

St. John The Evangelist RCP School
Music Progression (Intent)



SEND – Ambition and Access in Music

Ambition – What are we aiming for children with SEND to achieve in this subject?

We are ambitious in what our SEND children can achieve.

We want children with SEND to take ownership of their own learning.

All children can achieve at their own level in music.

Staff are knowledgeable that SEND is not a limiting factor.

All children are encouraged to explore how the music of a variety of genres and from different cultures makes them feel, and express this through means most suitable to them and their needs.

All children should be encouraged to make music using tuned and untuned instruments to reflect their understanding and appreciation of a variety of stimuli that are adapted where needed.

Access – What amendments are made in the teaching of music in order to help children with SEND achieve?

- Revisit and revise previous learning at the start of every lesson.
- Adapted written tasks where required.
- Extra time given to repeat listening to stimulus music, to form opinions.
- Extra time to experiment with tuned and untuned instruments.
- All staff foster an “I can do” attitude particularly concerning performance, and support to express how the music makes them feel.



St. John The Evangelist RCP School
Year 1 Music Progression (Intent)

	AUTUMN		SPRING		SUMMER	
Topic	Introducing beat	Adding rhythm and pitch	Introducing tempo and dynamics	Combining pulse, rhythm and pitch	Having fun with improvisation	Explore sound and create a story
Prior Knowledge and skills (EYFS)	<p><u>ELG: Listening, Attention and Understanding</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; <p><u>People Communities and Cultures</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 					
Intended Vocabulary	pulse, rhythm, unison, improvise, claves, wooden blocks, maracas, tambour, tambourine					
Aims	<p>Our music curriculum aims to develop musical skills and concepts through listening, appraising, performing and composing. Pupils will develop social skills through co-operation with others in the shared experience of music making. Pupils will develop an understanding of musical traditions in a variety of cultures, genres and historical periods. Pupils will understand and explore how music is created and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture and musical notations. They will use technology to explore and create music and be motivated to enjoy and succeed in music.</p>					
Statutory Requirements (NC) KS1 <i>Pupils should be taught to ...</i>	<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the interrelated dimensions of music 					
Intended skills	<ul style="list-style-type: none"> • Find the pulse by clapping/playing/moving. • Learn to start and stop singing/playing, in unison, when following a leader, in unison. • Listen to rhythms and clap/sing back. 					

	<ul style="list-style-type: none">• Read and play rhythms following simple notation (walk, running, shh)• Improvise sounds and movements along with music.
Intended knowledge	<ul style="list-style-type: none">• To know that music has a steady pulse, like a heartbeat.• To know the names of some of the untuned percussion instruments they use.• To know that we can copy/create rhythms from words.• To know that improvisation is about making up your own rhythms on the spot.



St. John The Evangelist RCP School
Year 2 Music Progression (Intent)

	AUTUMN		SPRING		SUMMER	
Topic	Exploring simple patterns	Focus on dynamics and tempo	Exploring feelings through music	Inventing a musical story	Music that makes you dance	Exploring improvisation
Prior Knowledge and skills	<i>See Year 1 for prior knowledge and skills</i>					
Intended Vocabulary	Pitch, high, low, chime bars, boomwhackers					
Aims	Our music curriculum aims to develop musical skills and concepts through listening, appraising, performing and composing. Pupils will develop social skills through co-operation with others in the shared experience of music making. Pupils will develop an understanding of musical traditions in a variety of cultures, genres and historical periods. Pupils will understand and explore how music is created and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture and musical notations. They will use technology to explore and create music and be motivated to enjoy and succeed in music.					
Statutory Requirements (NC) KS1 <i>Pupils should be taught to ...</i>	<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the interrelated dimensions of music 					
Intended skills	<ul style="list-style-type: none"> • Perform an instrumental accompaniment (pulse) to a song they are learning. • Listen to and follow musical instructions from a leader. Play/sing high and low sounds, (pitch) when we sing and play our instruments. • Read/play and improvise simple rhythms, with beat limitations eg 4 note rhythms 					
Intended knowledge	<ul style="list-style-type: none"> • To know some songs have a chorus and verses. • To know rhythms are different from pulse. • To know the names of the tuned percussion instruments played in class. • To know that improvisation is making up your own tunes and explain what simple rhythms, with beat limitations are eg 4 note rhythms 					



St. John The Evangelist RCP School
Year 3 Music Progression (Intent)

	AUTUMN		SPRING		SUMMER	
Topic	Developing notation skills	Enjoying improvisation	Composing using your imagination	Sharing musical experience	Learning more about musical styles	Recognising different sounds
Prior Knowledge and skills	<i>See Year 2 for prior knowledge and skills</i>					
Intended Vocabulary	B, A, G, tempo, dynamics, genre, ostinato					
Aims	Our music curriculum aims to develop musical skills and concepts through listening, appraising, performing and composing. Pupils will develop social skills through co-operation with others in the shared experience of music making. Pupils will develop an understanding of musical traditions in a variety of cultures, genres and historical periods. Pupils will understand and explore how music is created and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture and musical notations. They will use technology to explore and create music and be motivated to enjoy and succeed in music.					
Statutory Requirements (NC) KS2 <i>Pupils should be taught to ...</i>	<ul style="list-style-type: none"> • 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 staff and other 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 					
Intended Skills	<ul style="list-style-type: none"> • Think about and discuss the lyrics of songs. • Sing in unison and in simple two-part rounds. • Read/play and improvise repeated rhythms (ostinato) using up to three different notes. (B, A, G) on a glockenspiel. • Listen to and evaluate own and others compositions and make musical decisions to improve. 					
Intended Knowledge	<ul style="list-style-type: none"> • To know that music/songs can make you feel different emotions e.g. happy, energetic or sad through tempo and dynamics • To know songs have a musical style and identify three different music genres. • To know how pulse, rhythm and pitch work together to create a song/music • To know and read B, A and G musical notation on a staff. 					



St. John The Evangelist RCP School
Year 4 Music Progression (Intent)

	AUTUMN		SPRING		SUMMER	
Topic	Interesting time signatures	Combining elements to make music	Developing pulse and groove through improvisation	Creating simple melodies together	Connecting notes and feelings	Purpose, identity and expression in music
Prior Knowledge and skills	<i>See Year 3 for prior knowledge and skills</i>					
Intended Vocabulary	A, B, C, E, G thin texture, thick texture, orchestra					
Aims	Our music curriculum aims to develop musical skills and concepts through listening, appraising, performing and composing. Pupils will develop social skills through co-operation with others in the shared experience of music making. Pupils will develop an understanding of musical traditions in a variety of cultures, genres and historical periods. Pupils will understand and explore how music is created and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture and musical notations. They will use technology to explore and create music and be motivated to enjoy and succeed in music.					
Statutory Requirements (NC) KS2 – Year 4 <i>Pupils should be taught to ...</i>	<ul style="list-style-type: none"> • 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 staff and other 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 					
Intended skills	<ul style="list-style-type: none"> • To rehearse and perform their part within the context of the song. • To listen to and follow musical instructions from a leader. • To experience leading the playing by making sure everyone plays in the correct section of the song. 					
Intended knowledge	<ul style="list-style-type: none"> • To know and identify four music genres. • To know the difference between thin and thick musical texture. • To know the name of some instruments in different sections of an orchestra, eg trumpet in brass, oboe in woodwind etc • To know and read A, B, C, E, G musical notation on a stave and play on a glockenspiel. 					



St. John The Evangelist RCP School
Year 5 Music Progression (Intent)

	AUTUMN		SPRING		SUMMER	
Topic	Getting started with music tech	Emotions and musical styles	Exploring key and time signatures	Introducing chords	Words, meaning and expression	Identifying important musical elements
Prior Knowledge and skills	<i>See Year 4 for prior knowledge and skills</i>					
Intended Vocabulary	Riffs, Control, pronounce, timbre, duration, dynamic, structure melody, A, B, C, D, E, G					
Aims	Our music curriculum aims to develop musical skills and concepts through listening, appraising, performing and composing. Pupils will develop social skills through co-operation with others in the shared experience of music making. Pupils will develop an understanding of musical traditions in a variety of cultures, genres and historical periods. Pupils will understand and explore how music is created and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture and musical notations. They will use technology to explore and create music and be motivated to enjoy and succeed in music.					
Statutory Requirements (NC) KS2 <i>Pupils should be taught to ...</i>	<ul style="list-style-type: none"> • 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 staff and other 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 					
Intended skills	<ul style="list-style-type: none"> • Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Copy back three-note riffs by ear and with notation • To experience rapping and solo singing • To sing with awareness of being 'in tune'. • Maintain their own part with awareness of how the different parts fit together to achieve the overall required effect (instrumental) 					
Intended knowledge	<ul style="list-style-type: none"> • To know and identify two music genres and know some of the musical characteristics for that genre. • To know, read and play the notes A, B, C, D, E, G, • To know composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture, timbre and structure 					



St. John The Evangelist RCP School
Year 6 Music Progression (Intent)

	AUTUMN		SPRING		SUMMER	
Topic	Developing melodic phrases	Understanding structure and form	Gaining confidence through performance	Exploring notation further	Using chords and structure	Respecting each other through composition
Prior Knowledge and skills	<i>See Year 5 for prior knowledge and skills</i>					
Intended Vocabulary	culture, history, contemporary, elements, qualities, A, B, C, D, E, F, G					
Aims	Our music curriculum aims to develop musical skills and concepts through listening, appraising, performing and composing. Pupils will develop social skills through co-operation with others in the shared experience of music making. Pupils will develop an understanding of musical traditions in a variety of cultures, genres and historical periods. Pupils will understand and explore how music is created and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture and musical notations. They will use technology to explore and create music and be motivated to enjoy and succeed in music.					
Statutory Requirements (NC) KS2 <i>Pupils should be taught to ...</i>	<ul style="list-style-type: none"> • 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 staff and other 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 					
Intended skills	<ul style="list-style-type: none"> • Use musical vocabulary when talking about the songs. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation) • Sing a harmony part confidently and accurately • Create simple melodies using up to five different notes and simple rhythms 					
Intended knowledge	<ul style="list-style-type: none"> • To know and identify four music genres and know the musical characteristics for that genre. • To know three well-known musicians • The historical context of the songs. What else was going on at this time, musically and historically? • To choose a song and be able to talk about its main features • To know, read and play the notes A, B, C, D, E, F, G, 					