Music - Curriculum Progression

	Key Stage 2	
	Learning progression	
Listen and Appraise	I can recognise/identify styles and instruments used in: RnB, reggae, pop, film/classical and disco. (LA1 A)	I can recognise/identify styles and instruments used in: pop, film/classical, rap, soul/gospel.(LA1 B)
	I can find a steady beat within the music and express the importance of a pulse within a piece of music. (LA2 A)	I can find a steady beat within the music and express the importance of a pulse within a piece of music.(LA2 B)
	I can recognise the sounds of the musical instruments used within a piece of music. (LA3 A)	I can continue to recognise the sounds of the musical instruments used within a piece of music.(LA3 B)
	I can identify the simple structure of a piece of music. (LA4 A)	I can continue to identify the simple structure of a piece of music.(LA4 B)
	I can use the correct musical language and use this to help me describe how the music makes me feel. (LA5 A)	I can more consistently use the correct musical language and use this to help me describe how the music makes me feel.(LA5 B)
	I can place a piece of music in a timeline of different genres and composers. (LA6 A)	I can place a piece of music in a timeline of different genres and composers. (LA6 B)
	I can continue to deepen my understanding of the inter-related dimensions of music: beat, rhythm, pitch, texture, tempo, dynamics and structure. (LA7 A)	I can continue to deepen my understanding of the inter-related dimensions of music: beat, rhythm, pitch, texture, tempo, dynamics, timbre and structure.(LA7 B)
Inter-related Dimensions	I can find and internalise the pulse on my own/with support with more confidence. (IRD1 A)	I can find the pulse and stay in time.(IRD1 B)
	I can demonstrate, more confidently, how pulse, rhythm and pitch work together. (IRD2 A)	I can demonstrate a fast and slow pulse.(IRD2 B)
	I can clap/Play simple rhythms and copy one or two note pitches with more confidence.(IRD3 A)	I can clap/Play simple rhythms and copy one or two note pitches with more confidence.(IRD3 B)
	I can create my own rhythm.(IRD4 A)	I can create my own rhythm and lead others, if asked.(IRD4 B)
	I can explain, with more confidence, how pitch, rhythm, pulse, dynamics and tempo work together in a piece of music.(IRD5 A)	I can explain, with more confidence, how pitch, rhythm, pulse, dynamics and tempo work together in a piece of music.(IRD5 B)

Music - Curriculum Progression

	Key Stage 2	
	Learning progression	
Using Voices	I can work as part of a group and develop confidence to sing alone. (V1 A)	I can sing as part of a group or alone, with confidence. (V1 B)
	I can explain why warming up my voice is important. (V2 A)	I can show good technique when preparing to sing. (V2 B)
	I can project the meaning of a song.(V3 A)	I can perform a song stylistically and as musically as I can. (V3 B)
	I can sing in time with a group (pay attention to the pulse).(V4 A)	I can sing different parts of a song. (V4 B)
	I can follow a leader/conductor. (V5 A)	I can follow a leader/conductor with confidence. (V5 B)
Playing Instruments	I can play a classroom instrument, as part of a group, with more knowledge and confidence. (PI1 A)	I can play a classroom instrument, as part of a group, with more knowledge, confidence and ease. (PI1 B)
	I can move between different parts. (PI2 A)	I can move between different parts. (starting to use notation) (PI2 B)
	I can respond to basic cues from the conductor/leader. (PI3 A)	I can respond to cues from the conductor/leader, with confidence. (PI3 B)
	I can treat my instrument with care and respect. (PI4 A)	I can treat my instrument with care and respect. (PI4 B)
	I can begin to play more confidently as part of an ensemble, by ear. (PI5 A)	I can play more confidently as part of an ensemble, by ear. (PI5 B)

Music - Curriculum Progression

	Key Stage 2	
	Learning progression	
Improvisation	I can continue to explore and create simple musical sounds, with voices and instruments, within the context of songs being learnt. (I1 A)	I can confidently explore and create simple musical sounds, with voices and instruments, within the context of songs being learnt. (I1 B)
	I can improvise with some confidence. (I2 A)	I can improvise more confidently. (I2 B)
	I can begin to create my own rhythmic patterns, that lead to melodies in a group or solo situation. (I3 A)	I can create my own rhythmic patterns, that lead to melodies in a group or solo situation. (I3 B)
	I can perform my improvisations on my own or within a group. (I4 A)	I can perform my improvisations on my own or within a group. (I4 B)
Composition	I can continue to create my own slightly more complex melodies. (C1 A)	I can create my own more complex melodies. (C1 B)
	I can compose using three or more notes. (C2 A)	I can compose using more than three notes. (C2 B)
	I can record my composition in a way I choose. (C3 A)	I can record my composition in more than one way. (C3 B)
	I can demonstrate an understanding of the inter-related dimensions of music. (C4 A)	I can demonstrate an understanding of the inter-related dimensions of music. (C4 B)

KS2 - Music

	Cycle 1				
	Autumn 1 **Charanga Unit:** **Let your Spirit Fly**	**Autumn 2** **Charanga Unit:** **Glockenspiel 1** **Carol Concert**	**Spring 1** **Charanga Unit:** **Three Little Birds**	**Spring 2** **Charanga Unit:** **Stop!**	**Summer 1 & 2** **Charanga Unit:** **Mamma Mia!** **Reflect, Rewind, Replay**
Curriculum Progression Code - Focus for unit	LA1-7A IRD1-5A	PI1-5 A I1-4 A	IRD1 - 5 A V1– 5 A C1—4 A	IRD1-5 B V1-5 B	PI1-5 B I1-4 B C1-4 B LA1-7 B IRD1-5 B
Significant Composers	Kenneth Alford, Marvin Gaye, Barry White		Bob Marley	Secret Agent 23 Skidoo, Johan Strauss, Panjabi MC, Astor Piazzolla, Sergio Mendes	ABBA Handel, Beethoven, Wagner, Gershwin, Philip Glass

KS2 - Music

	Cycle 1				
	Autumn 1 **Charanga Unit:** **Let your Spirit Fly**	**Autumn 2** **Charanga Unit:** **Glockenspiel 1** **Carol Concert**	**Spring 1** **Charanga Unit:** **Three Little Birds**	**Spring 2** **Charanga Unit:** **Stop!**	**Summer 1 & 2** **Charanga Unit:** **Mamma Mia!** **Reflect, Rewind, Replay**
Vocabulary introduced/ embedded	Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody	Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody	Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae	Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo	Keyboard, electric guitar, bass, drums.improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison

KS2 - Music

Cycle 1

	Autumn 1 Charanga Unit: Let your Spirit Fly	Autumn 2 Charanga Unit: Glockenspiel 1 Nativity Performance	Spring 1 Charanga Unit: Three Little Birds	Spring 2 Charanga Unit: Stop!	Summer 1 & 2 Charanga Unit: Mamma Mia! Reflect, Rewind, Replay
I know that/ how...	**Let Your Spirit Fly** **Listen and Appraise** To identify the structure of a piece (intro, verse, chorus etc.) To identify instruments/voices To find the pulse while listening **Musical Activities** To copy back, play, invent rhythmic and melodic patterns To play rhythmic patterns To sing in two parts To play an instrumental part accurately and in time To improvise in the lesson To compose a simple melody using simple rhythms To use notes C, D and E **Perform and Share** To contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition To explain what went well and what could have been better	**Glockenspiel 1** **Musical Activities** To learn to play the notes C, D, E and F To learn to play simple tunes To improvise using the notes C and D To compose using the notes C, D, E and F **Perform and Share** To introduce the performance To record the performance and talk about it afterwards To explain if the performance was enjoyed and why To include improvisations in performances To include compositions in performances	**Three Little Birds** **Listen and Appraise** To identify the structure of a piece (intro, verse, chorus etc.) To identify instruments/voices To find the pulse while listening **Musical Activities** To copy back, play, invent rhythmic and melodic patterns To play rhythmic patterns To sing in unison To play instrumental parts accurately and in time To improvise To compose a simple melody using simple rhythms **Perform and Share** To contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition To explain what went well and what could have been better	**Stop!** **Listen and Appraise** To identify the structure of a piece (intro, rapped verse, sung chorus etc.) To identify instruments/voices (including electronic/digital sounds) To find the pulse while listening **Musical Activities** To copy back, play, invent rhythmic and melodic patterns To play rhythmic patterns To sing and rap in unison and in parts To compose own rapped lyrics on a given theme **Perform and Share** To contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition To explain what went well and what could have been better	**Mamma Mia** **Listen and Appraise** To identify the structure of a piece (intro, verse, chorus etc.) To identify instruments/voices To find the pulse while listening **Musical Activities** To copy back, play, invent rhythmic and melodic patterns To play rhythmic patterns To sing in unison To play an instrumental part accurately and in time To improvise in the lesson To compose a simple melody using simple rhythms To use notes G, A and B **Perform and Share** To contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition To explain what went well and what could have been better

KS2 - Music

	Cycle 2				
	Autumn 1 **Charanga Unit:** **The Dragon Song**	**Autumn 2** **Charanga Unit:** **Glockenspiel 2** **Carol Concert** **Nativity Performance**	**Spring 1** **Charanga Unit:** **Bringing us Together**	**Spring 2** **Charanga Unit:** **Blackbird**	**Summer 1 & 2** **Charanga Unit:** **Lean on Me!** **Reflect, Rewind, Replay**
Curriculum Progression Code Focus for unit	LA1-7A IRD1-5A	PI1-5 B V1-5 A	IRD1 - 5 A I1-4 A C1—4 A	IRD1-5 B V1-5 B	I1-4 B C1-4 B LA1-7 B IRD1-5 B
Significant Composer	Traditional folk/pop music, unknown composers		Nile Rogers, Chaka Khan, Sister Sledge, McFadden & Whitehead, Rose Royce	The Beatles	Bill Withers, ACM Gospel Choir, Mary Mary, Elvis Presley, Beethoven, Walter Williams & Beyonce Robert Morton, Franz Joseph Haydn, Franz Liszt, Claude Debussy, Kenny Wheeler

KS2 - Music

	Cycle 2				
	Autumn 1 **Charanga Unit:** **The Dragon Song**	**Autumn 2** **Charanga Unit:** **Glockenspiel 2** **Nativity Performance**	**Spring 1** **Charanga Unit:** **Bringing us Together**	**Spring 2** **Charanga Unit:** **Blackbird**	**Summer 1 & 2** **Charanga Unit:** **Lean on Me!** **Reflect, Rewind, Replay**
Vocabulary introduced/ embedded	Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody	Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure,	Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody	Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo	Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, tempo, dynamics, texture, structure, compose, hook, riff, melody, solo.

KS2 - Music

Cycle 2

	Autumn 1 Charanga Unit: The Dragon Song	Autumn 2 Charanga Unit: Glockenspiel 2 Nativity Performance	Spring 1 Charanga Unit: Bringing us Together	Spring 2 Charanga Unit: Blackbird	Summer 1 & 2 Charanga Unit: Lean on Me! Reflect, Rewind, Replay
I know that/ how ...	**Dragon Song** **Listen and Appraise** To identify key themes: kindness, respect, friendship, acceptance, happiness To identify instruments/voices: keyboard, drums, bass, female singer To explain how the words of the song tell a story. **Musical Activities** To copy back, play, invent rhythmic and melodic patterns To sing in 2 parts To play instrumental parts accurately and in time, as part of the performance To play by ear To improvise in lessons and as part of the performance To compose a simple melody using simple rhythms. **Perform and Share** To contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. To explain what went well and what could have been better.	**Glockenspiel 2** **Musical Activities** To learn to play the notes C, D, E, F and G To learn to play specific tunes To revisit tunes from KS1 To compose using the C, D, E, F and G **Perform and Share** To contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. To record the performance and discuss their thoughts and feelings towards it afterwards. To explain if they enjoy it and to say what went well. To explain what would have been better.	**Bringing Us Together** **Listen and Appraise** To find the pulse whilst listening. To identify instruments/voices (keyboard, drums, bass, a female singer) To explain how the words of the song tell a story. **Musical Activities** To copy back, play, invent rhythmic and melodic patterns To sing in 2 parts To play instrumental parts accurately and in time as part of the performance. To improvise as part of the performance. To compose a simple melody using simple rhythms and use a spart of the performance. **Perform and Share** To contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition To explain what went well and what could have been better	**Blackbird** **Listen and Appraise** To identify key themes: equality, civil rights To identify instruments/voices: solo male singer, another male in the chorus To explain how the words of the song tell a story. **Musical Activities** To copy back, play, invent rhythmic and melodic patterns To sing in unison. To play instrumental parts accurately and in time, as part of the performance To play by ear (C and G) To improvise in lessons and as part of the performance To compose a simple melody using simple rhythms. **Perform and Share** To contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. To explain what went well and what could have been better.	**Lean on Me** **Listen and Appraise** To identify the piece's structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro. To identify the instruments/voices: Male vocal, backing vocal, piano, bass, drums, organ. To find the pulse whilst listening **Musical Activities** To copy back, play, invent rhythmic and melodic patterns To sing in unison. To play instrumental parts accurately and in time, as part of the performance To play by ear (C and F) To improvise in lessons and as part of the performance To compose a simple melody using simple rhythms. **Perform and Share** To contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. To explain what went well and what could have been better.