



## Curriculum Progression Map

### Subject: Music

Overview for Schools with <i>Music'sCool</i> ™ EYFS – Yr.6			
	Autumn	Spring	Summer
<b>R</b>	Beat competency Listening and discrimination skills Singing/vocal development Coordination - movement/dancing Instrument playing – eggs, sticks, drums, chime bars Nurturing enjoyment, confidence, creativity and social and emotional development		
<b>1</b>	<b>Musicianship 1</b>	<b>Musicianship 2</b>	<b>Musicianship 3</b>
	Singing voice development with focus on accurate pitching. Beat competency – gross motor movement, dancing, playing simple percussion Rhythm skills – beat/rhythm Rhythm patterns – ta, titi Solfa – SM	Coordination – dancing and singing games with movement Rhythm skills development – rhythm patterns and word rhythms Rhythm patterns – ta, titi, shh Solfa – SML Handling percussion instruments	More complex singing games with wider vocal range Playing rhythm patterns on percussion Rhythm patterns – ta, titi, shh, taa From notation - ta, titi, shh, Solfa - SMLD
<b>2</b>	<b>Musicianship 1</b>	<b>Musicianship 2/Recorder Introduction</b>	<b>Recorder Development</b>
	Development of aural awareness and musical literacy using Solfa SMLDR. Use of tuned percussion to increase knowledge and understanding of pitch. Body Percussion	Recorder skills – tonguing, minimum notes BA or CA. Reading from staff notation. Creating rhythm patterns for the class to echo. Singing development – songs which include recorders, singing recorder pieces. Solfa development	Recorder skills – tonguing, minimum notes BAG or CAD Reading notation Improvising using known notes Continuing singing development



### Overview for Schools with *Music'sCool™* in EYFS – Yr.6

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>3</b>	<b>Recorder/Singing/Moving</b>	<b>Recorder/Singing/Body Percussion1</b>	<b>Ensemble Development</b>
	Singing development/aural awareness Singing games and rounds Recorder skills – tonguing, minimum notes BAG CD E Mixture of rote learning, staff notation and playing from memory	Singing development – rounds and games Teacher led body percussion – coordination development Recorder skills- minimum notes BAG CD low E	Playing and singing in parts (rec/sing/body perc/classroom perc if available) Recorder skills
<b>4</b>	<b>Recorder Skills/Singing/Tamboo Bamboo</b>	<b>Body Percussion2 - group composition.</b>	<b>Ukulele Introduction</b>
	Singing development – more complex rounds Recorder skills- BAG CD ED Introduce Tamboo Bamboo after half term	More complex body percussion patterns Small group compositions with awareness of form and structure Tamboo Bamboo continuation Including recorders	Pluck open strings – read from stave Strum open string and chord of C (minimum) Recorder pieces and songs with Ukelele ostinato
<b>5</b>	<b>Ukulele Skill Development/Recorders</b>	<b>Melodic Composition - Recorders/Ukulele</b>	<b>African Drumming</b>
	Ukelele skills – Pluck simple melodies read from stave. Chords (3 minimum) Recorder skills - octave	Small group compositions using recorders/ukulele/voices/body perc/class perc Awareness of form and structure	Layering rhythms Improvising Singing and playing simultaneously Inclusion of recorder and ukulele
<b>6</b>	<b>Beatbox+Rap / Ukulele and recorder skills</b>	<b>Samba (interchangeable based on instrument availability)</b>	<b>Class performance project</b>
	Recap instrumental skills on recorder+ukulele Beatbox – skills, composing a groove, grid notation Rap - group composition (based on class topic) Form and structure Rhythmic improvisation	Layering more complex syncopated rhythms Echo and call and response breaks Following signals – visual and aural Brazilian song (incorporating instruments, recorders, ukuleles, percussion)	Bringing together everything! Using recorders, ukuleles, drums/percussion and instruments played outside the classroom to create a whole class performance piece.

**Incorporating Instruments** – where children learn additional instruments outside the classroom, these will be incorporated into classwork as much as possible where appropriate. The *Music'sCool*<sup>™</sup> tutor will ensure that these children also have the opportunity to develop basic skills on recorder and ukulele.



During each year, some children will have exceeded the outcomes described below and others will not have progressed so far. These children should be given opportunities to develop skills, increase understanding and be creative at their own level. In some cases differentiation will be by outcome, but tutors and class teachers can use a range of strategies to ensure that all children are catered for. It is here that the partnership between tutors and class teachers is essential. Effective collaborative assessment and communication regarding children's expected progress is of great importance to ensure progression.

For children who are developing above the expected level strategies might include:

- Leading the class
- Making creative decisions
- Play/sing more complex parts or independent parts in an ensemble
- Teaching their peers, thereby solidifying their own skills
- Play instrumental parts and sing simultaneously
- Rehearse or direct a small group
- Improve their work/the work of others without the aid of a teacher

For those who have not progressed so far, strategies might include:

- Physical or movement support
- Playing/singing a less demanding part in an ensemble
- Improving work through adult/peer direction
- Including elements of vocal warm up to help develop/find singing voices or to develop basic beat competency in every lesson
- Breaking down activities into achievable steps during the teaching process



## Reception Syllabus

### Focus:

- Beat competency
- Listening and discrimination skills
- Singing/vocal development
- Coordination - movement/dancing
- Instrumental skills— eggs, sticks, drums, chime bars
- Nurturing enjoyment, confidence, creativity and social and emotional development

### By the end of the Reception most children should be able to:

#### Vocal

- Control the voice to make different kinds of sounds
- Begin to control the singing voice to “siren” into head voice and extend range
- Show awareness of pitch contour when singing
- Match pitch most of the time when singing songs with a small range with others
- Match pitch some of the time when singing alone songs with limited pitches (SML)
- Feel more confident singing alone in front of others

#### Beat competency

- Keep a steady beat to recorded or live music with both hands patting on knees or with eggs or sticks with more confidence and awareness and for longer periods of time
- Coordinate gross motor body movements to a steady beat most of the time
- Coordinate walking/marching to a beat more consistently for short periods of time
- Sing a simple song/speak a rhyme while keeping a steady beat with a gross motor movement with confidence

#### Listening and discrimination skills

- Listen quietly with attention for between 30 and 60 seconds
- Listen with enjoyment
- Identify familiar sounds and offer ideas about them
- Listen and repeat words of longer phrases accurately (sung and spoken) demonstrating the concept of “my turn, your turn”
- Respond to signals/aural cues in music (e.g. changing movements when something different happens in the music or at the end of a phrase)

#### Coordination - movement/dancing

- Move their body with increasing control when synchronising gross motor movements with music Move at different speeds using a range of travelling movements coordinating more often with the beat
- Coordinate beat patterns with a partner
- Perform a sequence of movements from memory without adult example
- Use props such as scarves and hoops with control and expression
- Show awareness of space
- Create movements to music using props

#### Instrument playing – eggs, sticks, drums, chime bars

- Show increasing control when handling instruments and stopping and starting
- Demonstrate fine motor skills in handling beaters and playing chime bars accurately, coordinating with the beat
- Perform a steady beat on an instrument with confidence

#### Nurturing enjoyment, confidence, creativity and social and emotional development

- Participate with enthusiasm and enjoyment
- Make a circle and hold hands with others with more awareness of space and social interaction
- Participate in cooperative movement activities with a partner
- Work as part of a class, listen to others, take turns and share fairly
- Offer ideas and use imagination
- Explore and recognise how sounds can be changed
- Make musical or movement related choices more easily
- Confidently lead the group in performing actions
- Explore different emotions through music and song

#### Suggested Vocabulary:

Listen, stop, names of instruments, vocabulary from songs/rhymes, high, low, fast, slow, loud, quiet.



### Reception Assessment

Assessment:	Δ (3)	^ (2)	/ (1)
<b>Vocal Control</b>	Able to sing over range	Able to sing over limited range	Unable to use head voice range
<b>Vocal /Aural</b>	Follows pitch contour and matches pitch often	Follows basic pitch contour	Unable to control pitch/uses speaking voice range
<b>Instrumental</b>	Handles instruments with control and sensitivity	Handles instruments with control sometimes	Unable to use instruments with control
<b>Ensemble/Beat/Movement</b>	Confidently and consistently moves in time	Moves in time when concentrating	Unaware/unable to keep steady beat
<b>Creativity</b>	Offers ideas (actions/ways of playing) or improvises patterns with musicality	Offers simple ideas, improvises patterns	Unable to make decisions or improvise without significant help
<b>Listening and Understanding</b>	Responds to aural cues (e.g. changes movement at end of phrase)	Responds to aural cues sometimes	Unaware of aural cues (continues playing/moving when others have stopped or changed, needs visual cues)











Year 1		
Autumn	Spring	Summer
Musicianship 1	Musicianship 2	Musicianship 3
<ul style="list-style-type: none"> <li>○ Singing voice development with focus on accurate pitching.</li> <li>○ Beat competency – gross motor movement, dancing, playing simple percussion.</li> <li>○ Rhythm skills – beat/rhythm</li> <li>○ Rhythm patterns – ta, titi</li> <li>○ Solfa – SM</li> </ul>	<ul style="list-style-type: none"> <li>○ Coordination – dancing and singing games with movement</li> <li>○ Rhythm skills development – rhythm patterns and word rhythms</li> <li>○ Rhythm patterns – ta, titi, shh</li> <li>○ Solfa – SML</li> <li>○ Handling percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li>○ More complex singing games with wider vocal range</li> <li>○ Playing rhythm patterns on percussion</li> <li>○ Rhythm patterns – ta, titi, shh, taa</li> <li>○ From notation - ta, titi, shh,</li> <li>○ Solfa - SMLD</li> </ul>
By the end of Year 1 most children should be able to:		
<p><b>Vocal</b></p> <ul style="list-style-type: none"> <li>• Sing simple songs from memory with enjoyment and expression</li> <li>• Sing simple songs accurately at a given pitch (SMLD)</li> <li>• Sing alone and with others with awareness of pitch</li> <li>• Have an understanding of the shape of the melody</li> <li>• Use their voices confidently in a variety of ways</li> </ul> <p><b>Instrumental</b></p> <ul style="list-style-type: none"> <li>• Show increasing control when handling instruments and stopping and starting</li> <li>• Demonstrate fine motor skills in handling beaters and playing chime bars accurately, coordinating with the beat</li> <li>• Perform a steady beat and a simple rhythm on an instrument with confidence</li> </ul> <p><b>Movement/Beat/Rhythm</b></p> <ul style="list-style-type: none"> <li>• Keep a steady beat with their hands on knees while singing and listening to music</li> <li>• Keep a steady beat with their feet (walking or marching) for short periods</li> <li>• Coordinate movements with others during singing games</li> <li>• Move to music with enjoyment and expression</li> <li>• Speak and clap and play simple rhythmic patterns in the context of a beat</li> <li>• Read rhythm patterns with crotchets, quaver pairs and crotchet rests</li> </ul>		<p><b>Listening and Understanding</b></p> <ul style="list-style-type: none"> <li>• Listen with attention</li> <li>• Listen carefully and recall short rhythmic and melodic phrases</li> <li>• Respond to changes in recorded or live music with movement</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>• Create movements to music</li> <li>• Create/improvise rhythmic and melodic patterns</li> <li>• Offer musical/movement ideas</li> <li>• Improvise movements and musical patterns</li> </ul> <p>*These outcomes assume that children have been participating in <i>Music'sCool</i><sup>TM</sup> in the EYFS.</p>
<p><b>Suggested Vocabulary:</b> Beat, rhythm, pitch, high, low, tempo, fast, slow, loud, quiet.</p>		



Year 1 Assessment			
Assessment:	Δ (3)	^ (2)	/ (1)
<b>Vocal</b>	Matches pitch consistently	Matches pitch some of the time/can follow pitch contour	Unable to use singing voice
<b>Instrumental</b>	Able to play steady beat/simple rhythm on instrument with confidence	Able to play steady beat/simple rhythm on instrument when concentrating	Unable to use instruments with control
<b>Movement/Beat/Rhythm</b>	Confidently and consistently plays and moves in time	Moves and plays in time when concentrating	Unaware/unable to keep steady beat
<b>Creativity</b>	Offers ideas (actions/ways of playing) or improvises patterns with musicality	Offers simple ideas, improvises patterns	Unable to make decisions or improvise without significant help
<b>Listening and Understanding</b>	Listens with attention and demonstrates understanding (musically or verbally)	Listens with attention most of the time/demonstrates some understanding (musically or verbally)	Is often distracted and unable to demonstrate understanding or repeat rhythmic and melodic patterns



Year 2		
Autumn	Spring	Summer
Musicianship 1	Musicianship 2/Recorder Introduction	Recorder Development
<p>Development of aural awareness and musical literacy using Solfa SMLDR. Use of tuned percussion to increase knowledge and understanding of pitch.</p> <ul style="list-style-type: none"> <li>Body Percussion</li> </ul>	<p>Recorder skills – tonguing, minimum notes BA or CA. Reading from staff notation. Creating rhythm patterns for the class to echo. Singing development – songs which include recorders, singing recorder pieces.</p> <ul style="list-style-type: none"> <li>Solfa development</li> </ul>	<p>Recorder skills – tonguing, minimum notes BAG or CAD Reading notation</p> <ul style="list-style-type: none"> <li>Improvising using known notes</li> <li>Continuing singing development</li> </ul>
By the end of Year 2 most children should be able to:		
<p><b>Vocal</b></p> <ul style="list-style-type: none"> <li>Sing songs from memory with confidence, enjoyment and expression</li> <li>Sing simple songs accurately at a given pitch</li> <li>Sing alone and with others with awareness of pitch</li> <li>Sing simple rounds and partner songs</li> <li>Sight-sing simple melodic patterns from staff notation (e.g. SML or BA/CA in relation to recorder)</li> </ul> <p><b>Movement/Beat/Rhythm</b></p> <ul style="list-style-type: none"> <li>Keep a steady beat on their body with confidence</li> <li>Keep a steady beat with their feet (walking or marching)</li> <li>Subdivide a beat in duple time (pat, clap)</li> <li>Keep a steady beat on an instrument independently</li> <li>Move to music with control, enjoyment and expression</li> <li>Speak, clap and play more complex rhythmic patterns in the context of a beat</li> <li>Read rhythmic notation including crotchets, quavers in pairs, crotchet rests, minims and semibreves.</li> </ul>		<p><b>Instrumental - Recorder</b></p> <ul style="list-style-type: none"> <li>Play melodies on tuned percussion with understanding and physical control</li> <li>Hold a recorder correctly and cover the holes well to produce at least three notes (BAG, or CAD)</li> <li>Articulate notes correctly on the recorder using correct breath pressure</li> <li>Listen and copy patterns on the recorder</li> <li>Play simple recorder melodies from staff notation</li> </ul> <p><b>Listening and Understanding</b></p> <ul style="list-style-type: none"> <li>Listen carefully and recall rhythmic and melodic phrases</li> <li>Listen and identify features of music (e.g. same or different, higher or lower, pitch direction, faster or slower, instrument timbres)</li> <li>Respond to aural cues in the music with movement/voice/instrumental part as appropriate</li> <li>Follow a graphic score</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>Create/improvise rhythmic and melodic patterns on the recorder and other classroom instruments</li> <li>Create appropriate movements to music</li> </ul> <p>*These outcomes assume that children have been participating in <i>Music'sCool</i><sup>TM</sup> in the EYFS and Year 1</p>
<p><b>Suggested Vocabulary:</b> Beat, rhythm, pitch, tempo, dynamics, improvisation, round, ostinato</p>		



Year 2 Assessment			
Assessment:	Δ (3)	^ (2)	/ (1)
<b>Vocal</b>	Matches pitch consistently in repertoire used	Matches pitch some of the time/can follow pitch contour	Unable to use singing voice
<b>Instrumental – Recorder</b>	Confidently plays BAG/CAD with finger control and tonguing	Plays BAG/CAD with some difficulty/tongues notes sometimes	Unable to produce notes by covering holes/ uses incorrect breath pressure
<b>Movement/Beat/Rhythm</b>	Confidently and consistently plays and moves in time	Moves and plays in time when concentrating	Unaware/unable to keep steady beat
<b>Creativity</b>	Creates/improvises with musicality and confidence	Is able to create/improvise with some understanding	Unable to make decisions or improvise without significant help/ musically unaware when improvising
<b>Listening and Understanding</b>	Listens with attention and demonstrates understanding (musically or verbally)	Listens with attention most of the time/demonstrates some understanding (musically or verbally)	Is often distracted and unable to demonstrate understanding or repeat rhythmic and melodic patterns



Year 3		
Autumn	Spring	Summer
Recorder/Singing/Moving	Recorder/Singing/Body Percussion1	Ensemble Development
<ul style="list-style-type: none"> <li>○ Singing development/aural awareness</li> <li>○ Singing games</li> <li>○ Recorder skills – tonguing, minimum notes BAG CD</li> <li>○ Mixture of rote learning, staff notation and playing from memory</li> </ul>	<ul style="list-style-type: none"> <li>○ Singing development – rounds and singing games</li> <li>○ Teacher led body percussion – coordination development</li> <li>○ Recorder skills- minimum notes BAG CD low E</li> </ul>	<ul style="list-style-type: none"> <li>○ Playing and singing in parts (rec/sing/body perc/classroom perc if available)</li> <li>○ Recorder skills</li> </ul>
<b>By the end of Year 3 most children should be able to:</b>		
<p><b>Vocal</b></p> <ul style="list-style-type: none"> <li>• Sing songs from memory with confidence, enjoyment and expression</li> <li>• Sing songs accurately at a given pitch</li> <li>• Sing alone and with others with awareness of pitch</li> <li>• Sing songs which demand greater control of pitch, dynamics and rhythmic accuracy</li> <li>• Sight-sing simple melodic patterns from staff notation</li> <li>• Take the lead in simple vocal warm ups</li> </ul> <p><b>Instrumental - Recorder</b></p> <ul style="list-style-type: none"> <li>• Hold recorder correctly and cover the holes accurately to produce at least - BAGCD low E</li> <li>• Articulate notes correctly</li> <li>• Use correct breath pressure</li> <li>• Play melodies from staff notation and by rote</li> <li>• Improvise patterns using notes learnt</li> </ul> <p><b>Body Percussion and Moving</b></p> <ul style="list-style-type: none"> <li>• Keep a steady beat on their body with confidence at a range of tempi</li> <li>• Walk in time to music confidently</li> <li>• Subdivide a beat in duple or compound time (knee pat and clap)</li> <li>• Perform singing game actions in time, coordinating with others</li> <li>• Speak, clap and play more complex rhythmic patterns in the context of a beat</li> <li>• Perform sequences of body percussion movements with control and accurate timing</li> <li>• Improvise rhythms using body percussion</li> </ul>		<p><b>Ensemble Development</b></p> <ul style="list-style-type: none"> <li>• Play/sing in time with the group</li> <li>• Maintain a part in a round/partner song with awareness of others</li> <li>• Play an ostinato accompaniment with awareness of others</li> <li>• Play simple recorder part to accompany songs</li> <li>• Play simple recorder pieces in 2 parts</li> </ul> <p><b>Listening and Understanding</b></p> <ul style="list-style-type: none"> <li>• Read rhythmic notation including crotchets, quavers in pairs, crotchet rests, minims, semibreves and semiquavers</li> <li>• Use simple symbols for graphic notation</li> <li>• Talk about pitch, tempo and dynamics using appropriate vocabulary (fast, quiet etc.)</li> <li>• Suggest and make improvements to their own work and comment using appropriate vocabulary</li> <li>• Recognise common orchestral instruments</li> <li>• Use some Italian terms when talking of pitch, tempo, duration and dynamics</li> </ul> <p>*These outcomes assume that children have been participating in <i>Music'sCool™</i> in the EYFS and KS1</p>
<p><b>Suggested Vocabulary:</b> Tempo, pitch, dynamics, beat, rhythm, improvisation, accompaniment, ostinato, names of instruments, mood/expression words, relevant notational symbols, relevant Italian terms.</p>		



Year 3 Assessment			
Assessment:	Δ (3)	^ (2)	/ (1)
<b>Vocal</b>	Matches pitch, sings with expression and control	Matches pitch most of the time/can follow pitch contour	Unable to control singing voice
<b>Instrumental – Recorder</b>	Confidently plays BAGCD and low E with finger control and tonguing	Plays BAGCD and low E with some difficulty/tongues notes sometimes	Unable to produce notes by covering holes/ uses incorrect breath pressure
<b>Body Percussion/ Ensemble</b>	Moves and plays in time with confidence, control and awareness of beat/ensemble	Moves and plays in time when concentrating or when beat is prominent	Unaware/unable to keep steady beat without significant help
<b>Creativity</b>	Creates/improvises with musicality and confidence	Is able to create/improvise with some understanding	Unable to make decisions or improvise without significant help/ musically unaware when improvising
<b>Listening and Understanding</b>	Listens with attention and demonstrates understanding (musically or verbally)	Listens with attention most of the time/demonstrates some understanding (musically or verbally)	Is often distracted and unable to demonstrate understanding or repeat musical patterns.



Year 3 - Modified for KS2 ONLY Schools		
Autumn	Spring	Summer
Singing/Moving	Recorder Introduction/Singing/ Body Percussion1	Ensemble Development
<ul style="list-style-type: none"> <li>○ Singing development/aural awareness</li> <li>○ Singing games and rounds</li> <li>○ Development of aural awareness and musical literacy using Solfa.</li> </ul>	<ul style="list-style-type: none"> <li>○ Singing development – rounds and games</li> <li>○ Teacher led body percussion – coordination development</li> <li>○ Recorder skills – tonguing, minimum notes BA or CA and G.</li> <li>○ Reading from staff notation</li> </ul>	<ul style="list-style-type: none"> <li>○ Recorder skills – tonguing, minimum notes BAG CE</li> <li>○ Mixture of rote learning, staff notation and playing from memory</li> <li>○ Playing and singing in parts (rec/sing/body perc/classroom perc if available)</li> </ul>
<b>By the end of Year 3 most children should be able to:</b>		
<p><b>Vocal</b></p> <ul style="list-style-type: none"> <li>• Sing songs from memory with confidence, enjoyment and expression</li> <li>• Sing songs accurately at a given pitch</li> <li>• Sing alone and with others with awareness of pitch</li> <li>• Sing songs which demand greater control of pitch, dynamics and rhythmic accuracy</li> <li>• Sight-sing simple melodic patterns from staff notation</li> <li>• Take the lead in simple vocal warm ups</li> </ul> <p><b>Instrumental - Recorder</b></p> <ul style="list-style-type: none"> <li>• Hold recorder correctly and cover the holes accurately to produce at least - BAGCE</li> <li>• Articulate notes correctly</li> <li>• Use correct breath pressure</li> <li>• Play melodies from staff notation and by rote</li> <li>• Improvise patterns using notes learnt</li> </ul> <p><b>Body Percussion and Moving</b></p> <ul style="list-style-type: none"> <li>• Keep a steady beat on their body with confidence at a range of tempi</li> <li>• Walk in time to music confidently</li> <li>• Subdivide a beat in duple or compound time (knee pat and clap)</li> <li>• Perform singing game actions in time, coordinating with others</li> <li>• Speak, clap and play more complex rhythmic patterns in the context of a beat</li> <li>• Perform sequences of body percussion movements with control and accurate timing</li> <li>• Improvise rhythms using body percussion</li> </ul>		<p><b>Ensemble Development</b></p> <ul style="list-style-type: none"> <li>• Play/sing in time with the group</li> <li>• Maintain a part in a round/partner song with awareness of others</li> <li>• Play an ostinato accompaniment with awareness of others</li> <li>• Play simple recorder part to accompany songs</li> <li>• Play simple recorder pieces in 2 parts</li> </ul> <p><b>Listening and Understanding</b></p> <ul style="list-style-type: none"> <li>• Read rhythmic notation including crotchets, quavers in pairs, crotchet rests, minims, semibreves and semiquavers</li> <li>• Use simple symbols for graphic notation</li> <li>• Talk about pitch, tempo and dynamics using appropriate vocabulary (fast, quiet etc.)</li> <li>• Suggest and make improvements to their own work and comment using appropriate vocabulary</li> <li>• Recognise common orchestral instruments</li> <li>• Use some Italian terms when talking of pitch, tempo, duration and dynamics</li> </ul> <p><u>*These outcomes assume that children have been participating in <i>Music'sCool</i><sup>TM</sup> in the EYFS and KS1 and should in this case be used as a guide with the understanding that children will not have progressed this far in every area</u></p>
<p><b>Suggested Vocabulary:</b> Tempo, pitch, dynamics, beat, rhythm, improvisation, accompaniment, ostinato, names of instruments, mood/expression words, relevant notational symbols, relevant Italian terms.</p>		





**Year 3 Assessment - Modified for KS2 ONLY Schools**

<b>Assessment:</b>	<b>Δ (3)</b>	<b>^ (2)</b>	<b>/ (1)</b>
<b>Vocal</b>	Matches pitch, sings with expression and control	Matches pitch most of the time/can follow pitch contour	Unable to control singing voice
<b>Instrumental – Recorder</b>	Confidently plays BAG C E finger control and tonguing	Plays BAGC E with some difficulty/tongues notes sometimes	Unable to produce notes by covering holes/ uses incorrect breath pressure
<b>Body Percussion/ Ensemble</b>	Moves and plays in time with confidence, control and awareness of beat/ensemble	Moves and plays in time when concentrating or when beat is prominent	Unaware/unable to keep steady beat without significant help
<b>Creativity</b>	Creates/improvises with musicality and confidence	Is able to create/improvise with some understanding	Unable to make decisions or improvise without significant help/ musically unaware when improvising
<b>Listening and Understanding</b>	Listens with attention and demonstrates understanding (musically or verbally)	Listens with attention most of the time/demonstrates some understanding (musically or verbally)	Is often distracted and unable to demonstrate understanding or repeat musical patterns.



Year 4		
Autumn	Spring	Summer
Recorder Skill Development / Singing/Tamboo Bamboo	Body Percussion2 - group composition.	Ukulele Introduction
<ul style="list-style-type: none"> <li>○ Singing development – more complex rounds</li> <li>○ Recorder skills- minimum notes BAG CD low ED</li> <li>○ Start Tamboo Bamboo after half term</li> </ul>	<ul style="list-style-type: none"> <li>○ More complex body percussion patterns, teacher led.</li> <li>○ Small group compositions with awareness of form and structure</li> <li>○ Tamboo Bamboo continuation</li> <li>○ Including recorders</li> </ul>	<ul style="list-style-type: none"> <li>○ Pluck open strings – read from stave</li> <li>○ Strum open string and chord of C (minimum)</li> <li>○ Recorder pieces with Ukulele ostinato</li> </ul>
<b>By the end of Year 4 most children should be able to:</b>		
<div> <div> <b>Vocal</b> <ul style="list-style-type: none"> <li>• Sing songs from memory with confidence, enjoyment and expression</li> <li>• Sing songs accurately at a given pitch with an octave range</li> <li>• Maintain a part in a more complex round as part of a small group</li> <li>• Sing songs which demand greater control of pitch, dynamics and rhythmic accuracy</li> <li>• Sight-sing simple melodic patterns with at least three notes from staff notation</li> <li>• Take the lead in simple vocal warm ups</li> </ul> </div> <div> <b>Ensemble Development</b> <ul style="list-style-type: none"> <li>• Play/sing in time with the group with sensitivity and awareness</li> <li>• Lead the class or a section, staying in time</li> <li>• Maintain an instrumental line within a mixed ensemble</li> <li>• Help create an arrangement for a piece which involves multiple parts</li> </ul> </div> <div> <b>Recorders</b> <ul style="list-style-type: none"> <li>• Hold recorder correctly and cover the holes accurately to produce at least - BAGCD low ED</li> <li>• Articulate notes correctly</li> <li>• Use correct breath pressure</li> <li>• Play melodies from staff notation and by rote</li> <li>• Improvise patterns using notes learnt</li> <li>• Maintain part in an ensemble</li> </ul> </div> <div> <b>Tamboo Bamboo</b> <ul style="list-style-type: none"> <li>• Understand the origin of Bamboo Tamboo Music</li> <li>• Perform an ostinato with coordination as part of a group</li> </ul> </div> </div> <div> <ul style="list-style-type: none"> <li>• Read rhythms from grid notation</li> <li>• Play syncopated rhythms and recognise them aurally and visually</li> <li>• Improvise rhythms in a given space</li> <li>• Create ostinato rhythms as part of a group</li> <li>• Participate in a whole class piece</li> </ul> <b>Ukulele</b> <ul style="list-style-type: none"> <li>• Hold the ukulele correctly</li> <li>• Pluck using rest strokes and free strokes</li> <li>• Copy patterns aurally on open strings</li> <li>• Play patterns/pieces on open strings from staff notation</li> <li>• Strum downwards with good technique</li> <li>• Play a chord of C</li> <li>• Maintain a part in an ensemble</li> </ul> <b>Listening and Understanding</b> <ul style="list-style-type: none"> <li>• Read rhythmic notation including crotchets, quavers in pairs, crotchet rests, minims, semibreves and semiquavers in groups of four</li> <li>• Use simple symbols for graphic and grid notation</li> <li>• Talk about pitch, tempo, duration and dynamics using appropriate vocabulary (fast, quiet etc.)</li> <li>• Suggest and make improvements to their own work and comment using appropriate vocabulary</li> <li>• Suggest improvements related to the expression or performance of a piece</li> <li>• Recognise common orchestral instruments</li> <li>• Recognise the form and structure of rondo</li> <li>• Use some Italian terms when talking of pitch, tempo, duration and dynamics</li> </ul> <p>*These outcomes assume that children have been participating in <i>Music'sCool™</i> in the EYFS and KS1</p> </div>		



**Suggested Vocabulary:**

Tempo, pitch, dynamics, beat, rhythm, improvisation, composition, names of instruments, parts of the ukulele, ostinato, drone, round, structure, relevant notational symbols, pluck, strum, chord, harmony, ensemble, solo, arrangement, mood/expression words, relevant Italian terms.



Year 4 Assessment			
Assessment:	Δ (3)	^ (2)	/ (1)
<b>Vocal</b>	Matches pitch, sings with expression and control	Matches pitch most of the time/can follow pitch contour	Unable to control singing voice
<b>Instrumental – Recorder</b>	Confidently plays BAGCDED repertoire with finger control and articulation	Plays limited range or has some difficulty with finger dexterity/ articulation	Unable to produce notes by covering holes/ uses incorrect breath pressure
<b>Instrumental – Ukulele</b>	Holds instrument correctly, can pluck patterns using correct strings	Has some difficulty controlling instrument, plucks the correct string most of the time	Unable to hold instrument correctly or identify correct string to play
<b>Tamboo Bamboo/ Ensemble</b>	Moves and plays in time with confidence, control and awareness of beat/ensemble	Moves and plays in time when concentrating or when beat is prominent	Unaware/unable to keep steady beat without significant help
<b>Creativity</b>	Creates/improvises with musicality and confidence	Is able to create/improvise with some understanding	Unable to make decisions or improvise without significant help/ musically unaware when improvising
<b>Listening and Understanding</b>	Listens with attention and demonstrates understanding (musically or verbally)	Listens with attention most of the time/demonstrates some understanding (musically or verbally)	Is often distracted and unable to demonstrate understanding or repeat musical patterns.



Year 5		
Autumn	Spring	Summer
Ukulele Skill Development/Recorders	Melodic Composition – Recorders /Ukulele	African Drumming
<ul style="list-style-type: none"> <li>Ukelele skills – Pluck simple melodies read from stave. Chords (3 minimum)</li> <li>Recorder skills- octave</li> <li>Learn class pieces</li> </ul>	<ul style="list-style-type: none"> <li>Small group compositions using recorders/ukulele/voices/body perc/class perc</li> <li>Awareness of form and structure</li> </ul>	<ul style="list-style-type: none"> <li>Layering rhythms</li> <li>Improvising</li> <li>Singing and playing simultaneously</li> <li>Recorder and ukulele</li> </ul>
<b>By the end of Year 5 most children should be able to:</b>		
<p><b>Vocal</b></p> <ul style="list-style-type: none"> <li>Sing a range of songs more confidently from different cultures and in different languages</li> <li>Sing a more demanding repertoire including songs with harmony parts</li> <li>Sing with greater control and range of expression</li> <li>Sight sing simple melodic patterns using at least four notes (eg DMSL)</li> <li>Take the lead in vocal warm ups</li> </ul> <p><b>Recorders</b></p> <ul style="list-style-type: none"> <li>Hold recorder correctly and cover the holes accurately to produce octave</li> <li>Play more confidently and fluently</li> <li>Articulate notes correctly attempting to incorporate staccato and legato</li> <li>Use correct breath pressure</li> <li>Play melodies from staff notation and by rote</li> <li>Improvise patterns using notes learnt</li> <li>Maintain part in an ensemble</li> </ul> <p><b>Ukulele</b></p> <ul style="list-style-type: none"> <li>Hold the ukulele correctly</li> <li>Pluck using rest strokes and free strokes more fluently and with greater dexterity</li> <li>Copy and create patterns on open strings</li> <li>Understand how pitches can be changed</li> <li>Play simple melodies from staff notation</li> <li>Strum rhythmic patterns (up and down)</li> <li>Play at least three chords (e.g. C, C7, F, G7, Am, Dm) and change between them fluently to accompany a song</li> <li>Work out how to play a chord from a diagram</li> <li>Maintain a part in an ensemble</li> </ul>		<p><b>African Drumming</b></p> <ul style="list-style-type: none"> <li>Accurately copy drumming rhythms using two sounds (bass and tone)</li> <li>Maintain a part in a small group</li> <li>Maintain a confident steady pulse in the context of syncopated and layered rhythms</li> <li>Improvise rhythmic patterns in the context of a steady beat.</li> <li>Recognise call and response structure and be aware of its place in African Music</li> <li>Improvise call and response rhythms with a partner</li> <li>Perform a range of African songs with rhythmic accompaniment</li> <li>Sing a song while performing an action or independent rhythm simultaneously</li> <li>Know the names of the instruments used</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Compose a pentatonic melody (DRMSL/LDRMS) to be performed on recorder or ukulele</li> <li>Notate a melody in order that it can be performed by someone else</li> <li>Create a group composition (small group) which includes melody, melodic ostinato accompaniment/drone and rhythmic accompaniment</li> <li>Recognise and use compositional techniques of form and structure to extend/create a fully formed piece (introduction, ABA, AABB etc. coda)</li> </ul> <p><b>Listening and Understanding</b></p> <ul style="list-style-type: none"> <li>Read rhythmic notation including crotchets, quavers in pairs, crotchet rests, minims, semibreves and semiquavers in groups of two and syncopation</li> <li>Notate using graphic symbols, grids or on a stave</li> <li>Talk about pitch, tempo, duration, texture and dynamics using appropriate vocabulary (fast, quiet etc.) and some Italian terms</li> <li>Describe expressive qualities of a range of musical styles</li> <li>Suggest and make improvements to their own work and comment using appropriate vocabulary</li> <li>Suggest improvements related to the expression or performance of a piece</li> </ul>



**Suggested Vocabulary:**

Tempo, pitch, dynamics, beat, rhythm, improvisation, composition, names of instruments, parts of the instrument, pluck, strum, chord, harmony, ensemble, solo, arrangement, mood/expression words, relevant Italian terms, syncopation, relevant Italian terms.

Year 5 Assessment			
Assessment:	Δ (3)	^ (2)	/ (1)
<b>Vocal</b>	Matches pitch, sings with expression and control	Matches pitch most of the time/can follow pitch contour	Unable to control singing voice
<b>Instrumental - Recorder</b>	Confidently plays repertoire with finger control and articulation	Plays limited range or has trouble with finger dexterity/articulation	Unable to produce notes by covering holes/ uses incorrect breath pressure
<b>Instrumental - Ukulele</b>	Holds instrument correctly, can change chord fluently, strum and pluck with control	Changes chord with hesitation, plucks/strums with less fluency	Struggles to play chords and control instrument
<b>Ensemble / African Drumming</b>	Moves and plays in time with confidence, control and awareness of beat/ensemble	Moves and plays in time when concentrating or when beat is prominent	Unaware/unable to keep steady beat without significant help
<b>Creativity</b>	Composes with musicality and confidence and refines/develops ideas	Composes with understanding and refines/develops with guidance	Unable to make decisions or improvise without significant help/ musically unaware when improvising
<b>Listening and Understanding</b>	Listens with attention and demonstrates understanding (musically or verbally)	Listens with attention most of the time/demonstrates some understanding (musically or verbally)	Is often distracted and unable to demonstrate understanding or repeat musical patterns.



Year 6		
Autumn	Spring	Summer
Beatbox+Rap / Ukulele and recorder skills recap	Samba/singing	Class performance project
<ul style="list-style-type: none"> <li>Recap instrumental skills on recorder and ukulele</li> <li>Beatbox – skills, composing a groove, grid notation</li> <li>Rap - group composition (based on class topic)</li> </ul>	<ul style="list-style-type: none"> <li>Layering more complex syncopated rhythms</li> <li>Echo and call and response breaks</li> <li>Following signals</li> <li>Brazilian song (incorporate instruments, recorders, ukuleles, percussion)</li> </ul>	<ul style="list-style-type: none"> <li>Bringing together everything!</li> <li>Using recorders, ukuleles, drums/percussion and instruments played outside the classroom to create a whole class performance piece.</li> </ul>
By the end of Year 6 most children should be able to:		
<p><b>Vocal</b></p> <ul style="list-style-type: none"> <li>Sing a range of songs more confidently from different cultures and in different languages and musical styles with appropriate feel and expression</li> <li>Sing a Brazilian song in Portuguese</li> <li>Sing a more demanding repertoire including songs with harmony parts</li> <li>Sing with greater control and range of expression</li> </ul> <p><b>Instrumental Skills</b></p> <ul style="list-style-type: none"> <li>Perform with confidence on the recorder and or ukulele</li> <li>Use notation to enable them to perform as part of a larger ensemble and to create their own melodies and musical patterns.</li> <li>Where children learn another instrument, this should be incorporated as much as is practical</li> </ul> <p><b>Beatboxing/Rap</b></p> <ul style="list-style-type: none"> <li>Make basic beatbox sounds and use them in combination to perform at least 2 different groove patterns</li> <li>Perform a groove to accompany a song with confident sense of pulse</li> <li>Compose a groove and notate using grid notation</li> <li>Take part in a group composition including rap, singing, beatboxing, ukuleles and recorders</li> <li>Accurately maintain a part in the context of others and move in time to beat</li> </ul> <p><b>Samba</b></p> <ul style="list-style-type: none"> <li>Understand the structure of a Samba piece (i.e. call and response, groove, break, songs)</li> <li>Use correct playing technique for each instrument</li> <li>Perform most of the instrumental parts of the bateria with accuracy and in time to the beat</li> <li>Respond to signals – aural and visual</li> <li>Compose a repeated/ or break pattern</li> <li>Perform with energy and enthusiasm</li> </ul>		<p><b>Performance Project</b></p> <ul style="list-style-type: none"> <li>Take part in a large scale performance with confidence</li> <li>Hold an instrumental / vocal line accurately in a large scale performance</li> <li>Follow conventional signals (visual or aural) in a performance</li> <li>Improve their own work with help, through analysis, evaluation and comparison</li> <li>Suggest improvements related to the expression or performance of a piece</li> <li>Rehearse with others in a constructive way</li> <li>Understand a little of how musical styles have developed over time in terms of texture, structure and harmony</li> </ul> <p><b>Listening and Understanding</b></p> <ul style="list-style-type: none"> <li>Read rhythmic notation including crotchets, quavers in pairs, crotchet rests, minims, semibreves and semiquavers in groups of two and syncopation</li> <li>Notate using graphic symbols, grids or on a stave</li> <li>Follow a vocal score to learn a more complex song</li> <li>Talk about pitch, tempo, duration, timbre, dynamics, texture and structure using appropriate vocabulary and use some Italian terms</li> <li>Describe expressive qualities of a range of musical styles</li> <li>Suggest and make improvements to their own work and comment using appropriate vocabulary</li> <li>Be aware of the history of rap and of typical structures</li> <li>Recognise samba instruments by name</li> </ul>



**Suggested Vocabulary:**

Tempo, pitch, dynamics, beat, rhythm, improvisation, composition, names of instruments, parts of the instruments, symbols, pluck, strum, chord, harmony, ensemble, solo, arrangement, mood/expression words, articulation, relevant Italian terms, parts of the drum kit relevant to beat boxing sounds, names of samba instruments

Year 6 Assessment			
Assessment:	Δ (3)	^ (2)	/ (1)
<b>Vocal</b>	Matches pitch, sings with expression and control	Matches pitch most of the time/can follow pitch contour	Unable to control singing voice
<b>Instrumental – Performance Project</b>	Confidently plays repertoire on chosen instrument with musicality and control	Plays chosen instrument with some control and understanding	Unable to control instrument beyond a very basic level
<b>Beatboxing/Rap</b>	Produces sounds/words in rhythm with confidence while externalising the beat	Produces basic sounds with less confidence/less consistent beat competence	Unable to produce sounds and/or keep a steady beat
<b>Samba/Ensemble</b>	Moves and plays in time with confidence, control and awareness of beat/ensemble	Moves and plays in time when concentrating or when beat is prominent	Unaware/unable to keep steady beat without significant help
<b>Creativity</b>	Creates/improvises with musicality and confidence and refines/develops ideas	Creates/improvises with some understanding and refines/develops with guidance	Unable to make decisions or improvise without significant help/ musically unaware when improvising
<b>Listening and Understanding</b>	Listens with attention and demonstrates understanding (musically or verbally)	Listens with attention most of the time/demonstrates some understanding (musically or verbally)	Is often distracted and unable to demonstrate understanding or repeat musical patterns.