



Chelmondiston C of E Primary School
Big Ideas Progression in Music



Subject Intent: Our Music curriculum is designed to ignite passion for the potential of music as an art form and a means to connect with others through performance. Our pupils will be inspired by music from different traditions, cultures and countries, thus developing their understanding and appreciation of music from around the world. Skills progression is an integral part of our music curriculum. As pupils move through our school, they will deepen their understanding of how music is created, produced and performed through the inter-related dimensions of music. Carefully sequenced lessons enable pupils to build on prior learning and to become confident, reflective musicians who recognise that music can resonate emotionally with people and as such can make a positive impact on their lives.

Big Idea: Engagement

Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statements from EYFS document and National Curriculum	<ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time to the music. (ELG) Sing a range of well-known nursery rhymes. (ELG) 	<ul style="list-style-type: none"> Listen to music with sustained concentration. Find the pulse whilst listening to music and using movement Listen to, copy and repeat a simple rhythm or melody. Learn and perform chants, rhythms, raps and songs. Learn to follow the conductor or band leader. Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture. 	<ul style="list-style-type: none"> Improvise a simple rhythm using different instruments including the voice. Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence. Sing a song in two parts. Use tuned and untuned classroom percussion to play accompaniments and tunes. Use tuned and untuned classroom percussion to compose and improvise. Practise, rehearse 	<ul style="list-style-type: none"> Sing songs with multiple parts with increasing confidence. Play and perform in solo or ensemble contexts with confidence. 	<ul style="list-style-type: none"> Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate. Sing as part of an ensemble with confidence and precision. Play and perform in solo or ensemble contexts with increasing confidence. 	<ul style="list-style-type: none"> Compose complex rhythms from an increasing aural memory. Improvise with increasing confidence using own voice, rhythms and varied pitch. Sing as part of an ensemble with increasing confidence and precision. Play and perform in solo or ensemble contexts with some accuracy, control fluency and expression. 	<ul style="list-style-type: none"> Sing as part of an ensemble with full confidence and precision. Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression. Create a simple composition and record using formal notation. Improvise and compose music for a range of purposes using the inter-related dimensions of music.

Chelmondiston C of E Primary School

			<p>and present performances to audiences with a growing awareness of the people watching.</p> <ul style="list-style-type: none"> • Experiment with, create, select and combine sounds using the inter-related dimensions of music. 				
--	--	--	---	--	--	--	--

Big Idea: Appreciation

Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statements from EYFS document and National Curriculum	<ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings. 	<ul style="list-style-type: none"> • Discuss feelings and emotions linked to different pieces of music. 	<ul style="list-style-type: none"> • Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions. • Develop an understanding of melody, the words and their importance in the music being listened to. 	<ul style="list-style-type: none"> • Confidently recognise a range of musical instruments. 	<ul style="list-style-type: none"> • Use musical language to appraise a piece or style of music. 	<ul style="list-style-type: none"> • Listen with attention to detail and recall sounds with increasing aural memory. 	<ul style="list-style-type: none"> • Appropriately discuss the dimensions of music and recognise them in music heard. • Listen with attention to detail and recall sounds with increasing aural memory and accuracy. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Big Idea: Culture

Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statements from		<ul style="list-style-type: none"> • Use the correct 	<ul style="list-style-type: none"> • Listen with 	<ul style="list-style-type: none"> • Listen with 	<ul style="list-style-type: none"> • Confidently 	<ul style="list-style-type: none"> • Develop an 	<ul style="list-style-type: none"> • Develop a deeper

Chelmondiston C of E Primary School

<p>EYFS document and National Curriculum</p>		<p>musical language to describe a piece of music.</p> <ul style="list-style-type: none"> • Recognise different instruments. 	<p>concentration and understanding to a range of high-quality live and recorded music.</p>	<p>direction to a range of high quality music.</p> <ul style="list-style-type: none"> • Confidently recognise a range of musical instruments. • Understand that improvisation is when a composer makes up a tune within boundaries. • Understand that composition is when a composer writes down and records a musical idea. • (Notation) Develop an understanding of formal, written notation which includes crotchets and rests. 	<p>recognise a range of musical instruments and they different sounds they make.</p> <ul style="list-style-type: none"> • Confidently recognise and explore a range of musical styles and traditions and know their basic style and indicators. • (Notation) Use and develop an understanding of formal, written notation which includes minims and quavers. 	<p>increasing understanding of the history and context of music.</p> <ul style="list-style-type: none"> • (Notation) Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets. 	<p>understanding of the history and context of music.</p> <ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • (Notation) Deepen understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.
--	--	--	--	--	--	---	--