

Progressive Music Curriculum (Points to be covered) within Schemes of Learning

Topic	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pitches / Keys	<ul style="list-style-type: none"> Using voice to match and follow pitch 	<ul style="list-style-type: none"> Pitch is high and low No notation used Use of glockenspiels to play 2 notes back 	<ul style="list-style-type: none"> Pitch is high and low Notes C, D, E, F and G to compose / improvise Performances on instruments (glockenspiels) within a range of a 5th 	<ul style="list-style-type: none"> Reading C, D, E, F, G on TC stave 	YEAR 3 PLUS <ul style="list-style-type: none"> Reading C to C on TC stave 	YEAR 3 and 4 PLUS <ul style="list-style-type: none"> Reading whole of Treble clef stave 	YEAR 3, 4 and 5 PLUS <ul style="list-style-type: none"> Reading whole of treble clef stave plus key of G & F
Rhythm	<ul style="list-style-type: none"> Copying simple rhythm pattern or number of beats on instruments Play along developing awareness of beat 	<ul style="list-style-type: none"> Clap back rhythms Find the pulse in a range of music 	<ul style="list-style-type: none"> Basic 4 beat rhythms clapped back. More able students to improvise for class to clap back Understanding of crotchets and minims To know music has a steady pulse that is DIFFERENT to a rhythm 	<ul style="list-style-type: none"> Time Signature 2, 3 and 4 Bar lines Crotchets, quavers and minims Crotchet rests 	YEAR 3 PLUS <ul style="list-style-type: none"> Quavers Minim rests 	YEAR 3 and 4 PLUS <ul style="list-style-type: none"> Semi-breves Dotted minims Quaver rests 	YEAR 3, 4 and 5 PLUS <ul style="list-style-type: none"> Dotted crotchets EXTENSION: Swing rhythms
Singing	<ul style="list-style-type: none"> Sing melodic shapes (UP and down) of familiar songs / well known nursery rhymes 	<ul style="list-style-type: none"> Simple step-ward melodies using call and response 	<ul style="list-style-type: none"> Appropriate songs from within Kapow Melodies generally within range of 5th To confidently perform songs to class / teacher / audience 	<ul style="list-style-type: none"> Mainly stepwise melodies Diatonic Some counterpoint melodies in parts Short phrases 	YEAR 3 PLUS <ul style="list-style-type: none"> Leaps in melodies of a third to fifth, some octaves More challenging rhythms, some melisma Longer phrases 	YEAR 3 and 4 PLUS <ul style="list-style-type: none"> Trickier rhythms in words More control in breathing longer phrases 	YEAR 3, 4 and 5 PLUS <ul style="list-style-type: none"> Basic third and fifth harmonies in songs Comfortable in breathing phrases
	<ul style="list-style-type: none"> Singing assemblies are used to develop singing across the whole of KS1 and 2 						
Performing	<ul style="list-style-type: none"> Explore and engage in music making, performing solo or in groups Perform songs, rhymes and poems and stories with others and try to move in time with music 	<ul style="list-style-type: none"> Classroom percussion to be used as appropriate, and names to be known. 	<ul style="list-style-type: none"> Classroom percussion to be used as appropriate, and names to be known. 				
Performing (Keyboards)				<ul style="list-style-type: none"> Notes played with varied fingers and hands 	<ul style="list-style-type: none"> Play within an octave but fingers may be doubled / two hands used 	<ul style="list-style-type: none"> Play within an octave one hand Hand two doubles hand one 	<ul style="list-style-type: none"> Play within an octave one hand Play within an octave two hands independently

Composing	<ul style="list-style-type: none"> Play instruments with increasing control to express feelings, ideas and pictures 	<ul style="list-style-type: none"> Use of 1 / 3 / 5 notes prescribed to create simple melodies. No sense of rhythm to these necessarily 	<ul style="list-style-type: none"> Up to 5 notes to create melodies on glockenspiels 	<ul style="list-style-type: none"> Create through improvisation 4 beat rhythm. Simple melody Create, follow and perform a simple graphic score Use sounds to create story / poem 	YEAR 3 PLUS <ul style="list-style-type: none"> Improvise / create 4 beat rhythm within given structure Awareness of effect of tempo, dynamics, pitch, timbre and texture on sounds Use basic notation to write simple rhythms and pitches Create a graphic score for peers to recreate 	YEAR 3 and 4 PLUS <ul style="list-style-type: none"> Improvise with more confidence Create music FOR AN OCCASION considering the elements of music Rehearse own compositions 	YEAR 3, 4 and 5 PLUS <ul style="list-style-type: none"> Basic rhythm dictation explain how their choices reflect the purpose of the composition Use music technology to create a simple composition for a given purpose
Listening / Genres	<ul style="list-style-type: none"> Movement to music Using music to describe feelings 	<ul style="list-style-type: none"> Basic introduction to different genres through small listening examples. To include: <ul style="list-style-type: none"> ➤ Pop ➤ Classical 	<ul style="list-style-type: none"> Basic introduction to different genres through small listening examples. To include: <ul style="list-style-type: none"> ➤ Rock ➤ Reggae ➤ Pop ➤ Classical ➤ World music Talk about dynamics / tempo / timbre Start to identify some families / individual instruments aurally 	<ul style="list-style-type: none"> Listen to longer pieces and extracts from different genres/cultures Recognise texture Discuss speed, (tempo), loudness (dynamics), whether it is high or low (pitch), which instrumental sounds are used (timbres) and how many layers of sound are present (texture) Recognise when a piece of music changes between themes or sections (structure) Recognise orchestra families / pop band / other genres of ensemble Recognise commonly heard instruments by their sound Confidently find the pulse whilst listening to music 	YEAR 3 PLUS <ul style="list-style-type: none"> Recognise specific instruments, as well as families (e.g., Keyboard / piano / organ rather than just “Piano”) Use basic musical terms for each element – forte / piano, allegro / adagio, high / low, thin / thick etc Maintain a pulse whilst others play a different rhythm / pulse 	YEAR 3 and 4 PLUS <ul style="list-style-type: none"> More musical language used Explain likes and dislikes with a musical perspective 	YEAR 3, 4 and 5 PLUS <ul style="list-style-type: none"> Listen to music with focus, using listening skills to identify and talk about musical elements and instruments by name Talk about how musical elements have been used to create a mood or effect Develop an increasing understanding of how music has evolved through history and in different contexts Appraise peers' work positively and respectfully, justifying suggestions in the context of the task set
Genres	<ul style="list-style-type: none"> Pop Classical Celebrations 	<ul style="list-style-type: none"> Pop Classical Celebrations 	<ul style="list-style-type: none"> AS ABOVE 	<ul style="list-style-type: none"> Pop vs Orchestral (different ensembles) African 	<ul style="list-style-type: none"> Baroque / Classical Indian 	<ul style="list-style-type: none"> Romantic (esp. ballet and operas) Gamelan 	<ul style="list-style-type: none"> Modern era (1890 onwards) Blues Hip Hop
Famous musicians	<ul style="list-style-type: none"> AS PER KAPOW SCHEME OF LEARNING 	<ul style="list-style-type: none"> AS PER KAPOW SCHEME OF LEARNING 	<ul style="list-style-type: none"> AS PER KAPOW SCHEME OF LEARNING 	<ul style="list-style-type: none"> Orchestral conductors e.g. Simon Rattle Pop bands e.g. Beatles African drumming groups 	<ul style="list-style-type: none"> J.S. Bach OR Haydn Mozart and Beethoven Evelyn Glennie Ravi Shankar 	<ul style="list-style-type: none"> Beethoven Tchaikovsky Berlioz 	<ul style="list-style-type: none"> Benjamin Britten Various Blues musicians Eminem
<ul style="list-style-type: none"> Musician of the month used across whole school to develop understanding of famous musicians. 							

Years 1 and 2 taught through Kapow Programme. Years 3 -6 taught through specialist written schemes of learning