

ACET Junior Academies

National Curriculum 2014: Progression in Music



	Key Stage 1		Key Stage 2			
2014 National Curriculum subject content for Key Stage 1 and Key Stage 2	Pupils should be taught to: <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 inter-related dimensions of music. 		Pupils should be taught to: <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 inter-related 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. 			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	<ul style="list-style-type: none"> • Listen to a piece of music, identifying key aspects i.e. happy or sad, fast or slow. 	<ul style="list-style-type: none"> • Describe how an instrument has been used to represent a sound or object e.g. a 	<ul style="list-style-type: none"> • Recognise changes in the music, using words like 'pitch' (high/low), 'timbre' (sound 	<ul style="list-style-type: none"> • Describe how a piece of music makes them feel, making an attempt to explain why. 	<ul style="list-style-type: none"> • Explain how different inter-related dimensions in music (pitch, tempo, timbre, 	<ul style="list-style-type: none"> • Identify and explore the relationship between sounds and how different meanings can be

		flute for a bird, a drum for thunder. ● Begin to recall sounds.	quality), 'dynamics' (loud or soft) and 'tempo' (fast or slow).	● Recall sounds with increasing aural memory.	texture, structure, rhythm, melody and dynamics) have been used to create mood and effects.	expressed through sound and music.
Composing	● Make sounds in different ways, including hitting, blowing and shaking.	● Carefully choose instruments to combine layers of sound, showing awareness of the combined effect.	● Use standard and invented symbols to represent sounds.	● Shape composition, considering dynamics, tempo and timbre.	● Improvise and notate musical phrases to develop compositions.	● Compose a piece of music based on a theme (e.g. a film or a special event).
Vocabulary	● Talk about the song/pieces of music which they enjoy using some musical vocabulary.	● Describe basic inter-related dimensions of a piece of music (e.g. pace, volume, emotion).	● Use relevant musical vocabulary when talking about the inter-related dimensions within a piece of music (e.g. pitch, pulse, rhythm and tempo).	● Describe, compare and evaluate different kinds of music, using appropriate musical vocabulary.	● Use musical vocabulary to explain some of the reasons why a piece of music might have been composed.	● Describe how music can be used to create expressive effects and convey emotion.
Performing	● Perform with awareness of others (e.g. take turns in a performance and sing/play with peers).	● Use own voice in different ways, including speaking, singing and chanting for different effects.	● Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments.	Perform significant parts from memory and from notation, either on a musical instrument or vocally.	Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing.	● Take the lead in a performance and provide suggestions to others.
Singing	● Sing with a sense of shape and melody.	● Use own voice in different ways, including using a loud or soft voice, and sing simple repeated phrases.	● Sing songs confidently both solo and in groups.	● Maintain a simple part within an ensemble.	● Maintain a more complex part within an ensemble (e.g. sing in a round or use harmony).	● Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers.

Inter-related dimensions in music	<ul style="list-style-type: none"> • Copy a simple rhythm by clapping or using percussion. 	<ul style="list-style-type: none"> • Identify the difference between rhythm and pulse. 	<ul style="list-style-type: none"> • Create and repeat extended rhythmic patterns 	<ul style="list-style-type: none"> • Create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals). 	<ul style="list-style-type: none"> • Create extended rhythmic patterns with an awareness of timbre (quality of sound), duration (length of notes and intervals) and structure (the different sections of the music). 	<ul style="list-style-type: none"> • Create complex rhythmic patterns, using a variety of instrumentation with an awareness of all the inter-related dimensions of music.
Notation	<ul style="list-style-type: none"> • Begin to represent sounds with drawings. 	<ul style="list-style-type: none"> • Follow a simple piece of written rhythmic notation. 	<ul style="list-style-type: none"> • Use written symbols both standard and invented to represent sounds. 	<ul style="list-style-type: none"> • Follow a basic melody line, using standard notation. 	<ul style="list-style-type: none"> • Perform from simple notation on tuned/untuned instruments. 	<ul style="list-style-type: none"> • Recognise/use staff and use unconventional notation when composing.
Appreciation and Understanding	<ul style="list-style-type: none"> • State what they like or dislike about a piece of music. 	<ul style="list-style-type: none"> • Explain what they like or dislike about a piece of music and why. 	<ul style="list-style-type: none"> • Compare and contrast two pieces of music on the same theme from different periods in history. 	<ul style="list-style-type: none"> • Appreciate and listen to music drawn from different traditions, cultures and composers. 	<ul style="list-style-type: none"> • Appreciate and understand high quality music, both live and recorded. • Recognise and describe music and musical instruments from different periods in history. 	<ul style="list-style-type: none"> • Listen to and comment on the work of musicians and composers, indicating own preferences. • Explain the influence of historical events on music.
KEY TOPICS	<ul style="list-style-type: none"> • Seasons • Changes within living memory • Human body and senses • Identifying animals • 	<ul style="list-style-type: none"> • Changes within living memory. • Events beyond living memory. • Lives of significant individuals. 	<ul style="list-style-type: none"> • Stone Age Britain - History. • What is beneath my feet? - Geography • Stone Age to Iron Age - History. • Plants - Science. • Ancient Egypt - History. • Nutrition, skeleton and muscles - Science. 	<ul style="list-style-type: none"> • Roman Empire and Britain - History. • Electricity - Science. • Britain's settlements by Anglo-Saxons and Scots - History. • States of matter - Science • Sound - Science • What are different parts of the world like? South 	<ul style="list-style-type: none"> • Post 1066 study: The Tudors - History. • Where does my food come from? - Geography. • Post 1066 study: The Victorians - History. • Forces - Science. • Earth and Space - Science. • How can I explore my world? - Geography. 	<ul style="list-style-type: none"> • Post 1066: Second World War - History. • Evolution - Science. • How do we affect the world? - Geography. • What will happen in my future? - Geography. • The Mayans - History. • Post 1066: Crime and Punishment - History.

				America - Geography		
Key concepts that underpin all musical enquiry and skills, developed through regular re-visiting in a range of contexts:						
	Years 1 and 2		Years 3 and 4		Years 5 and 6	
Style, genre and tradition	<ul style="list-style-type: none"> Recognise likes and dislikes and give explanations for this. 		<ul style="list-style-type: none"> Listen to and identify music from different traditions and cultures, being able to compare and contrast pieces of music from different historical periods. 		<ul style="list-style-type: none"> Use a greater depth of musical knowledge to be able to identify and describe musical instruments from different periods in history and to explain the influence of historical events on music, be able to comment on the work of musicians and composers whilst expressing own preferences. 	
Musical structures	<ul style="list-style-type: none"> Begin to represent sounds with drawings and be able to follow these. 		<ul style="list-style-type: none"> Use standard notation to create and share a composition. 		<ul style="list-style-type: none"> Enhance compositions by using musical knowledge to create thematic pieces of music. 	
Musical dimensions	<ul style="list-style-type: none"> Make simple differences to a musical creation to change it. 		<ul style="list-style-type: none"> Use musical knowledge to begin to enhance a musical creation and have an awareness of the effect of this. 		<ul style="list-style-type: none"> Use a greater depth of musical knowledge to be able to enhance musical creations to create different effects. 	
Tonalities, scales and musical devices	<ul style="list-style-type: none"> Use voices to create music with shape and melody. 		<ul style="list-style-type: none"> Perform with increased control and accuracy having an awareness of tonalities, scales and musical devices in theirs and others' work. 		<ul style="list-style-type: none"> Perform more complex pieces identifying how sounds can be combined and used expressively. 	
Creativity	<ul style="list-style-type: none"> Begin to use opportunities in listening, performing and composing to play and experiment with ideas. 		<ul style="list-style-type: none"> Begin to make creative decisions individually and collaboratively to make changes and enhance pieces of music. 		<ul style="list-style-type: none"> Use a greater depth of musical knowledge to make choices, organise ideas, refine and rehearse musical creations. 	

