

Music Curriculum Progression

“Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything.” – Plato

Curriculum Intent:

We want every child to be happy and enthusiastic learners of music and be eager to achieve their very best in order to fulfil their creative and musical talents. We encourage children to participate in a variety of musical experiences through which we aim to build the confidence and wellbeing of all children. Our central aim is that children leave Milldown with a wide range of rich memories formed through inspiring and engaging musical experiences. Our Music curriculum is designed to inspire pupils to develop a love of music and appreciate their talent as musicians, thereby increasing their self-confidence, creativity and sense of achievement. We aim for our vision – ‘Inspire-Believe-Achieve’ – to be lived out through our core aims:

- **To inspire children to be perform** and be able to listen to, review and evaluate music.
- **To have their beliefs challenged and to develop critical and reflective listeners** who understand and explore how music is created, produced and communicated.
- **To give children the knowledge and belief to be composers and musicians.** Pupils are taught to sing, create and compose music and have the opportunity to learn a musical instrument.
- **To achieve an extensive knowledge and key skills**

We encourage pupils to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all genres of music, and to foster an unbiased respect for the role that music may be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community and are able to use their musical skills, knowledge and experiences to immerse themselves in music, in a variety of different contexts. This is further enriched through links to our six curriculum themes.

How will the curriculum be delivered? The implementation.

Our curriculum is underpinned by the National Curriculum and has been informed by the recent Ofsted Model Music Curriculum review. It has been mapped to be progressive and build on prior learning, ensuring children know more and remember more over time. Thanks to carefully planned progression documents and our music scheme (Kapow!) we ensure continuity and progression across the key stages of knowledge, skills and vocabulary. The knowledge, skills and vocabulary set out are explicitly taught and practised within each unit. We also make links with wider curriculum themes to ensure that children will know how music reflect and shape our history, and contribute to the culture, creativity and wealth of our local area and beyond.

Curriculum Review (Impact):

Children's skills and knowledge are continually assessed throughout lessons and also across the academic year. This is often showcased in a final performance piece each term. Because our curriculum serves as the progression model, the level of success at each stage of a child's learning journey shows the degree of impact of teaching over the long-term. Pupil discussions will also help inform subject and senior leaders about the impact of our music curriculum and the next steps.

Music Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	-	Celebration music	Exploring sound	Music and movement	Musical stories	Big band
Year 1	Pulse and rhythm (All about me)	Timbre and rhythmic patterns (Fairy tales)	Musical vocabulary (Under the sea)	Classical music, dynamics and tempo (Animals)	Vocal and body sounds (By the sea)	Pitch and tempo (Superheroes)
Year 2	Musical Me	Orchestral instruments (Traditional stories)	Myths and legends	On this island: British songs and sounds	African call and response song	Dynamic, timbre, tempo and motifs (Space)
Year 3	Ballads	Traditional instruments and improvisation (India)	Pentatonic melodies and composition (Chinese New Year)	Creating compositions in response to an animation (Mountains)	Developing singing technique (The Vikings)	Jazz
Year 4	Haiku, music and performance (Hanami)	Rock and roll	Body and tuned percussion (Rainforests)	Changes in pitch, tempo and dynamics (Rivers)	Adapting and transposing motifs (Romans)	Samba and carnival sounds and instruments
Year 5	Instrumental lessons with Dorset Music Service	Instrumental lessons with Dorset Music Service	Blues	South and West Africa	Composition to represent the festival of Holi	Musical theatre
Year 6	Advanced rhythms	Theme and variations (Pop art)	Songs of WW2	Dynamics, pitch and tempo (Fingal's cave)	Film music	Composing and performing a leavers' song

A detailed curriculum progression including knowledge, skills and progression is provided by the scheme.

Early years outcomes in Kapow Primary's units

Early Years Foundation Stage Kapow Primary's units	Kapow Primary's music strands	Early years outcomes: Prime Areas Development Matters 2021 statements Early Learning Goals	Early years outcomes: Specific Areas Development Matters 2021 statements Early Learning Goals	Characteristics of effective learning
Celebration music	<div style="text-align: center;"> <div style="background-color: #007bff; color: white; padding: 5px; margin-bottom: 5px;">P</div> <div style="background-color: #fd7e14; color: white; padding: 5px; margin-bottom: 5px;">L</div> <div style="background-color: #6c757d; color: white; padding: 5px;">DoM</div> </div>	<p>Communication and Language</p> <ul style="list-style-type: none"> -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs. 	<p>Understanding the World</p> <ul style="list-style-type: none"> -Recognise that people have different beliefs and celebrate special times in different way. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> -Listen attentively, move to and talk about music, expressing their feelings and responses. -Watch and talk about dance and performance art, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups. -ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music. 	<p>✓ Playing and Exploring</p>
Exploring sound	<div style="text-align: center;"> <div style="background-color: #007bff; color: white; padding: 5px; margin-bottom: 5px;">P</div> <div style="background-color: #fd7e14; color: white; padding: 5px; margin-bottom: 5px;">L</div> <div style="background-color: #6c757d; color: white; padding: 5px;">DoM</div> </div>	<p>Communication and Language</p> <ul style="list-style-type: none"> -Understand how to listen carefully and why listening is important. -Listen to and talk about stories to build familiarity and understanding. -ELG: Listening, Attention and Understanding> 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. 	<p>Understanding the World</p> <ul style="list-style-type: none"> -Explore the natural world around them <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups. 	<p>✓ Playing and Exploring</p> <p>✓ Creating and Thinking Critically</p>

Early years outcomes in Kapow Primary's units

Early Years Foundation Stage Kapow Primary's units	Kapow Primary's music strands	Early years outcomes: Prime Areas Development Matters 2021 statements Early Learning Goals	Early years outcomes: Specific Areas Development Matters 2021 statements Early Learning Goals	Characteristics of effective learning
Music and movement	<div style="text-align: center;"> <div style="background-color: #007bff; color: white; padding: 5px; margin-bottom: 5px;">P</div> <div style="background-color: #fd7e14; color: white; padding: 5px; margin-bottom: 5px;">L</div> <div style="background-color: #6c757d; color: white; padding: 5px;">DoM</div> </div>	Personal, Social and Emotional Development -Think about the perspectives of others.	Expressive Arts and Design -Listen attentively, move to and talk about music, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups. -ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.	<ul style="list-style-type: none"> ✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically
Musical stories	<div style="text-align: center;"> <div style="background-color: #007bff; color: white; padding: 5px; margin-bottom: 5px;">P</div> <div style="background-color: #dc3545; color: white; padding: 5px; margin-bottom: 5px;">C</div> <div style="background-color: #fd7e14; color: white; padding: 5px; margin-bottom: 5px;">L</div> <div style="background-color: #6c757d; color: white; padding: 5px;">DoM</div> </div>	Communication and Language -Learn new vocabulary. -Listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have developed a deep familiarity and understanding. -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs.	Expressive Arts and Design -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Create collaboratively sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.	<ul style="list-style-type: none"> ✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically

Early years outcomes in Kapow Primary's units

Early Years Foundation Stage Kapow Primary's units	Kapow Primary's music strands	Early years outcomes: Prime Areas Development Matters 2021 statements Early Learning Goals	Early years outcomes: Specific Areas Development Matters 2021 statements Early Learning Goals	Characteristics of effective learning
Big band	<div style="background-color: #007bff; color: white; padding: 5px; margin-bottom: 5px; border-radius: 5px;">P</div> <div style="background-color: #dc3545; color: white; padding: 5px; margin-bottom: 5px; border-radius: 5px;">C</div> <div style="background-color: #6c757d; color: white; padding: 5px; border-radius: 5px;">DoM</div>	Communication and Language -Learn rhymes, poems and songs.	Expressive Arts and Design -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Create collaboratively sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups. -ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.	<ul style="list-style-type: none"> ✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically

Please refer to our other guidance for Music provision in EYFS:

[Music and continuous provision](#)

National Curriculum by Kapow Primary's themes and units

Key stage 1 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Key stage 1 - Year 1					
		* Pulse and rhythm	Classical music, dynamics and tempo	* Timbre and rhythmic pattern	* Pitch and tempo	Vocal and body sounds	* Musical vocabulary
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	<div style="background-color: #007bff; color: white; padding: 5px; text-align: center; border-radius: 5px;">P</div> <div style="background-color: #6c757d; color: white; padding: 5px; text-align: center; border-radius: 5px;">DoM</div>	✓	✓	✓	✓	✓	
Play tuned and untuned instruments musically	<div style="background-color: #007bff; color: white; padding: 5px; text-align: center; border-radius: 5px;">P</div> <div style="background-color: #6c757d; color: white; padding: 5px; text-align: center; border-radius: 5px;">DoM</div>	✓	✓	✓	✓	✓	✓
Listen with concentration and understanding to a range of high-quality live and recorded music	<div style="background-color: #fd7e14; color: white; padding: 5px; text-align: center; border-radius: 5px;">L</div> <div style="background-color: #6c757d; color: white; padding: 5px; text-align: center; border-radius: 5px;">DoM</div>	✓	✓	✓	✓	✓	✓
Experiment with, create, select and combine sounds using the inter-related dimensions of music	<div style="background-color: #dc3545; color: white; padding: 5px; text-align: center; border-radius: 5px;">C</div> <div style="background-color: #6c757d; color: white; padding: 5px; text-align: center; border-radius: 5px;">DoM</div>	✓	✓	✓	✓	✓	✓

*Units that are included in the condensed curriculum

National Curriculum by Kapow Primary's themes and units

Key stage 1 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Key stage 1 - Year 2					
		*Musical me	*West African call and response song	On this island: British songs and sounds	*Orchestral instruments	*Myths and legends	Dynamics, timbre, tempo and motifs
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	<div style="background-color: #007bff; color: white; padding: 5px; text-align: center; margin-bottom: 5px;">P</div> <div style="background-color: #6c757d; color: white; padding: 5px; text-align: center;">DoM</div>	✓	✓	✓			
Play tuned and untuned instruments musically	<div style="background-color: #007bff; color: white; padding: 5px; text-align: center; margin-bottom: 5px;">P</div> <div style="background-color: #6c757d; color: white; padding: 5px; text-align: center;">DoM</div>	✓	✓	✓	✓	✓	✓
Listen with concentration and understanding to a range of high-quality live and recorded music	<div style="background-color: #fd7e14; color: white; padding: 5px; text-align: center; margin-bottom: 5px;">L</div> <div style="background-color: #6c757d; color: white; padding: 5px; text-align: center;">DoM</div>	✓	✓	✓	✓	✓	✓
Experiment with, create, select and combine sounds using the inter-related dimensions of music	<div style="background-color: #dc3545; color: white; padding: 5px; text-align: center; margin-bottom: 5px;">C</div> <div style="background-color: #6c757d; color: white; padding: 5px; text-align: center;">DoM</div>	✓	✓	✓	✓	✓	✓

*Units that are included in the condensed curriculum

National Curriculum by Kapow Primary's themes and units

Key stage 2 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Lower key stage 2 - Year 3					
		* Ballads	Creating compositions in response to animation	* Developing singing technique and keeping in time	* Pentatonic melodies and composition	Jazz	* Traditional instruments and improvisation
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	P DoM	✓	✓	✓	✓	✓	✓
Improvise and compose music for a range of purposes using the inter-related dimensions of music	C DoM	✓	✓	✓	✓	✓	✓
Listen with attention to detail and recall sounds with increasing aural memory	L DoM	✓	✓	✓	✓	✓	✓
Use and understand staff and other musical notations	P C DoM			✓	✓	✓	✓
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	L HoM DoM	✓	✓	✓	✓	✓	✓
Develop an understanding of the history of music	HoM DoM		✓			✓	✓

*Units that are included in the condensed curriculum

National Curriculum by Kapow Primary's themes and units

Key stage 2 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Lower key stage 2 - Year 4					
		<u>*Body and tuned percussion</u>	<u>Rock and roll</u>	<u>*Changes in pitch, dynamics and tempo</u>	<u>Haiku, music and performance</u>	<u>*Samba and carnival sounds and instruments</u>	<u>*Adapting and transposing motifs</u>
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<div style="background-color: #007bff; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block;">P</div> <div style="background-color: #6c757d; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block;">DoM</div>	✓	✓	✓	✓	✓	✓
Improvise and compose music for a range of purposes using the inter-related dimensions of music	<div style="background-color: #dc3545; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block;">C</div> <div style="background-color: #6c757d; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block;">DoM</div>	✓	✓	✓	✓	✓	✓
Listen with attention to detail and recall sounds with increasing aural memory	<div style="background-color: #fd7e14; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block;">L</div> <div style="background-color: #6c757d; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block;">DoM</div>	✓	✓	✓	✓	✓	✓
Use and understand staff and other musical notations	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: #007bff; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block;">P</div> <div style="background-color: #dc3545; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block;">C</div> </div> <div style="background-color: #6c757d; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block; margin-top: 5px;">DoM</div>		✓	✓			✓
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: #fd7e14; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block;">L</div> <div style="background-color: #17a2b8; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block;">HoM</div> </div> <div style="background-color: #6c757d; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block; margin-top: 5px;">DoM</div>	✓	✓	✓	✓	✓	✓
Develop an understanding of the history of music	<div style="background-color: #17a2b8; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block; margin-bottom: 5px;">HoM</div> <div style="background-color: #6c757d; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block;">DoM</div>		✓			✓	

National Curriculum by Kapow Primary's themes and units

Key stage 2 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Upper key stage 2 - Year 5					
		* Composition notation	* Blues	* South and West Africa	* Composition to represent the festival of colour	Looping and remixing	Musical theatre
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	P DoM	✓	✓	✓	✓	✓	✓
Improvise and compose music for a range of purposes using the inter-related dimensions of music	C DoM	✓	✓	✓	✓	✓	✓
Listen with attention to detail and recall sounds with increasing aural memory	L DoM	✓	✓	✓	✓	✓	✓
Use and understand staff and other musical notations	P C DoM	✓	✓	✓		✓	
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	L HoM DoM	✓	✓	✓	✓	✓	✓
Develop an understanding of the history of music	HoM DoM		✓	✓			✓

National Curriculum by Kapow Primary's themes and units

Key stage 2 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Upper key stage 2 - Year 6					
		* Advanced rhythms	* Dynamics, pitch and texture	Songs of World War 2	Film music	* Theme and variations	* Composing and performing a leavers' song
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	P DoM	✓	✓	✓	✓	✓	✓
Improvise and compose music for a range of purposes using the inter-related dimensions of music	C DoM	✓	✓		✓	✓	✓
Listen with attention to detail and recall sounds with increasing aural memory	L DoM	✓		✓	✓	✓	✓
Use and understand staff and other musical notations	P C DoM	✓		✓	✓	✓	
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	L HoM DoM	✓	✓	✓	✓	✓	✓
Develop an understanding of the history of music	HoM DoM	✓		✓		✓	

Music Concept Progressions

Improvise and Compose			
<i>Composing occurs when you select and organise sounds to make music. Good compositions have an intention which is successfully communicated to the audience. . Improvisation is an important precursor to composition. It enables creativity and experimentation with sound and instruments and a way to try out ideas</i>			
End of EYFS	End of KS1	End of LKS2	End of UKS2
<p>Explore making sounds with a variety of resources.</p> <p>Move in time to music and respond to changes.</p> <p>Create own music and sounds with instruments and sound makers.</p>	<p>Create music in response to a non-musical stimulus.</p> <p>Improvise simple question and answer phrases to be sung or played in pairs, to create a musical conversation.</p> <p>Use graphic symbols, dot notation and stick notation as appropriate to keep a record of composed pieces.</p>	<p>Structure musical ideas (eg: echo or question & answer phrases) to create music with a beginning, middle and end.</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood.</p> <p>Capture and record creative ideas using graphic symbols, notation or technology.</p>	<p>Extend improvisation skills through working in small groups to create music with multiple sections that include repetition and contrast.</p> <p>Experiment with a wider range of dynamics through improvisation and composition work</p>

Perform			
<i>Performing is the act of making music for an audience at a particular time and place. Most performances need to be practised and refined.</i>			
End of EYFS	End of KS1	End of LKS2	End of UKS2
<ul style="list-style-type: none"> • Explore and engage in music making and dance • Sing songs solo or as a part of a group. • Perform songs/dances to an audience. 	<ul style="list-style-type: none"> • Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence • Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance • Understand the difference between rehearsing a song and performing it 	<ul style="list-style-type: none"> • Copy short melodic phrases including those using the pentatonic scale • Understand the differences between minims, crotchets, paired quavers and rests • Follow and perform simple rhythmic scores to a steady beat, maintaining individual parts accurately 	<ul style="list-style-type: none"> • Play a melody following staff notation written on one staff and using notes within an octave range • Make decisions about dynamic range when performing • Engage with others through ensemble playing

Listen and appraise

This concept involves appreciating the features and effectiveness of musical elements.

End of EYFS	End of KS1	End of LKS2	End of UKS2
<ul style="list-style-type: none">• Say what they like or dislike about a piece of music.• Describe how a piece of music changes.	<ul style="list-style-type: none">• Identify the beat of a tune.• Recognise changes in timbre, dynamics and pitch.• Describe a how piece of music makes them feel.	<ul style="list-style-type: none">• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.• Evaluate music using musical vocabulary to identify areas of likes and dislikes.• Understand layers of sounds and discuss their effect on mood and feelings	<ul style="list-style-type: none">• Choose from a wide range of musical vocabulary to accurately describe and appraise music.• Describe how lyrics often reflect the cultural context of music and have social meaning.