



The Flourish Federation

Music Curriculum Progression & Sequencing Document

Adopted	April 2022	Review	September 2022
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Music Curriculum Intent

At the Flourish Federation, we believe that all children should have the opportunity to enjoy and develop an appreciation for music, inspiring creativity and self-expression, in order to encourage them on their musical journeys. Music, as a form of creativity, plays an integral part in our sense of belonging and we therefore endeavour to provide all children, regardless of background, additional needs or opportunities, the chances to create, play, perform and enjoy music – both within the classroom and also to a wider audience.

We hope that we are able to foster a life-long engagement with music, exposing them to diverse musical experiences and igniting a passion, whether it be on a practical or auditory level. Through work on musicianship skills, performance, composition and listening, we intend to provide our children with the necessary tools to support them in becoming confident, reflective musicians.



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Baseline Knowledge

Implementation

Aim 1 – Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing	Sing along to common nursery rhymes as a class.	Choose a song/ songs to perform to a well-known audience. (this could be a puppet, own parents, 1:1 support). Prepare a song to perform. Communicate the meaning of the song. Add actions to the song. Play some simple instrumental parts.	Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. Talk about what the song means and why it was chosen to share. Talk about the difference between rehearsing a song and performing it.	Play and perform melodies following staff notation, using a small range, as a whole class or in small groups. Reflect on feelings about sharing and performing, e.g. excitement, nerves, enjoyment.	Perform, with confidence, a song from memory or using notation. Explain why the song was chosen, including its composer and the historical and cultural context of the song. Talk about what the rehearsal and performance has taught the student. Understand how the individual fits within the larger group ensemble. Reflect on the performance and how well it suited the occasion. Discuss and respond to any feedback; consider how future performances might be different.	A student leads part of the rehearsal and part of the performance. Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece. Discuss and talk musically about the strengths and weaknesses of a performance. Collect feedback from the audience and reflect how future performances might be different.	Create, rehearse and present a holistic performance for a specific event, for an unknown audience. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. Understand the importance of the performing space and how to use it. Discuss how the performance might change if it was repeated in a larger/smaller performance space.
Listening	Children are exposed to a range of music which is significant to them and their lives.	Begin to understand where the music fits in the world. Begin to understand about different styles of music.	Mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo.	Identify some instruments you can hear playing. Identify if it's a male or female voice singing the song.	Recognise the style of music you are listening to. Discuss the structures of songs, identifying: • Call and response	Identify the musical style of a song or piece of music. Identify instruments by ear and through a range of media.	Identify the sound of a range of genres. Identify the musical style of a song using some musical vocabulary to



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			Start to talk about the style of a piece of music. Recognise some band and orchestral instruments.	Talk about the style of the music.	• A solo vocal or instrumental line and the rest of the ensemble • A change in texture • Articulation on certain words • Programme music Recognise a range of musical styles.	Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.	discuss its Musical Elements.
Review & Evaluate - Additional Skills			Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.	Identify singing in different registers. (e.g. Soprano, bass)	Talk about the words of a song. Think about why the song or piece of music was written.	Justify a personal opinion with reference to Musical Elements.	Explain the role of a main theme in musical structure.

Aim 2 – Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Create & Compose		Explore and create graphic scores. Create musical sound effects and short sequences of sounds. Recognise how graphic notation can represent created sounds. Explore and invent your own symbols.	Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Create a story, choosing and playing classroom instruments.	Compose over a simple chord progression. Compose over a simple groove. Compose over a drone. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.	Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt. Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale:	Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Use chords to compose music to evoke a specific atmosphere, mood or environment.	Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).
Learn an instrument	Explore the sounds of tuned and untuned percussion.	Rehearse and learn to play a simple melodic instrument.	Explore creating rhythmic and melodic passages using tuned	Experiment, rehearse and learn to play a simple melodic instrumental part by ear	Rehearse and learn to play a simple melodic instrumental part by ear	Play melodies on tuned percussion, melodic instruments or keyboards, following	Play a melody following staff notation written on one staff and using notes within an octave



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		Play untuned percussion using call & response for rhythmic passages.	and untuned percussion.	or from notation, using a pentatonic scale.	or from notation, in C major and A minor. Develop facility in playing tuned percussion or a melodic instrument, such as recorder or ocarina.	staff notation written on one stave.	range, making decisions about dynamic range. Develop facility in playing tuned percussion or a melodic instrument, such as a violin or ukelele.
Use technology		Use music technology, if available, to capture, change and combine sounds. https://musiclab.chromeexperiments.com/Kandinsky Shapes convert into sound – Graphic Notation https://musiclab.chromeexperiments.com/Rhythm Basic 6 step rhythm sequencer	2 Explore (Pre-made musical samples) and 2 Beat (Drum Kit Sequencer) 2 Sequence (Sequencing of musical phrases and sounds) – Exploration of sequencing sounds, tuned and untuned. https://musiclab.chromeexperiments.com/Kandinsky Shapes convert into sound – Graphic Notation	2 Explore (Pre-made musical samples) and 2 Beat (Drum Kit Sequencer) 2 Sequence (Sequencing of musical phrases and sounds) – Exploration of sequencing sounds, tuned and untuned. https://dreampipe.fun/ Virtual Synthesizer with 4 track recorder. Playable on a QWERTY keyboard as well	https://musiclab.chromeexperiments.com/Song-Maker/ Children can compose their own melodic parts and drum rhythms. https://dreampipe.fun/ Virtual Synthesizer with 4 track recorder. Playable on a QWERTY keyboard as well	https://dreampipe.fun/ Virtual Synthesizer with 4 track recorder. Playable on a QWERTY keyboard as well. https://musiclab.chromeexperiments.com/Voice-Spinner Voice recorder and manipulator	Use available music software/apps to create and record, discussing how musical contrasts are achieved.

Aim 3 – Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pitch	Begin to sing with a sense of pitch across a small range of notes. Pitch-match simple sung phrasing with adult support.	Recognise, sing and play high and low pitched notes.	Identify the high notes and low notes in a melody.	Show the shape of a melody as rising and falling in pitch.	Identify and explain what a melody is. Understand melodic movement up and down as pitch.	Identify and explain steps, jumps and leaps in the pitch of a melody.	Identify major and minor tonality by ear and from notation.
Duration	Explore long sounds and short sounds.	Recognise and play/sing long sounds and short sounds, and simple combinations.	Recognise long sounds and short sounds, and match them to syllables and movement.	Develop identification by ear of minims, crotchets, quavers and their rests.	Developing identification by ear of minims, dotted crotchets, crotchets, quavers and their rests.	Developing identification by ear of minims, dotted minims, dotted crotchets, crotchets, quavers and their rests.	More confident recognition by ear of minims, dotted minims, crotchets, dotted crotchets, quavers, semiquavers and their rests.



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Dynamics	Explore louder and quieter sounds in everyday experiences.	Talk about loud sounds and quiet sounds and give some examples.	Identify loud and quiet sections of music, and discuss what makes the music loud and quiet. Understand the meaning of loud and quiet (forte and piano).	Listen and respond to forte (loud) sections of music. Identify instruments playing loud dynamics when listening to the music.	Identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo.	Know how dynamics and how they change the mood and feel of the music: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo	Identify how dynamics can support the structure of a song or piece of music, e.g. diminuendo leading into a new section and change of mood. Identify the connection between dynamics and texture/timbre, e.g. the effect of adding multiple singers or instruments to a section of music.
Tempo	Listen to the music and mark the beat with actions.	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.	Understand that the speed of the beat can change, creating a faster or slower place.	Easily identify changes in tempo within a piece of music.	Develop identification of changes in tempo and whether it is effective within the piece of music.	Recognise the connection between tempo and musical styles.	Recognise an effective use of tempo at the end of a song.
Pulse/Beat/Metre		Find and enjoy moving to music in different ways	Find and follow a steady beat.	Recognise and move in time with a beat, recognising the 'strong' beat.	Begin to identify simple metres (2/4, 3/4, 4/4). Respond to 'offbeat' or 'backbeat'	Recognise and move in time with the changing speed of a steady beat. Begin to identify more developed metres (5/4, 6/8)	Develop confidence with recognising metres. Identify syncopation & swing.
Timbre	Explore different sounds in the environment, indoors and outdoors.	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 voice. Identify friends from the sound of their voice.	Identify the sound of different tuned and untuned percussion instruments.	Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities.	Recognise the difference between the sound of male and female voices. Recognise tone colour and explore what it adds to the piece of music.	Identify instruments that add particular colour to a song or piece of music.
Texture	Explore changes in sound depending on the number of sounds being made at once.	Listen out for combinations of instruments together.	Understand that singing and playing together creates a musical texture.	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 richness of the sound they create. Explain the term 'unison' and the difference between unison and solo	Talk about solo voices, backing vocals and different vocal textures. Identify changes in texture. Talk about the different textures created by intervals and chords.	Identify solos and instrumental breaks in songs and music. Understand how texture builds throughout a piece as voices are layered.



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Structure				Identify different sections of a song structure.	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. Recognise phrases and repeated sections.	Identify the instrumental break and its purpose in a song. Discuss the purpose of a bridge section.	Talk about how musical styles often have the same musical structure, e.g. Folk music: verse and chorus; Rock and Pop music: verse, chorus, bridge and instrumental break. Identify where changes in texture and tonality help emphasize the contrasting sections in a song. Recognise that changing the tonality at different points within the song creates different sections to the structure.
Notation	Explore ways in which sounds can be represented.	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation, using crotchets, quavers and minims.	Identify hand signals as notation, and recognise music notation on a stave of five lines. Explore standard notation, using crotchets, quavers, minims and semibreves	Begin to identify the names of the pitched notes on a stave. Begin to recognise minims, crotchets, quavers and their rests.	Develop confidence in identifying the names of the pitched notes on a stave. Recognise minims, dotted crotchets, crotchets, quavers and their rests.	Identify the names and of the pitched notes on a stave. Recognise minims, dotted minims, dotted crotchets, crotchets, quavers and their rests.	Confidently identify the names of the pitched notes on a stave. Recognise minims, dotted minims, crotchets, dotted crotchets, quavers, semiquavers and their rests.
Listening Skills	Being to talk about feelings created by music.	Talk about feelings created by the music.	Talk about how the music makes you feel.	Share your thoughts and feelings about the music together. Talk about what the song or piece of music means. Identify some instruments you can hear playing.	Talk about the words of a song. Think about why the song or piece of music was written. Explain what a main theme is and identify when it is repeated. Know and understand what a musical	Talk about feelings created by the music. Identify the musical style of a song or piece of music. Explain the role of a main theme in musical structure.	Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements. Know and understand what a musical introduction and outro is, and its purpose. Identify the sound of a Gospel choir and soloist, Rock band,



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					introduction is and its purpose.		symphony orchestra and A Cappella groups.
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