

All Saints Primary School- *Inspired to Learn*

Progression and Curriculum Milestones: Music

Clevedon LEARNING TRUST

Curriculum Intent- At All Saints we develop •				
	EYFS	**KS1**	**LKS2**	**UKS2**
National Curriculum	Listening and Responding to Music	**Listening and Responding to Music**	**Listening and Responding to Music**	**Listening and Responding to Music**
Vocabulary				
	Understanding and Using Musical language	Understanding and Using Musical language	Understanding and Using Musical language	Understanding and Using Musical language
Milestones	**I know that music can touch my emotions and make me feel happy or sad**	**I can demonstrate a basic understanding of how feelings can connect with/relate to music.**	**I can identify and describe a variety of feelings as they relate to music.**	**I can identify and describe a variety of contrasting feelings as they relate to music.**
	Understanding and identifying musical styles and the socio-historical connections and context of music	Understanding and identifying musical styles and the socio-historical connections and context of music	Understanding and identifying musical styles and the socio-historical connections and context of music	Understanding and identifying musical styles and the socio-historical connections and context of music
Milestones	**I can enjoy moving to music by dancing, marching, being animals etc**	I can demonstrate some basic understanding of musical style.	I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music.	I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.
Pulse, Beat Metre,	**Find the pulse**	Watch, follow, feel and move to a steady beat with others. Find and enjoy moving to music in different ways. Respond to the pulse in recorded/live music through movement and dance. Understand that the speed of the beat can change, creating a faster or slower pace (tempo).	Recognise and move in time with the beat. Play the steady beat on percussion instruments. Recognise the 'strong' beat. Play in time with a steady beat in 2/4, 4/4 and 3/4. Respond to the 'offbeat' or 'backbeat'.	Recognise and move in time with the changing speed of a steady beat. Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 6/8 and 5/4. Identify syncopation and swing.
Milestones				

Rhythm	Copy -cat rhythms of names Copy-cat rhythms of small phrases Copy-cat 3 or 4 word phrase	Recognise long and short sounds, and match them to syllables and movement. Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion. Create rhythms using word phrases as a starting point.	Recognise by ear and notation: • Semibreves, minims, crotchets, quavers and semiquavers • Dotted minims and dotted crotchets Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests. Create rhythm patterns by ear and using simple notation, which use semibreves, minims, crotchets and quavers. Understand and explain the difference between beat and rhythm. Recall the most memorable rhythms in a song or piece of music	Recognise by ear and notation: • Minims, crotchets, quavers, semiquavers and their rests Recognise by ear and notation: • 6/8 rhythm patterns • Dotted crotchets, triplet quavers, dotted triplet quavers, quavers and their rests Recognise by ear and notation: • 9/8 rhythm patterns • Dotted crotchets, triplet quavers and quaver notes and their rests Recognise dotted rhythm in melodies. Copy simple rhythm patterns using the above rhythms. Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns. Recall the most memorable rhythms in a song or piece of music
Milestones				
Pitch	**Explore high sounds and low sounds** **Explore high pitch and low pitch** **Keep beat of a song with a pitched note** **Play patterns of notes using C,D,E**	Identify the high notes and low notes in a melody. Join in with part of a melody. Rehearse and play a simple instrumental melody as a part to go with a song. Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C. Use body percussion, untuned and tuned percussion instruments with a song, and listen to how the sounds blend together.	dentify and explain what a melody is. Learn to sing and follow a melody by ear and from notation. Understand melodic movement up and down as pitch. Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation. Identify the names of the pitched notes on a stave: C, D, E, E♭, F♯, G, A, B, B♭, C, C♯, D. Identify the following scales by ear or from notation: C major, F major, G major, A minor. Copy simple melodies by ear or from reading notation. Create melodies by ear	Identify major and minor tonality by ear and from notation Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation. Identify the names of the pitched notes on a stave: C, D, E, E♭, F♯, G, A, B, B♭, C, C♯, D. Identify the following scales by ear or from notation: A minor, G major, D major, D minor, F major. Identify an interval of a major triad: 3rd, 5th. Identify an octave by ear or notation. Copy simple melodies by ear or from reading notation. Create melodies by ear and notate them. Use chords C, F, G and A minor by ear or from notation. Identify the tonal centres of: A minor, G major, D major, D minor, F major. Identify and demonstrate the following scales by ear and from

				notation: Major scale, minor scale, pentatonic scale, blues scale
Milestones				
Tempo		Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Understand that the speed of the beat can change, creating a faster or slower pace.	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower. Direct the class in controlling the speed of a steady beat in a class performance.	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower. Direct the class in controlling the speed of a steady beat in a class performance. Recognise the connection between tempi and musical styles. Recognise an effective use of tempo at the end of a song
Milestones				
Dynamics		Identify loud and quiet sections of music, and discuss what makes the music loud or quiet. Understand the meaning of loud and quiet (forte and piano).	Identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo.	Identify how dynamics change the mood and feel of music using vocabulary: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo. Identify how dynamics can support the structure of a song or piece of music, eg diminuendo leading into a new section and change of mood. Identify the connection between dynamics and texture, eg adding more players and/or singers makes the music louder
Milestones				
Timbre		Identify different sounds in the environment, indoors and outside. Identify the sounds of the instruments played in school. Identify some of the sounds of the instruments heard when listening to music. Know the difference between a speaking voice and a singing	Choose particular instruments for rehearsal and performing. Identify the sound of different tuned and untuned percussion instrument. Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities. Recognise the following groups	Recognise the following ensembles: • Gospel choir and soloist • Rock band • Symphony orchestra • A Cappella group Identify the following instruments by ear and through a range of media: drum kit, electric guitar, electric bass guitar, acoustic guitar, keyboard or Hammond

		voice. Identify friends from the sound of their voices	of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and strings. Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet, trombone, trumpet, piano, keyboard, bass drums, tuba, piccolo, bass guitar, synthesiser and electric guitar. Recognise the difference between the sound of high and low voices. Understand the importance of the vocal warm-up and its impact on the tone of the voice.	organ, synthesiser, saxophone, trumpet, harmonica, banjo, accordion, tuned and untuned percussion, steel pans and instruments of the orchestra such as clarinet, tuba, violin, trombone and flute. Recognise the difference between the sound of high and low voices. Recognise tone colour and rapping. Recognise the following ensembles: • Pop group • A Cappella group • Gospel choir Identify instruments that add particular colour to a song or piece of music. Identify the following instruments by ear and through a range of media: • Band instruments such as keyboard, electric or Hammond organ, saxophone, trumpet, electric guitar, electric bass guitar, drum kit, vocals, drum machine and synthesiser. • Instruments of the orchestra from the strings, woodwind, brass and tuned and untuned percussion families, particularly violin, cello, double bass, flute, clarinet, oboe, saxophone, trumpet, trombone, French horn, tuba, drums (timpani), glockenspiel, xylophone and piano. • Other instruments such as steel pans, harmonica, banjo and accordion.
Milestones				
Texture		Sing together. Listen out for combinations of instruments together. Understand that singing and playing together creates a musical texture. Add body percussion accompaniments.	Understand that singing and playing together creates a musical texture. Add body percussion accompaniments. Listen to the accompaniment to a song. Identify large numbers of people playing and singing. Listen out for solo players. Identify and explain texture: the number of voices or instruments playing and the	Identify solos and instrumental breaks in songs and music. Talk about solo voices, backing vocals and different vocal textures. Identify changes in texture. Talk about the different textures created by intervals and chords. Sing and play instruments in different-sized groups. Identify solos and

			richness of the sound they create. Identify high and low solo voices and backing vocals, and talk about the different textures they create in the music. Understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs/ostinati) have on the texture of a piece of music. Explain the term 'unison' and the difference between unison and solo.	instrumental breaks in songs and music. Talk about solo voices, backing vocals and different vocal textures. Refer to repeated rhythmic or melodic patterns as riffs/ostinati. Talk about the different textures created by intervals and chords. Understand how texture builds throughout a piece as voices are layered.
Structure		Add movement to key sections of a song. Understand when to sing in a verse and a chorus. Join in with a repeated section of a song: the chorus, the response. Join in with the main tune when it is repeated.	Show the different sections of a song structure or piece of music through actions. Identify and explain the following structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures. Identify the instrumental break and its purpose in a song. Recognise phrases and repeated sections. Discuss the purpose of a bridge section.	Identify and explain the structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures. Identify the instrumental break and its purpose in a song. Recognise phrases and repeated sections. Discuss the purpose of a bridge section.