



## Herne Junior School Music Curriculum Progression



Our high-quality music curriculum is planned as a 4-year journey across the school and engages and inspires our pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As our pupils progress, they develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

**By the end of Key Stage 2, our pupils will have been taught to sing and play musically with increasing confidence and control. They will have developed an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.**

### **Our pupils are taught to:**

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand graphic and staff musical notations
- 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

# Whole School Progression of Music



Progression is structured across the school to develop skills with increasing complexity and awareness as musicians, as they move through each year group. There will be greater depth children who will work beyond their year groups' expectations of skills. See greater depth statement.

Year 3

Year 4

Year 5

Year 6

## Skills

### Performing and Rehearsing (Singing)

<p>Sing in tune.</p> <p>Beginning to understand the importance of pronouncing the words in a song well.</p> <p>Start to show control in voice.</p> <p>Perform with confidence.</p> <p>React to rehearsal feedback by responding appropriately and making changes.</p>	<p>Contribute vocal ideas.</p> <p>Sing in tune with awareness of others.</p> <p>Sing songs from memory with accurate pitch.</p> <p>Understand the importance of pronouncing the words in a song well.</p> <p>Show control in voice.</p> <p>Perform with control and awareness of what others in the group are singing.</p> <p>Recognise which improvements need to be made and refine by using individual and group rehearsal skills.</p>	<p>Perform songs with an understanding of the relationship between lyrics and melody.</p> <p>Breathe well and pronounce words, change pitch and show control over voice.</p> <p>Perform songs with an awareness of the meaning of the words.</p> <p>Perform songs in a way that reflects their meaning and the occasion.</p> <p>Sustain a drone or melodic ostinato to accompany singing.</p> <p>Play, taking responsibility for the quality of performance through self-directed rehearsal.</p> <p>Recognise which improvements need to be made and refine by using individual and group rehearsal skills.</p>	<p>Apply vocal skills, knowledge and experience creatively and sensitively when singing, with an awareness of balance.</p> <p>Perform significant parts from memory and from notations with awareness of own contribution.</p> <p>Sing from memory with confidence, expressively and in tune.</p> <p>Perform alone and in a group, displaying a variety of techniques.</p> <p>Sing a harmony part confidently and accurately</p> <p>Recognise which refinements need to be made and know how to make them.</p> <p>Sing, taking greater responsibility (ownership) of the standard and quality of performance, including independent practise.</p>
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<h2 style="text-align: center;">Performing and Rehearsing (Playing)</h2>	<p>Develop instrumental skills and techniques and maintain a steady beat.</p> <p>Perform simple melodic and rhythmic parts. Improvise repeated patterns.</p> <p>Perform with increasing confidence.</p> <p>Begin to improve own and others work through creative feedback and rehearsal to</p>	<p>Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality.</p> <p>Perform simple melodic and rhythmic parts with awareness of others.</p> <p>Contribute musical ideas.</p> <p>Play notes on instruments with care so they sound clear</p> <p>Perform with control and awareness of what others in the group are playing.</p>	<p>Demonstrate accurate and fluent instrumental skills and use them to perform with musical awareness.</p> <p>Whilst performing by ear and from notations, maintain own parts with awareness of how the different parts fit together and the need to achieve an overall effect.</p> <p>Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).</p> <p>Recognise which improvements need to be made and refine by using individual and group rehearsal skills.</p>	<p>Demonstrate precise and confident instrumental skills and use them to perform expressively.</p> <p>Perform significant parts from memory and from notations with awareness of my own contribution.</p> <p>Refine and improve own work.</p> <p>Perform alone and in a group, displaying a variety of techniques.</p> <p>Take turns to lead a group. Recognise which refinements need to be made and know how to make them.</p> <p>Play, taking greater responsibility (ownership) of the standard and quality of performance, including independent practise.</p>
<h2 style="text-align: center;">Notating (transcribing)</h2>	<p>Use graphic notation to remember, develop and record creative work (grids, staff, electronic).</p> <p>Begin to introduce basic stave notation.</p> <p>Devise own symbols to record compositions enabling a polished performance.</p> <p>Understand the link between traditional notation and sounds produced.</p>	<p>Create, perform and record own compositions using increasingly sophisticated symbols.</p> <p>Begin to use stave and musical notation when composing work.</p> <p>Begin to follow staved music.</p> <p>Begin to recognise notation beat lengths and rest lengths.</p>	<p>Use relevant notation to accurately record and communicate creative musical ideas.</p> <p>Know how many beats in a minim, crotchet and semibreve and I recognise their symbols</p> <p>Read the treble clef musical stave and can work out the notes, EGBDF and FACE.</p> <p>Draw a treble clef at the correct position on the stave.</p>	<p>Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation.</p> <p>Use relevant notation to accurately record and communicate creative musical ideas.</p> <p>Quickly read notes and know how many beats they represent.</p> <p>Use symbols when notating to describe the music's dynamics.</p>

	Link notation to the elements of pitch and duration.			Know and use standard musical notation of crotchet, minim and semibreve. To indicate how many beats to play.
<b>Composing</b>	<p>Compose music that combines musical elements.</p> <p>Carefully choose sounds to achieve an effect.</p> <p>Order sounds to help create an effect.</p> <p>Create short musical patterns.</p> <p>Begin to consider the sense of occasion affects the performance</p>	<p>Compose music that combines several layers of sound with an awareness of the effect this creates</p> <p>Use sound to create abstract effects.</p> <p>Recognise and create repeated patterns with a range of instruments.</p> <p>Understand that the sense of occasion affects the performance.</p> <p>Combine sounds expressively</p>	<p>Carefully choose order, combine and control sounds with awareness of their combined effect.</p> <p>Compose by developing ideas within musical structures.</p> <p>Improvise melodic and rhythmic phases as part of a group performance.</p> <p>Improvise within a group.</p> <p>Create accompaniments for tunes.</p>	<p>Improvise melodic and rhythmic material within given structures.</p> <p>Show thoughtfulness in selecting sounds and structures to convey an idea and journey.</p> <p>Create a polyphonic group performance with own musical patterns.</p> <p>Use a variety of different musical devices including melody, rhythms, and chords.</p>
<b>Listening &amp; Responding</b>	<p>Respond to and identify music heard with an awareness of the music's context, purpose and composer's intent.</p> <p>Begin to use a variety of art forms to identify the structural and expressive aspects of the music &amp; its impact on individual listeners.</p> <p>Notice how music can be used to create different moods and effects and to communicate ideas.</p> <p>Begin to recognise and identify instruments being played.</p>	<p>Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes.</p> <p>Use various art forms to identify more acutely the structural and expressive aspects of the music and reflect musical experiences in creative work.</p> <p>Notice and explore the way sounds can be combined and used expressively.</p> <p>Listen to and compare different composers and Musicians.</p>	<p>Respond to, identify, compare and contrast music with an increasing awareness of the music's context and purpose.</p> <p>Understand and identify why and how the composer has used key features / devices.</p> <p>Sensitively reflect musical experiences in creative work in detail and express an aesthetic response.</p> <p>Begin to identify the time period of a piece of music and place on the time line relatively accurately.</p>	<p>Respond to, identify, compare and contrast music with a confident awareness of the music's context and purpose.</p> <p>Understand and identify the composer's intent and how this was achieved.</p> <p>Sensitively reflect musical experiences in creative work with awareness of context and purpose.</p> <p>Identify the time period of a piece of music and place on the time line accurately.</p>

		<p>Begin to recognise and identify instruments and numbers of instruments and voices being played.</p>		
<h2 style="text-align: center;">Describing &amp; Discussing</h2>	<p>Start to share opinions about what is heard, commenting on likes and dislikes.</p> <p>Discuss the impact of the music and the composer's ideas by using appropriate music vocabulary in relation to the learning.</p> <p>Begin to expressing and justifying ideas and opinions about music heard and performed by using relevant musical vocabulary.</p> <p>Discuss where a composer sits in the history of music.</p>	<p>Describe, discuss and share opinions about what is heard, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary.</p> <p>Begin to use a wider variety of musical vocabulary to focus thinking and explain ideas when creating and performing in the correct context.</p> <p>Compare music and express growing tastes in music.</p> <p>Compare composers and know where they sit in the history of music.</p>	<p>Discuss and share informed opinions about what is heard, commenting on the context / purpose and impact of the music.</p> <p>Consider the composer's musical use of key features / devices using a musical vocabulary.</p> <p>Use a musical vocabulary to focus thinking and communicate ideas to others with a degree of confidence.</p> <p>Discuss music in relation to its place in history, recall and place composers on a timeline.</p>	<p>Discuss and share informed opinions about what is heard, commenting on the context / purpose and impact of the music.</p> <p>Consider the composer's musical intent and how it was achieved using a fluent musical vocabulary.</p> <p>Use a fluent musical vocabulary confidently and appropriately to focus thinking, ideas and opinions and communicate ideas to others.</p> <p>Discuss music in relation to its place in history, focusing on the style of the time.</p>