



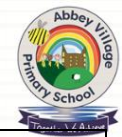
At Abbey Village, our definition of progress is the widening and deepening of essential knowledge, skills, understanding and learning behaviours. We design, organise and sequence our mixed age curriculum to ensure that children are not merely covering content but achieving a depth to their learning which enables them to use their skills and understanding in all areas of the curriculum.

This careful curriculum sequencing means that we build in opportunities to revisit previous learning, which allows them to build on their prior knowledge and gradually develop a deeper understanding of the skills and processes within subjects at their own pace and in the best possible way for each individual child.

MUSIC SKILLS PROGRESSION	Foundation Sequence towards KS1	Year 1& 2 Sequence towards KS2	Year 3&4 Sequencing towards upper KS2	Year 5&6
Performing	<ul style="list-style-type: none"> Expresses self through physical action and sound. Creates movement in response to music. Sings to self and make up simple songs. Make up rhythms Explore a range of untuned instruments Explore environmental sounds and patterns 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. 	<ul style="list-style-type: none"> Play a range of tuned and untuned instruments. Use voice in different ways such as speaking, singing and chanting Sing a wide range of songs (including action songs, rhymes and chants) keep to a steady pulse Start and finish with everybody else Think about others when performing 	<ul style="list-style-type: none"> play a simple melody on tuned percussion and more complex rhythms on untuned percussion Sing with expression, good diction and a growing sense of pitch Sing songs with more than one part (e.g. rounds / call and response songs) Performed in groups of a variety of sizes 	<ul style="list-style-type: none"> Play melodies from different genres on tuned percussion and extend rhythm patterns Become aware of flats and sharps when playing Play a musical ostinato (repeated phrase) Sing confidently with a good control of pitch (sing songs, speak chants and rhymes in unison and 2 / 3 parts) Perform with good understanding of the mood to be created Practise, rehearse and perform a variety of solo and ensemble performances with confidence and awareness of the audience. Reflect on and refine own work.

Progression of Skills in Music

<p>Listening and appraising</p>	<p>Listen to and enjoy a range of music</p> <ul style="list-style-type: none"> • Sing along with music and include actions • Create simple rhythms for others to copy (clap, tambourine, drum) • Dance to music 	<ul style="list-style-type: none"> • listen to a range of music (written and performed for different purposes and occasions) with growing concentration • Experienced a live performance (musicians from music service / other children performing / theatre performances / concerts) • Recognise the beginning, middle and end of a repeated refrain (e.g. chorus) • Say whether or not they like a piece of music 	<ul style="list-style-type: none"> • Listen to music from other cultures, countries and times • say whether or not they like a piece of music giving a reason why • listen with attention to detail and recall sounds heard • reflect on the moods created by different pieces of music (e.g. calming / frightening etc) • Identify contrasting sections of a song, such as the verse and refrain 	<ul style="list-style-type: none"> • Listen to different styles of music including classical, jazz, blues, pop and rock • Develop an understanding and ability to identify music from different times (history) and cultures • Make informed suggestions of suitable pieces of music for various occasions. • Analyse and compare different music using appropriate musical vocabulary
<p>Creating and composing</p>	<ul style="list-style-type: none"> • Make up music and actions in play • Explore a range of untuned instruments • Explore environmental sounds and patterns • Explore music through story and drama 	<ul style="list-style-type: none"> • Choose how to represent different things e.g. sound effects for a story or to reflect different moods • Start to compose a simple piece with a beginning, middle and end • Start to use pictorial representation to record what I have composed 	<ul style="list-style-type: none"> • Compose and perform my own melodies using a given range of notes (e.g. pentatonic scales) • Improvise simple patterns • Record my compositions in a variety of ways (e.g. graphic ways / musical notation) • Start to compose using different structures (e.g. call and response / verse and chorus) 	<ul style="list-style-type: none"> • Combine all the musical elements learned to compose in different genres and styles for different moods and occasions • Compose using different structures • Record compositions using symbols, graphic notation and chorus.
<p>Inter related dimensions of music pitch, duration, tempo, timbre, texture, structure</p>	<ul style="list-style-type: none"> • Identify loud, quiet, fast and slow through music and movement. • Play games where music stops. 	<ul style="list-style-type: none"> • Name standard tuned and untuned percussion (e.g. drum / maraca / triangle / tambourine / wood block) • Identify fast / slow (tempo) loud and quiet (dynamics), high and low (pitch), long and short (duration) • Explore different ways to 	<ul style="list-style-type: none"> • Name a wider range of musical instruments including instruments from around the world and orchestral instruments • Start to use and understand staff and other musical notations • Recognise changes in duration, dynamics, pitch, tempo, timbre and texture 	<ul style="list-style-type: none"> • Name and sort orchestral instruments into their families • Use and understand staff and other musical notations – reading notes accurately • Recognise more complex. changes in duration dynamics, pitch, tempo, timbre, structure and texture and use these in my



Progression of Skills in Music

		play instruments	<ul style="list-style-type: none"> Recognise different structures e.g. call and response / verse and chorus 		own work	
Focus musicians /genre for each cohort	<p>Classical Rimsky Korsakov (flight of the bumble bee) Tchaikovsky (Swan Lake, The Nutcracker) Missy Mazzoli Bach Mozart Beethoven</p>	<p>Jazz Louis Armstrong Billie Holiday Miles Davis</p>	<p>Rock The Rolling Stones The beetles Elvis Buddy Holly</p>	<p>Pop Madonna Bowie Michael Jackson Abba</p>	<p>Reggae Bob Marley</p>	<p>RAP Drake</p>