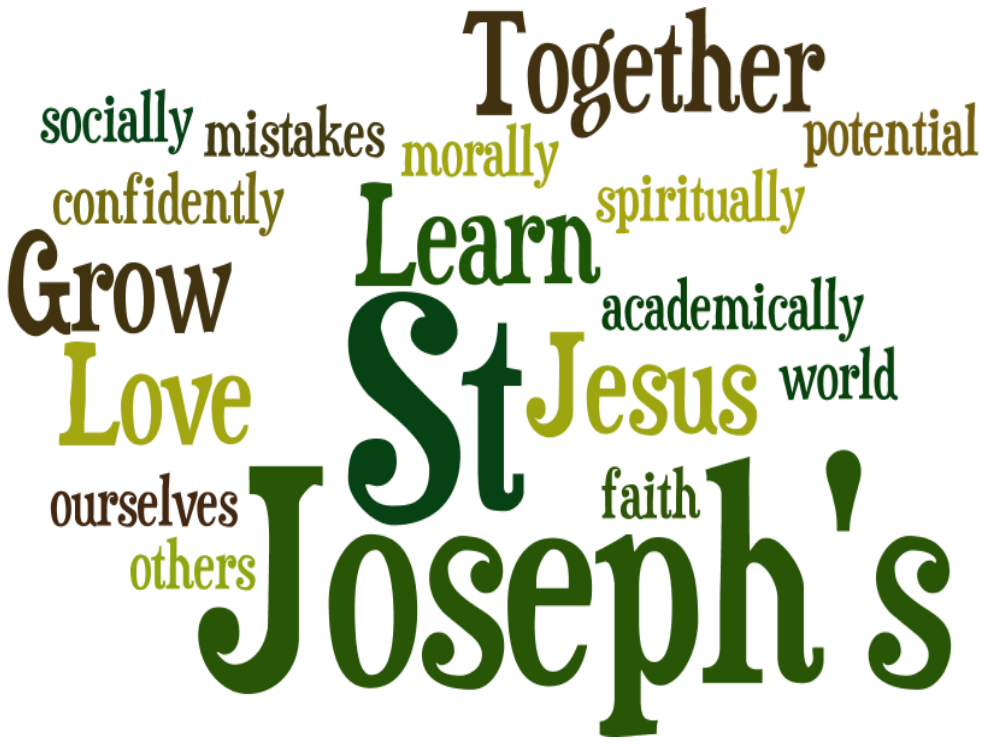
St. Joseph's
Catholic Primary School

MUSIC CURRICULUM



St. Joseph's Catholic Primary School

ST JOSEPH'S CURRICULUM – MUSIC

INTENT - LOVE	IMPLEMENTATION - LEARN	IMPACT - GROW
To create a musical atmosphere within St Joseph's to ensure that all pupil's get several opportunities to perform, listen to, compose, review and evaluate music. To provide opportunities for pupil's to sing and use their voice, learn a musical instrument and give performances to other classes and parents. To design a curriculum where pupils cover different elements of music, learn important vocabulary and develop a good understanding of how music has changed throughout history. To develop a curiosity for music, with an understanding and acceptance of the importance of all types of music. To continue to review and update the music curriculum to ensure that staff and pupil's experience good musical experiences and improve their knowledge and understanding. To work on training for staff who teach music to ensure that their subject knowledge is strong in order to inspire future musicians within school as well as let pupil's experience musicians through lessons and assemblies to	Through the integral nature of music, create a learner who develops fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will develop an understanding of culture and history, both in relation to pupils individually, as well as different cultures across the world. To provide training to support staff subject knowledge to ensure a good music curriculum being taught throughout school. To plan regular CPD and staff meetings to review the music coverage within school and develop staff understanding and knowledge. To employ the specialist teaching services of BMT (Buckinghamshire Music Trust) to teach class based instrumental lessons to Year 4 -6. To use the musical programme 'Charanga' to introduce musical concepts and the teaching of key skills in Key Stage 1 and Year 3. To develop musical appreciation skills to develop an understanding of mood	For pupils to understand the relevance of what they are learning within music and to enjoy their musical experiences within school. To evidence pupil's work throughout school and ensure they experience performances from others as well as performing themselves. To continue to check music data and curriculum coverage to best support children's learning and progression as well as staff knowledge. To collect pupil interviews throughout the year to ensure that their voice is heard in regards to the school's music and subject coverage. To experience a range of music through Music of the Month broadening their musical diet where they can openly discuss and talk about music expressing their opinions in a safe environment.

understand opportunities that are available to them. To promote the school choir and music groups in school to enhance pupil's experiences of music. To deliver a 'Music of the Month' through whole-school assemblies and ensure the music is regularly listened to and appreciated in class whenever the opportunity arises. To ensure a music of the month display is regularly updated.	and emotion created by music and how music has changed through periods of time. To ensure staff plan lessons alongside the National Curriculum and make sure children progress and learn musical vocabulary which is then shown within their work produced. To continue to build on the bank of instruments within school to support children's learning and musical experience. To offer a wide range of private music lessons for children to experience one instrument in greater depth.	

Creative Music Scheme from Charanga is used by Year 1, 2 and 3. This is the over view of the topics used in these year groups. Year 3 will then move on to recorder in Pentecost 1 and 2. The 'U' numbers on the progression document are related to the unit numbers listed below e.g. U1 is unit 1.

Year Group	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Year 1	**UNIT 1 - Rhyming in Time** Find the Boat and Dancing Dinosaur	**CHRISTMAS NATIVITY PRODUCTION**	**UNIT 3 – Music Inspired by the World Around Us** In the Sea and	**UNIT 4 – Exploring Rhythm Patterns** Hey You! And Rhythm Grids	**UNIT 5 Sounds and Pictures** RSNO'S Yoyo and the Little Auk	**UNIT 6- High and Lows** Friendship Songs
Year 2	**UNIT 1 – Question and Answer** Hello and Hey Friends	**CHRISTMAS NATIVITY PRODUCTION**	**UNIT 3 – Sounds and Symbols 1** A Glockenspiel Adventure	**UNIT 4- Sounds and Symbols 2** More Glockenspiel Adventure	**UNIT 5 - Around the World** Hands, Feet, Heart.	**UNIT 6 – The Power of Communication** It's OK (Please just say)
Year 3	**UNIT 1 - A Shining Performance** Sparkle in the Sun	**UNIT 2 – Sing and Move** The King of all Polar Bears and Five Gold Rings	**UNIT 3 – Music and Video** Be Safe Online	**PASSION PLAY PRODUCTION**	**RECORDER THROUGH VAMOOSH**	**RECORDER THROUGH VAMOOSH**
Year 4	**UKULELE** AND CAROL CONCERT REHEARSAL		**UKULELE** AND PASSION PLAY PREPARATION		**UKULELE** AND ANNUAL MUSIC CONCERT PREPARATION	
Year 5	**AFRICAN DRUMMING** AND CAROL CONCERT REHEARSAL		**AFRICAN DRUMMING** AND PASSION PLAY PREPARATION		**AFRICAN DRUMMING** AND ANNUAL MUSIC CONCERT PREPARATION	
Year 6	**AFRICAN DRUMMING** AND CAROL CONCERT REHEARSAL		**AFRICAN DRUMMING** AND PASSION PLAY PREPARATION		**AFRICAN DRUMMING** AND ANNUAL MUSIC CONCERT PREPARATION	

MUSIC - CHARANGA – SKILLS AND KNOWLEDGE		
YEAR GROUP	**KNOWLEDGE AND UNDERSTANDING**	**SKILLS**
YEAR 1	Pupils know that music has a steady pulse (beat) and that tempo describes the speed of the music. They understand the difference between pulse and rhythm and know that an ostinato is a repeated musical pattern. Pupils know that pitch can be high or low and that dynamics describe how loud or quiet music is. They understand that music can tell stories, create pictures and express feelings, and that different sounds can be represented using symbols and pictures. Pupils know that music can make people think, feel and move in different ways and that it comes from a variety of times, places and cultures. They are familiar with the basic musical elements of pulse, rhythm, pitch, tempo, dynamics, timbre and structure, and understand how to use their voices and classroom instruments safely and appropriately.	**Listening and Appraising** • Pupils can listen attentively to a range of music. • Pupils can identify simple musical features such as fast/slow, loud/quiet and high/low sounds. • Pupils can talk about how music makes them feel. • Pupils can respond to music through movement, discussion, singing and performance. **Pulse and Rhythm** • Pupils can find and keep a steady pulse. • Pupils can move in time with music and respond to changes in tempo. • Pupils can copy and repeat simple rhythm patterns. • Pupils can perform and create simple ostinato patterns. • Pupils can recognise and perform long and short sounds. **Singing** • Pupils can warm up their voice and body before singing. • Pupils can sing, chant and rap with increasing confidence. • Pupils can follow the melodic shape of a song. • Pupils can sing clearly and articulate words accurately. • Pupils can start and finish performances together. **Playing Instruments** • Pupils can play classroom percussion with control. • Pupils can maintain a steady beat on instruments. • Pupils can explore and create sounds using body percussion, percussion instruments, glockenspiels and recorders. • Pupils can follow musical instructions and cues during performances. **Improvising and Composing** • Pupils can create simple rhythmic patterns.

		• Pupils can invent simple melodic ideas. • Pupils can choose sounds to represent stories, pictures and feelings. • Pupils can create simple graphic scores using symbols and pictures. • Pupils can sequence sounds to create short musical pieces. **Performing** • Pupils can perform individually and as part of a group. • Pupils can combine singing, speaking, movement and instrumental playing in performances. • Pupils can share their musical ideas confidently with others. • Pupils can evaluate their own work and talk about what they enjoyed and achieved.
YEAR 2	Pupils know that timbre describes the quality of a sound and can be used to identify different instruments. They understand that music can be organised into question-and-answer phrases and that sounds can be created, repeated and developed through improvisation. Pupils know what it means to sing in tune with others and understand that tempo describes the speed of music and dynamics describe how loud or quiet music is, including gradual changes such as a crescendo and decrescendo. Pupils know that pitch can be high, middle or low and understand that sounds are produced when	**Listening and Appraising** • Pupils can listen attentively and identify the sounds of different classroom instruments. • Pupils can recognise and name instruments from different families. • Pupils can describe music using vocabulary such as tempo, pitch, dynamics and timbre. • Pupils can listen to music from different cultures and discuss similarities and differences. • Pupils can evaluate their own performances and those of others. **Singing** • Pupils can sing confidently and accurately as part of a group. • Pupils can sing in tune with others and follow the melodic shape of a song. • Pupils can sing independently and perform short vocal phrases on their own.

	instruments vibrate. They recognise the main instrument families, including strings, woodwind, brass and percussion, and understand how sound is produced by each. Pupils know that music can be represented using symbols, rhythm notation and stave notation, and understand that a bar of music contains strong and weak beats. They also know that music comes from different cultures around the world and can be used to communicate ideas, emotions and stories.	• Pupils can communicate meaning and emotion through singing, movement and expression. • Pupils can follow instructions to sing louder, quieter, faster or slower. **Playing Instruments** • Pupils can play percussion and glockenspiel with increasing control. • Pupils can maintain a steady pulse while performing. • Pupils can play simple rhythmic and melodic patterns using notes such as G, A and B. • Pupils can identify and play high, middle and low pitches. • Pupils can perform accurately as part of an ensemble, starting and stopping together. **Notation** • Pupils can read and write simple rhythmic and melodic notation. • Pupils can use symbols, rhythm grids and stave notation to represent music. • Pupils can recognise and perform crotchets, minims and rests. • Pupils can follow written music to perform simple patterns and melodies. **Improvising and Composing** • Pupils can improvise rhythmic and melodic question-and-answer phrases. • Pupils can create their own rhythmic patterns and short musical ideas. • Pupils can compose simple pieces using classroom instruments. • Pupils can use notation and music technology tools to record and develop their ideas. **Performing**

		• Pupils can perform confidently to an audience. • Pupils can combine singing, movement and instrumental playing in performances. • Pupils can rehearse and improve their work with others. • Pupils can show expression, dynamics and musical understanding in their performances.
YEAR 3	Pupils know the notes G, A and B on tuned instruments and understand how these notes are represented in simple staff notation. They know that music is written on a stave and can identify the clef and the five lines used for notation. Pupils understand how melody, rhythm, tempo, dynamics, timbre, texture and structure contribute to a musical performance and composition. Pupils know that music can be inspired by stories, images, emotions and real-life experiences. They understand that songs and musical traditions can reflect different cultures and communicate meaning. Pupils know how expression, dynamics and accurate timing can improve a performance and understand the importance of listening and responding to a conductor or leader. They also know how music and other media, such as video, can be	**Listening and Appraising** • Pupils can listen attentively and identify musical elements including pitch, rhythm, tempo, dynamics and timbre. • Pupils can describe how music communicates ideas, feelings and stories. • Pupils can compare music from different cultures and traditions. • Pupils can evaluate their own performances and those of others using appropriate musical vocabulary. **Singing** • Pupils can sing confidently with clear diction, accurate pitch and good timing. • Pupils can sing two-part songs and simple rounds. • Pupils can respond to a conductor's cues for starting, stopping, tempo and dynamics. • Pupils can sing expressively, communicating the mood and meaning of a song. • Pupils can blend their voices with others when performing in an ensemble. **Playing Instruments** • Pupils can play and recognise the notes G, A and B on tuned instruments. • Pupils can maintain a steady pulse and perform rhythmic patterns accurately. • Pupils can play simple melodic phrases with increasing confidence and control.

	combined to communicate messages and tell stories.	• Pupils can perform as part of a group, demonstrating awareness of timing and ensemble playing. **Notation** • Pupils can identify notes on a stave and recognise basic staff notation. • Pupils can locate and interpret the clef and stave lines. • Pupils can read and perform simple rhythmic and melodic patterns from notation. • Pupils can use notation to support both composition and performance. **Improvising and Composing** • Pupils can create simple compositions inspired by stories, images, emotions and themes. • Pupils can develop musical ideas using melody, rhythm and dynamics. • Pupils can work collaboratively to compose and improve musical pieces. • Pupils can organise musical ideas into a clear structure and explain their creative choices. **Performing** • Pupils can perform confidently to an audience using singing, instruments and movement. • Pupils can follow performance directions and maintain concentration during rehearsals and performances. • Pupils can communicate mood, character and meaning through performance. • Pupils can collaborate effectively with others, showing responsibility and respect within an ensemble. • Pupils can reflect on their performances and identify ways to improve.

RECORDER – SKILLS AND KNOWLEDGE		
YEAR GROUP	**KNOWLEDGE AND UNDERSTANDING**	**SKILLS**
YEAR 3	To introduce young people to playing a tuned woodwind instrument and to develop fundamental music skills through practical performance. The sessions teach pupils how to hold and care for a recorder correctly, how sound is produced, and how to play notes using accurate finger placement and breath control. Pupils learn basic musical notation and begin to read and perform simple melodies. Pupils focus on developing pulse, rhythm, pitch and listening skills through individual, paired and whole-class performances. They are taught to play increasingly complex note patterns and to recognise how different note lengths affect a melody. Pupils are encouraged to perform confidently, both individually and as part of an ensemble, while developing the discipline required to start and stop together, follow a conductor and maintain a steady tempo.	• Pupils know how to hold and care for a recorder correctly. • Pupils know that sound is created by blowing air through the instrument. • Pupils know the names and locations of the main recorder notes taught (e.g. B, A, G, C and D). • Pupils can use correct finger placement to produce clear notes. • Pupils can play a steady pulse on a single note. • Pupils can perform simple rhythmic patterns accurately. • Pupils can read and follow basic musical notation. • Pupils can recognise and perform different note lengths, including crotchets, minims and quavers. • Pupils can play simple melodies with increasing confidence and accuracy. • Pupils can start and finish a piece together with others. • Pupils can follow a conductor and respond to performance cues. • Pupils can perform as part of a class ensemble. • Pupils can identify when notes are too high or too low and make simple corrections. • Pupils can perform using a range of dynamics such as loud and quiet. • Pupils can compose and perform short melodic patterns using notes they have learned.

		• Pupils can evaluate their own performance and suggest simple improvements.

UKULELE – SKILLS AND KNOWLEDGE		
YEAR GROUP	**KNOWLEDGE AND UNDERSTANDING**	**SKILLS**
YEAR 4	Pupils are introduced to the ukulele as a tuned string instrument and learn how to hold, care for and play it safely. Sessions develop an understanding of pulse, rhythm, pitch and melody through practical music-making. Pupils learn the names of the strings, basic chord shapes and simple strumming patterns, enabling them to perform songs together as a class and in small groups. Pupils focus on developing coordination, timing and listening skills through playing as part of an ensemble. They learn how chords can be used to accompany songs and how changes in tempo and dynamics affect a performance. Opportunities are provided for pupils to improvise simple rhythmic and melodic ideas and to perform confidently to an audience. Through regular rehearsal and performance, pupils build confidence, resilience and musical independence whilst developing an appreciation of how the ukulele is used in different styles of music.	• Pupils know the parts of a ukulele and how to handle it correctly. • Pupils know the names of the four strings (G, C, E and A). • Pupils can maintain a steady pulse while playing. • Pupils can perform simple down-strum patterns in time. • Pupils can play and change between basic chords (e.g. C, F and G7). • Pupils can accompany simple songs using chords learnt. • Pupils can read and follow basic chord diagrams and rhythmic notation. • Pupils can perform as part of a class ensemble with increasing accuracy. • Pupils can use dynamics such as loud and quiet appropriately. • Pupils can create simple rhythmic or melodic ideas on the ukulele. • Pupils can perform confidently in small groups and for an audience. • Pupils can evaluate their own playing and suggest improvements.

AFRICAN DRUMMING – SKILLS AND KNOWLEDGE		
YEAR GROUP	**KNOWLEDGE AND UNDERSTANDING**	**SKILLS**
YEAR 5	To introduce young people to the music of a different culture. The sessions teach the history of the Djembe and how the drums are made, information about the countries themselves and how to play the basic hits and rhythms. Pupils focus on developing their timekeeping through playing different rhythms and polyrhythms as a group and as a solo performer. Pupils are taught the basic individual strokes used when playing the Djembe and they are encouraged to put these together to play rhythms of varying complexity. This is achieved by playing 'Call and Response' rhythms with the workshop leader increasing the drum patterns' difficulty. Individual pupils will be encouraged to assume the role of Drum Leader and invent their own rhythms that the class will then imitate.	• Pupils know where a Djembe comes from and what it is made of. • Pupils know the difference between a Bass, Tone and Slap hit. • Pupils can copy and repeat a rhythm back. • Pupils can play a unison beat in small groups. • Pupils can play basic rhythms at varying tempos and dynamics. • Pupils can lead call and response rhythms with the class. • Pupils can say the word Hello in Swahili. Pupils can play multiple complex rhythms accurately. • Pupils can create rudimentary drum patterns.
YEAR 6	As above plus: Learning three standard playing techniques are introduced through playing 'Call and Response' rhythms with the workshop leader, who increases the difficulty as the class progresses.	• Pupils can play and demonstrate a Bass, Tone and Slap hit. • Pupils can play basic rhythms to a steady pulse. • Pupils can copy and repeat complex rhythms while following a conductor. Pupils can combine different hits to improvise a solo. • Pupils can lead and perform in small groups.

	The lessons concentrate on performance techniques that will enhance their playing as well as building stamina and confidence, including the use of dancing. Groups will focus on advanced performance elements that will enhance their playing, such as dynamics and tempo and put these into practice to perform complex polyrhythms. Performers' dexterity and playing stamina will also improve through regular solo performances.	• Pupils know the difference between Ghanaian and Malian culture and their own. • Pupils can compose and lead their own rhythms in small groups. • Pupils can create simple polyrhythms. Pupils can improvise complex solos using the three main Djembe hits. • Pupils can play using various dynamics, complex rhythmic patterns, while leading the class. • Pupils begin to add dancing moves to the music performances increasing confidence and complexity.

PROGRESSION DOCUMENT

Musical Area of Learning	Year 1	Year 2	Year 3
Focused Listening	Listen attentively and with understanding to music from different historical periods. (All Units) Genres Covered: - Romantic, - Hip Hop (U1) - Baroque, 20th Century Modern (U3) - Hip hop (U4) - Classical, Indian Classical, - Folk Traditions (U5) - Electronic (U6)	Recognise the sound of different families of instruments and how each makes a sound. (U1, U3, U5) Listen to music from around the world. (U1, U3, U5) Genres Covered: - Classical/Orchestral, Rock/Pop (U1) - Classical (U3) - Highlife (U4) - South African, Bollywood Fusion, Irish Folk, Tango (U5) - Ballad (U6)	Aurally identify dimensions in music, such as pitch and texture. (U1, U3,) Appreciate and respond to music from across historical periods and traditions. (U2) Genres Covered: - Jazz (U1) - Musical Theatre (U2) - 90's Pop (U3)
Musical Elements	Pulse: Move in time with the beat of different pieces of music using lots of different body movements. (All units) Rhythm: Use and repeat simple rhythmic patterns. Be able to copy patterns accurately. (U1, U3, U4, U5, U6) Pitch: Identify specific pitch registers (high, middle, low) and visually map the melodic contour of a song using physical gestures or symbols. (U3, U4, U5, U6)	Pulse: Move in time to the beat. (All units) Rhythm: Play and invent copycat rhythms. (U1, U4, U5) Create rhythms using word phrases. Begin to identify the "strong beat" of the bar. (U1, U3, U4, U5) Pitch recognition is developed through movement and instrument exploration. Accuracy is developed by echoing vocal phrases and identifying note heights on the glockenspiel. These skills are applied by playing specific notes like G, A, and B to	Pulse / Beat: Maintain a steady pulse while marching, tapping, or walking, using contrasting rhythms. (All Units) Rhythm: Develop from echoing simple 4-beat patterns to performing syncopated (off-beat) rhythms and identifying symbols for crotchets and quavers. (All Units) Pitch: Use hand movements to show melodic shape, sing sol-mi-la-do patterns, and play specific notes on tuned instruments. (All Units)

	Dynamics: Distinguishing between piano (quiet) and forte (loud) to enhance the emotional impact or narrative of a performance. (U3, U4, U5, U6) Tempo: Recognise and adapt to varying musical speeds, from a slow Largo to a fast Scherzo , and understand how tempo dictates the "energy" of a piece. (U1, U3, U5, U6) Structure: Construct and perform repeating musical patterns (ostinatos) and participate accurately in call-and-response (musical question and answer) structures. (U3, U4, U5) Timbre & Texture: Select appropriate instrumental "voices" (wood, metal, skin) to create specific "sound pictures" and explore how layering these sounds builds musical texture. (U3, U4, U5)	create original melodies. (U1, U3, U4, U5, U6) Dynamics: Experiment playing instruments at different volumes, including mezzo piano (U4, U6) Follow instructions for gradual changes in volume, such as getting louder (crescendo) or softer (decrescendo). (U4, U5) Tempo: Understand and keep in time with changes of speed. (All units) Timbre: Describe sounds using words like "smooth," "scratchy," "bright," or "warm". (U1, U5) Learn to identify different instrument families (brass, percussion, string, woodwind) by their specific sounds. (U1, U3, U4, U5) Structure: Improvise musical "questions" and "answers" and Call and Response using body percussion. (U1, U5, U6)	Dynamics: Use Italian terms piano (quiet) and forte (loud) and follow a conductor's hand signals to change volume expressively. (U2, U3,) Tempo: The speed of the music. Children use tempo buttons to adjust playback speed and explore how changing tempo affects a song's mood or energy. (U1) Texture: The number of layers of sound. Childrenidentify broad textures (many instruments) and narrow textures (soloists) and create their own textures by layering rhythmic parts in an ensemble. (U1) Timbre: Compare the smooth sound of a clarinet to the deep sound of a cello, and choose instruments that specifically represent images, like using a tambourine for "rustling leaves". (U1) Structure: Learn standard song structures (Intro, Verse, Chorus, Instrumental, Outro) and use storyboards or graphic scores to plan the beginning, middle, and end of their own pieces. (U1) Articulation: How notes are played, such as staccato (short/jumpy) or legato (smooth/ flowing). Children

			use these to add character to their playing, such as using "spiky" sounds for a "Winter Warrior" composition. (U1, U2,)
Notation	Follow a graphic score made from pictures and symbols to guide singing and playing. (U5) Use the Rhythm Grids tool to create and read simple rhythm patterns. (U4) Use the Percussion A writer tool to write and read symbols that represent sounds. (U6)	Represent rhythms with notation, including crotchets, quavers, and crotchet rests. (U4, U5) Recognise notation and match it to 3-note tunes played on tuned percussion. (U3, U4)	Recognise a stave (the five lines) and a clef (such as Treble or Bass). (U1) Play and perform melodies following staff notation with a small range of notes. (U1) Identify and differentiate between the symbols for crotchets and paired quavers. (U1)
Singing	Sing simple songs with a limited range, and chants and rhymes from memory. (U1, U3, U4, U5, U6) Singing collectively at the same pitch, responding to simple visual directions. (U1, U3, U4, U6) Sing call-and-response songs to control and match vocal pitch. (U4) Understand how to warm voices ready to sing. (All Units)	Sing songs with a small pitch range accurately with increasing vocal control. (U1, U5, U6) Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing. (U4, U5) Understand good posture to support singing. (U1, U5, U6)	Sing unison songs with widening pitch range, in varying styles, tunefully and with expression. (U1, U2,) Perform actions confidently and in time. (U1, U2, U3,) Perform as a choir in school assemblies.(U1, U2, U3,)
Instrumental Practice	Select and play a range of untuned percussion (drums, woodblocks, triangles, shakers, cymbals), and recognise instruments based on their unique	Play untuned/ tuned percussion and classroom instruments using up to 3 notes (U1, U3, U4, U5)	Play untuned/tuned percussion, classroom and whole-class instruments (if appropriate) using notes up to 5 notes. (U1, U3,)

	timbre (wood, metal, skin). (U3, U4, U5, U6) Perform rhythm patterns (long, short, and rest sounds) (U1, U3, U4, U5, U6) Keep a steady, repeating beat going (Ostinato) while the rest of the group plays something (U4).	Maintain a good posture with a straight back and relaxed shoulders while playing. (U1, U3, U4, U5) Learn how to hold and use beaters correctly to strike glockenspiels. (U1, U3, U4, U5) Develop playing from memory as a way to improve fluency and avoid repeated head movements while performing. (U1, U3, U4, U5) Practice accurate note playing, specifically focusing on using up to 3 notes. (U1, U3, U4, U5) Experiment with controlling different volume levels, such as playing loudly (forte), quietly (piano), or moderately quiet (mezzo piano). (U4, U5)	Practice holding the beater correctly and striking the centre of the bars to achieve a clear, resonant tone. (U1) Use untuned percussion (tambourines, shakers, claves) to maintain a steady pulse and respond to count-ins and stop cues. (U1, U3,) Practice keeping a steady underlying beat (Ostinato) while others perform a contrasting rhythmic pattern. (U1) Use syncopation to add excitement and bounce to rhythm patterns. (U2) Create texture by layering different instrumental parts, such as having one group play a steady beat while another plays a melody. (U1)
Composition and Improvisation including using Music Technology	Improvise simple vocal chants using question-and-answer phrases. (U4) Create musical sound effects in response to a stimulus. (U3, U4, U5, U6) Combine sequences of sounds to make a story. (U5)	Sing and play, using percussion instruments, simple, improvised question and answer phrases. (U1) Create music in response to a non-musical stimulus.(U4, U5, U6) Use graphic symbols and dot or stick notation to record composed pieces. (U3, U4)	Develop improvising skills using voices and untuned and tuned instruments, inventing short 'on-the-spot' responses with a limited note range. (U1) Compose in response to different types of stimuli. (U1, U3,) Structure musical ideas to create music that has a beginning, middle and end. (U1, U3,)

	Understand the difference between creating a rhythm pattern and a pitch pattern. (U6) Invent, remember and perform rhythm and pitch patterns. (U3,U4, U5, U6) Recognise and create graphic notation to represent sounds. (U5, U6) Use Rhythm Grids to create rhythmic patterns. (U4)	Use the Rhythm Grids tool to create and read more complex rhythm patterns. (U3, U4, U5) Use the Music Explorer tool to recognise and write music. (U4)	Create and simply notate three-note phrases. (U1) Compose song accompaniments on untuned percussion. (U1) Use video to capture and record creative ideas. (U3)

PROGRESSION DOCUMENT – RECORDER YEAR 3

ALL CHILDREN WILL BE ABLE TO:	MOST CHILDREN WILL BE ABLE TO:	SOME CHILDREN WILL BE ABLE TO:	BROADER EXPECTATIONS:
• Know what a recorder is; how to look after it and clean it. • Hold the recorder correctly to enable correct playing of notes (breathing). • Know the different parts of the recorder. • Experiment with making sounds using the recorder. • To listen carefully to a rhythm and clap in the correct time. • To know what the note B looks and sounds like. • To know what the note A looks and sounds like. • To know what the note G looks and sounds like • To know what the note E looks and sounds like. • Play a number of named pieces with support.	• Use their tongues correctly to form the notes and make a clear, consistent sound • To be able to play and recognise the notes B, A, G and E. • To experiment with the length of notes. • Follow a simple notated tune with support • Play a number of named pieces with some reminders.	• To play notes in time with a given rhythm. • To follow a variety of simple tunes and rhythms. • To play the notes B, A, G and E in a simple tune. • Perform with accuracy, fluency and expression. • Display a good sense of aural awareness in their control of pulse, rhythm, tempo, dynamics and tone quality.	• Children will learn to work together as a team. • They will gain confidence in performing together and will respect others' contributions to the ensemble. • Their concentration will be improved and they will be highly motivated. • They will develop greater self-esteem.

In Year 4, 5 and 6 the children are taught by external providers ensuring the National Curriculum is taught through a specific instrument.

PROGRESSION DOCUMENT – UKULELE YEAR 4

ALL CHILDREN WILL BE ABLE TO:	MOST CHILDREN WILL BE ABLE TO:	SOME CHILDREN WILL BE ABLE TO:	BROADER EXPECTATIONS:
• Know what a ukulele is; how to look after it. • Hold the ukulele correctly to enable correct playing of notes. • Know the different parts of the ukulele. • Experiment with making sounds using the ukulele. • To listen carefully to a rhythm and clap in the correct time. • To play some chords on a ukulele and strum to create the note. • Play a number of named pieces with support.	• Use fingers to strum the strings to create a sound that is clear and consistent. • To repeatedly strum the ukulele and move their fingers between two notes on the fretboard. • Follow a simple notated tune with support • Play a number of named pieces with some reminders.	• To play notes in time with a given rhythm. • To follow a variety of simple tunes and rhythms. • Perform with accuracy and fluency. • Display a good sense of awareness in their control of pulse, rhythm, tempo, dynamics and tone quality when playing as an individual or in a group.	• Children will learn to work together as a team. • They will gain confidence in performing together and will respect others' contributions to the ensemble. • Their concentration will be improved and they will be highly motivated. • They will develop greater self-esteem. • They will learn some key vocabulary associated with playing an instrument. • They can use specific vocabulary associated with the ukulele to answer questions and clarify their learning.

PROGRESSION DOCUMENT – AFRICAN DRUMMING YEAR 5 and 6

MOST CHILDREN WILL BE ABLE TO:-	SOME CHILDREN WILL BE ABLE TO:-	SOME CHILDREN WILL HAVE PROGRESSED FURTHER AND BE ABLE TO:-	BROADER EXPECTATIONS:-
• Play the bass, tone and slap strokes with the correct hand position, and with good posture. • Keep a steady beat. • Maintain their own rhythm in a piece using more than one part, whilst following a leader. • Sing a number of different songs with confidence, including maintaining their line in a 2- or 3-part song whilst following a leader. • Be able to improvise a simple 4 beat rhythm without support. • Work as part of a small group to create their own rhythm piece. • Notate their own rhythm piece. • Understand and use basic dynamics in their playing. • Understand and follow a simple notated rhythm. • Play a number of named pieces. • Display a developing aural awareness in their control of pulse, rhythm, tempo and dynamics.	• Play the bass, tone and slap strokes with some reminders about correct hand position and posture. • Keep a steady beat whilst watching a leader. • Maintain their own rhythm with support from a leader. • Sing single part songs with confidence, but will need extra support to sing songs with more than one part. • Improvise a simple 4 beat rhythm with support. • Work as part of a small group to create their own rhythm piece with support from the teacher. • Follow a simple notated rhythm with support. • Play a number of named pieces with some reminders.	• Play all 3 strokes with the correct hand position and posture without reminders. • Lead a group in keeping a steady beat. • Lead a group in their part in a 2- or 3-part rhythm. • Sing as a soloist with a good sense of the shape of the melody and with good projection. • Sing as a leader in a 2 or 3 part song. • Improvise a more complex rhythm. • Act as a leader when working in a small group to create their own rhythm piece. • Read notated rhythms reliably and with confidence. • Perform with accuracy, fluency and expression and display a good sense of aural awareness. • Talk about their performances with clear musical understanding using musical language and suggest how they can improve their playing.	• Children will learn to work together as a team. • They will gain confidence in performing together and will respect others' contributions to the ensemble. • Their concentration will be improved and they will be highly motivated. • They will develop greater self - esteem.