Twin Oaks
Primary School

Music curriculum and progression framework

National Curriculum

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.
The national curriculum for music aims to ensure that all pupils:

- 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;
- 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;
- 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.

At Twin Oaks, we use the guidance from the national curriculum to structure our music learning. We encourage our children to be creative and express themselves through music and singing. Set out below we have broken down the objectives into key skills and knowledge which are taught throughout each year. The skills and knowledge progress in difficulty year upon year and gives teachers and leaders a clear view of where the children have come from and where the children need to get to in their music learning. Where possible, we encourage our teachers to provide our children with opportunities to study music from a diverse range of genres, countries and artists.

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Year	Listening and responding	Listening and understanding music	Creating and developing music	Playing and performing music
R	*Listen with increased attention to sounds.	*Respond to what they have heard, expressing their thoughts and feelings	*Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. *Create their own songs or improvise a song around one they know	*Remember and sing entire songs *Sing the pitch of a tone sung by another person ('pitch match'). *Play instruments with increasing control to express their feelings and ideas.
1	*To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc. *To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder.	*To begin to identify simple repeated patterns and follow basic musical instructions. *To begin to understand that musical elements can be used to create different moods and effects. *To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.	*To know about and experiment with sounds *To recognise and explore how sounds can be organised, to identify and organise sounds using simple criteria e.g. loud, soft, high low	*Use voices in different ways such as speaking, singing and chanting *To create and choose sounds *To perform simple rhythmical patterns, beginning to show an awareness of pulse. *To think about others when performing.
2	*To respond to different moods in music and explain thinking about changes in sound. *To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.	*TO begin to recognise repeated patterns and follow a wider range of musical instructions *To understand how musical elements create different moods and effects. *To confidently represent sounds with a range of symbols, shapes or marks. *To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it	*Repeat short rhythmic and melodic patterns *To Begin to explore and choose and order sounds using the inter-related dimensions of music.	*Use voices expressively and creatively. *To sing with the sense of shape of the melody. *To create and choose sounds for a specific effect. *To perform rhythmical patterns and accompaniments, keeping a steady pulse. *To think about others while performing
3	*To explore and comment on the way sounds can be used expressively. *To comment on the effectiveness of own work, identifying and making improvements.	*TO listen with attention and begin to recall sounds. *To begin to understand how different musical elements are combined and used to create an effect. *To listen to and begin to respond to music drawn from different	*To create simple rhythmical patterns that use a small range of notes. *To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	*To sing in unison, becoming aware of pitch. *To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. * To think about others while performing

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		traditions and great composers and musicians. *To begin to recognise simple notations to represent music, including pitch and volume		
4	*To recognise and explore the ways sounds can be combined and used expressively and comment on this effect. *To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome. NB Year 4 have weekly African Drumming lessons.	*To listen and recall patterns of sounds with increasing accuracy. *To understand how different musical elements are combined and used expressively. *To begin to recognise simple notations to represent music, including pitch and volume. *To listen to and begin to respond to music drawn from different traditions and great composers and musicians NB Year 4 have weekly African Drumming lessons.	*To create rhythmical and simple melodic patterns using an increased number of notes. *To join layers of sound, thinking about musical dynamics of each layer and understanding the effect. NB Year 4 have weekly African Drumming lessons.	*To sing in unison maintaining the correct pitch and using increasing expression. * To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. * To think about others while performing. NB Year 4 have weekly African Drumming lessons. They will perform as a group at the end of their unit.
5	*To describe, compare and evaluate different types of music beginning to use musical words. *To comment on the success of own and others work, suggesting improvements based on intended outcomes.	*To listen to and nd recall a range of sounds and patterns of sounds confidently. *To begin to identify the relationship between sounds and how music can reflect different meanings. *To recognise and use a range of musical notations including staff notation. *To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.	*To create increasingly complicated rhythmic and melodic phrases within given structures.	*To sing in unison with clear diction, controlled pitch and sense of phrase. *To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. *To maintain my own part and be aware how the different parts fit together.
6	*To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music.	*To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence. *To identify and explore the relationship between sounds and	*To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.	*To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase *To play and perform with accuracy, fluency, control and expression

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	*To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.	how music can reflect different meanings. *To use and apply a range of musical notations including staff notation, to revise and refine musical material. *To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.		*To think about the audience when performing and how to create a specific effect.