



Featherstone Primary School: Progression and Sequencing within Music



Intent: With over fifty languages, cultures and communities at Featherstone Primary School, we recognise how music is a universal language and can bind and bring our school community together by having a Music Curriculum that inspires our children to develop a love of, and talent for, Music. We teach singing across all Key Stages as well as teaching children how to play both tuned and untuned instruments, encouraging creativity and confidence in performing along the way.

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Content Knowledge		Range of familiar songs, rhymes and chants	African Music Songs from History	Musical Theatre Jazz Indian Music	Jazz Pop	Pop Music from Movies	Black musicians Classical Music
Skills	Singing	Use voices expressively and creatively by singing songs and speaking chants and rhymes, with a focus on: confidence, knowing when to take a breath and showing an awareness of other performers	Use voices expressively and creatively by singing songs and speaking chants and rhymes with a focus on: pitch and rhythm	Sing with control over breathing, mouth shapes, posture and sound projection so that pitch and rhythm are very effective	Identify melodic phrases to sing in a round in at least two parts and how it'll fit together	Sing songs in-tune with an awareness of the parts that make up the whole of the song (i.e. verse, chorus and bridge with emphasis, volume, build-up) Sing songs as a class, in groups and if appropriate, alone	Use voices with accuracy, fluency, control and expression Begin to have an awareness of voice improvisation (i.e. link to artists' covers of songs)
	Composing	Play untuned instruments musically, with a basic understanding of beat and rhythm Verbally identify when/if a beat or rhythm has gone wrong and explain how (i.e. it is too fast) Understand volume as 'loud and quiet sounds' and experiment with volume using bodies and untuned instruments	Play tuned instruments musically, with a growing understanding of pitch, rhythm and texture Experiment with, create, select and combine sounds using the inter-related dimensions of music (pitch, rhythm and texture) Follow basic pictures to hold a steady rhythm, (i.e. triangle = 1 beat, square = 2 beat)	Compose music for a range of purposes using the inter-related dimensions of music, embedding understanding of pitch, rhythm and texture Know that musicians use the staff to read music	Master understanding and use of pitch, rhythm and texture Compose music for a range of purposes using the inter-related dimensions of music, with a focus on duration Understand staff and musical notations, knowing that the notes show different pitch	Master understanding and use of duration Improvise and compose music for a range of purposes using the inter-related dimensions of music, with a focus on timbre Understand staff and musical notations, knowing that the notes show different pitch and duration (quaver ½ beat, crotchet 1 beat, minim 2 beat, semibreve 4 beat)	Master understanding and use of timbre Improvise and compose music for a range of purposes using the inter-related dimensions of music, with a focus on tempo (how the speed builds up a mood) Use and fully understand staff and musical notations
	Appraising	Listen to a range of high-quality live and recorded music, and talk about likes, dislikes and which types of sounds they can hear (i.e. loud, soft, fast, slow)	Listen with concentration and understanding to a range of high-quality live and recorded music, and make evaluations based on their opinions and Y2 musical elements (pitch, rhythm and texture)	Listen to music and identify, recall and discuss sounds, focusing on the pitch, rhythm and texture Appreciate a wide range of high-quality music drawn from different traditions and from great composers and musicians	Listen to music and identify, recall and discuss sounds and types of instrument, focusing on the duration Appreciate a wide range of high-quality music drawn from different traditions and from great composers and musicians	Listen to music and identify, recall and discuss sounds and types of instrument, focusing on timbre Begin to say how the mood of the music is made and how it makes them feel Appreciate a wide range of high-quality music drawn from different traditions and from great composers and musicians	Listen with attention to detail and recall sounds with increasing aural memory Appreciate a wide range of high-quality music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music
	Performance (Singing and Using Instruments)	In music lessons, know why it is important to stand up straight and face the audience when performing in groups of 15	In music lessons, perform in front of the class in a smaller group of 6 – 8	Confidently play and perform in ensemble contexts of different sizes (i.e. whole class and small groups)	Perform as a quartet, understanding that each member has to have a specific role in order to be successful	Combine singing and musical instruments in a controlled, rehearsed performance Perform with an awareness of different parts (i.e. harmonies)	Present performances effectively with an excellent awareness of audience, venue and occasion, applying all KS2 music elements
	Evaluating	Say what they like and dislike about a performance	Evaluate classmates' performances focusing on use of pitch, rhythm and texture Basic justifications	Evaluate classmates' performances focusing on confident use of pitch, rhythm and texture Clear justifications, understanding that opinions might differ	Evaluate classmates' performances focusing on confident use of pitch, rhythm, texture and duration Clear justifications based on if the piece has met its purpose and why	Evaluate classmates' performances focusing on confident use of pitch, rhythm, texture, duration and timbre Clear justifications based on different parts of the piece (i.e. instrument, bridge, etc.)	Evaluate classmates' performances focusing on all KS2 music elements Clear justifications based on if the piece matches the intended mood or not, and why