ways of producing sounds  Match descriptive sounds to images  Explore timbre and texture to understand how sounds can be descriptive	Follow instructions on how and when to sing or play an instrument.  Take notice of others when I am performing.  Explore ideas and feelings about music using movement, dance and musical language.  Make improvements to their own work.	Explore voices to create descriptive musical effects  Combine sounds to create a musical effect in response to visual stimuli	Prepare and improve a performance using movement voice and percussion  Use instruments expressively in response to a range of visual stimuli  Use simple musical vocabulary to describe music  Listen, describe and respond to contemporary orchestral music  Understand and play from simple notation	Chant and sing in two parts while playing a steady beat  Listen to and repeat rhythmic patterns on body percussion instruments	Play pitch lines in tuned percussion  Understand and perform rising and falling pitch direction  Read and write simple pitch line notation
<b>Key Performance Indicators</b>	I can make sounds with a slight difference.  I can use my voice in different ways to create different effects.  I can explore different sound materials such as	I can follow instructions on how or when to sing or play an instruments.  I can make or control long or short sounds by using my voice.	I can explore different ways to play instruments such as shaking, hitting, plucking and scraping.  I can make and use different sounds to create an effect.	I can take part in singing songs, following the tune well.  I use my voice to good effect.  I perform with others, taking instructions from the leader.	I can copy a simple pattern and make a sequence of long and short sounds.  I can use invented or real symbols to invent and record simple rhythm patterns.	I can make and use different sounds to create an effect.  I can listen out for different types of sounds.  I can make sounds with a slight difference.

	skin, wood, metal and clay.		I can listen out for different types of sounds.	I can use my voice and instruments to make loud and quiet sounds (dynamics)	I can choose sounds to represent different things. I can make sounds that are very different. I can explore different ways to play instruments such as shaking, hitting, plucking and scraping.	I can use my voice in different ways to create different effects.
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**Year 3**  
**Progression in Music**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	<b>The human body</b>	<b>Christmas singing</b>	<b>Time</b>	<b>Food and drink</b>	<b>Ancient worlds</b>	<b>Buildings</b>
<b>Prior skills</b>	Identify ways of producing sounds Match descriptive sounds to images Explore timbre and texture to understand how sounds can be descriptive Follow instructions on how and when to sing or play an instrument. Explore ideas and feelings about music using movement, dance and musical language. Make improvements to their own work. Explore voices to create descriptive musical effects Combine sounds to create a musical effect in response to visual stimuli Prepare and improve a performance using movement voice and percussion Use instruments expressively in response to a range of visual stimuli Use simple musical vocabulary to describe music Listen, describe and respond to contemporary orchestral music Chant and sing in two parts while playing a steady beat Listen to and repeat rhythmic patterns on body percussion instruments Read and write and play simple pitch line notation					
<b>Key vocabulary</b>	Chant, rhythm, response, improvise, instrument, percussion	Melody, tune, pitch, control, leader, performance	Metre, beat, notation, ostinato, orchestra, carillon, pitch, evaluate, refine	Sequence, round, symbols, represent, score	Strings, audio, echo, reflect, repetition, expression, combination, accompaniments, unison,	Vocal rhythm, verse, score, improvise, audio recording
<b>Statutory requirements</b>	<ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music</li> </ul>					
<b>Skills covered</b>	Sing in two parts with movements and percussion	I take part in singing songs, following the tune (melody) well, with accurate pitch and using expression.	Listen to and learn about a Romantic piece of music  Recognise rhythmic patterns in staff notation	Explore simple accompaniments using beat and rhythm patterns	Perform a round in 3 parts  Arrange an accompaniment with	Layer rhythm using untuned percussion instruments

	Understand and perform binary form	I perform with others taking instructions from the leader.	Identify the metre in a piece of music  Improvise to an ostinato accompaniment  Perform rhythmic ostinato individually and in combination  Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion	Use a score and combine sounds to create different musical textures	attention to balance and musical effect  Explore musical phrases, melodic imitation and sound  Learn about an instrument from Ancient Greece	Make choices about musical structure  Understand how music can be organised in sequences and layers
<b>Key performance indicators</b>	I can explore sounds  I can perform call and response music.	I can sing in two parts.  I can take direction from a leader and follow musical cues.	I can identify the metre in a piece of music.  I can recognise and perform an ostinato.	I can take part in simple accompaniments including beat and rhythm patterns.  I can use a score and combine sounds to create different musical results.	I know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures).  I can play tuned and untuned percussion instruments.  I can perform a round in 3 parts..	I know how many beats in a minim, crotchet and semibreve and recognize their symbols.  I can organise my music in sequences.  I can use my voice and actions to perform simple rhythms.

**Year 4**  
**Progression in Music**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Music Express - Poetry unit linking to English</b>	<b>Christmas Singing</b>	<b>Music Express - Ancient World unit linking to Ancient Egyptians</b> Learn songs for class assembly Ukelele		<b>Music Express - Environment unit linking to Rainforests topic</b> Music afternoon performance Ukelele	
<b>Prior skills</b>	<p>Sing in two parts with movements and percussion</p> <p>Understand and perform binary form</p> <p>I take part in singing songs, following the tune (melody) well, with accurate pitch and using expression.</p> <p>I perform with others taking instructions from the leader.</p> <p>Listen to and learn about a Romantic piece of music</p> <p>Recognise rhythmic patterns in staff notation</p> <p>Identify the metre in a piece of music</p> <p>Improvise to an ostinato accompaniment</p> <p>Perform rhythmic ostinato individually and in combination</p> <p>Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion</p> <p>Explore simple accompaniments using beat and rhythm patterns</p> <p>Use a score and combine sounds to create different musical textures</p> <p>Perform a round in 3 parts</p> <p>Arrange an accompaniment with attention to balance and musical effect</p> <p>Explore musical phrases, melodic imitation and sound</p> <p>Learn about an instrument from Ancient Greece</p> <p>Layer rhythm using untuned percussion instruments</p> <p>Make choices about musical structure</p> <p>Understand how music can be organised in sequences and layers</p>					
<b>Key vocabulary</b>	Performance Rehearsal Pronounce Poem Notation Metre Accents Cannon Ostinati Diminuendo Balance	Parts Harmony Volume Tempo/speed Volume Pitch Rhythm	Chorus Verses Enunciation Lyrics Syllables Consonants Layers Comparing Contrasting Structure Minimalist		Environment Composition Composers Timbres Description Seasons Vivaldi Global warming Accompaniment Drone Ostinato	



	Control rhythm accuracy		Features Combining Rehearsing Preparing Performance	Volume Balance Extract Lyrics
<b>Statutory Requirements</b>	Rehearse and perform with others.	Use voices to sing songs, chants and rhymes Rehearse and perform with others	Listen with attention to detail Compose music for a range of purposes	Improvise and compose music for a range of purposes using the inter-related dimensions of music  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
<b>Skills covered</b>	Use beatbox technique to imitate the sound of a drumkit  Balance voices in a performance by choosing appropriate dynamics  Understand how rhythmic articulation affects musical phrasing	I sing in tune with expression and sense of phrase, showing control in my voice.	Compare and contrast the structure of two pieces of music  Explore layers and layering using a graphic score  Identify key features of minimalistic music	Compose an introduction for a song  Explore the descriptive music of two famous composers of the 20 <sup>th</sup> and 21 <sup>st</sup> century
<b>Key Performance Indicators</b>	I can build an extended performance piece from a poem.  I can perform a poem with rhythmic accuracy.	I understand the importance of pronouncing the words in a song well.  I use my voice to maintain a simple part.	I can discuss the effect music has on my mood.  I can compare and contrast different musical structure.  I can sing with expression and sense of phrase.	I can compose a simple part using repeated patterns.  I can accompany a song with a drone and ostinato.  I can use tuned percussion to maintain a simple part.

**Year 5  
Progression in Music**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Recorder Recorder for presentation to parents</b>	<b>Christmas Singing</b>	<b>Learn songs for class assembly and Northwich Sings</b>		<b>Recorder with composition and for music afternoon performance</b>	
<b>Prior skills</b>	Use beatbox technique to imitate the sound of a drumkit Balance voices in a performance by choosing appropriate dynamics Understand how rhythmic articulation affects musical phrasing I sing in tune with expression and sense of phrase, showing control in my voice. Compare and contrast the structure of two pieces of music Explore layers and layering using a graphic score Identify key features of minimalistic music Compose an introduction for a song Explore the descriptive music of two famous composers of the 20 <sup>th</sup> and 21 <sup>st</sup> century					
<b>Key vocabulary</b>	Treble clef Minim Rest Quaver Semibreve GAB	Parts Harmony Volume Tempo/speed Volume Pitch Rhythm	Parts Harmony Volume Tempo/speed Volume Pitch Rhythm		Treble clef Minim Rest Quaver Semibreve Repeat symbol Dotted notes DEFGABCD	
<b>Statutory Requirements</b>	3b Make improvements to their own work	1a Use voices to sing songs, chants and rhymes 1c Rehearse and perform with others	1a Use voices to sing songs, chants and rhymes 1b Play tuned and untuned instruments 1c Rehearse and perform with others		2a Create musical patterns. 2b Explore, choose and organize sounds and musical ideas.	
<b>Skills covered</b>	Rehearse with others and help achieve a high quality performance	Create different vocal effects when singing and rapping	Create musical effects using contrasting pitch Rehearse, improve and analyse an ensemble performance with attention to balance and staying in time		Develop ensemble playing, focusing on steady beat and placing notes accurately together	

	showing an awareness of the audience		Read a melody in staff notation	
<b>Key Performance Indicators</b>	<p>I can evaluate how music is affected by venue, occasion, purpose and performer.</p> <p>I can describe my music using musical words and I use this to identify strengths and weaknesses in my music.</p>	<p>I sing in tune and show control, breathing well and using clear diction.</p> <p>I perform songs with an awareness of the meaning of the words.</p> <p>I hold my part in a round.</p> <p>I perform songs in a way that reflects their meaning and the occasion.</p>	<p>I sing in tune and show control, breathing well and using clear diction.</p> <p>I perform songs with an awareness of the meaning of the words.</p> <p>I hold my part in a round.</p> <p>I perform songs in a way that reflects their meaning and the occasion.</p> <p>I can play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).</p>	<p>I can draw a treble clef at the correct position on the stave.</p> <p>I use the venue and sense of occasion to create performances that are well appreciated by the audience.</p>

**Year 6  
Progression in Music**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Journey</b>	<b>Christmas Singing</b>	<b>Growth</b>	<b>Roots</b>	<b>Production</b>	
<b>Prior skills</b>	Rehearse with others and help achieve a high quality performance showing an awareness of the audience Create different vocal effects when singing and rapping Create musical effects using contrasting pitch Rehearse, improve and analyse an ensemble performance with attention to balance and staying in time Read a melody in staff notation Develop ensemble playing, focusing on steady beat and placing notes accurately together					
<b>Key vocabulary</b>	Three-part harmony, major, minor, expressive, pitch, <b>rhythm</b> , ensemble		Three beat pulse Ostinato Melodic	Composition Call and response Rhythm cycle Rhythmic movement	Fluency, ensemble, harmony, pitch	
<b>Statutory Requirements</b>	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  Improve and compose music for a range of purposes using the inter-related dimensions of music  listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		Improve and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Improve and compose music for a range of purposes using the inter-related dimensions of music Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improve and compose music for a range of purposes using the inter-related dimensions of music  Listen with attention to detail and recall sounds with increasing aural memory	

<p><b>Skills covered</b></p>	<p>Sing in three-part harmony          Explore expressive singing in a part song with echoes          Develop song cycles for performance          Stage a performance with awareness of audience          Sing a pop song with backing harmony          Learn about a song's structure          Learn to sing major and minor note patterns accurately          Learn a pop song with understanding of its structure          Develop a song cycle performance incorporating mixed media          Develop, plan and rehearse skills</p>	<p>Feel and move to a three-beat pulse and revise rhythmic ostinato          Perform and improvise rhythmic and melodic ostinati          Sing in harmony          Learn about chords          Perform music and dance          Revise, rehearse and develop music for performance          Understand the process of a musical performance</p>	<p>Sing a traditional Ghanaian song          Devise rhythmical actions to music          Devise a performance of a musical          Improvise descriptive music          Sing a traditional children's game song from Ghana          Play rhythm cycles          Combine rhythm cycles in a percussion piece          Sing call and response songs in groups          Devise rhythmic movement          Develop a descriptive composition          Plan and structure pieces to make a finale          Combine songs with rhythmic cycles          Develop and rehearse a performance          Perform to an audience</p>	<p>Explore expressive singing in solo and ensemble pieces          Develop song cycles for performance          Stage a performance with awareness of audience          Sing a song with backing harmony          Learn about a song's structure          Learn to sing major and minor note patterns accurately          Develop, plan and rehearse skills</p>
<p><b>Key Performance Indicators</b></p>	<p>Performing- I sing in tune and show control, breathing well and using clear diction.           Responding and reviewing-           I can identify features of different types of music.</p>	<p>Performing-           I can compose music for a range of purposes using the different musical elements, with increasing confidence using own voice, percussion</p>	<p>Listening-          I can use musical language confidently to appraise a piece of music.          I have developed an increasing understanding of the history and context of music.</p>	<p>Performing-           I can improvise and compose music for a range of purposes using the different musical elements, with increasing confidence using own voice, percussion instruments and tuned instruments.           I can play and perform in a group and alone using voice</p>

		instruments and tuned instruments.  I know what a three-beet pulse is	Responding and reviewing- I can analyse and compare music.	
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