



ESW Music Curriculum
Overview of Progression

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Area of learning								
	Project/Unit Title	Beat Tempo Dynamics Duration Melody Honey	What is percussion? Finding the beat Musical opposites Composing weather music Chime bars Exploring Holst's Mars from the planet suite	Percussion What is an instrument family? Recorder 1 The invention of music Recorder 2 What is the Brazilian samba?	Music genres Victorian Christmas carols Music for the Chinese New Year Recorder 3 Elements of music Recorder: Final	Ukulele E Movie music Famous composers throughout the years Indian classical music rhythms Can I be a Viking musician?	Western musical ensembles The Nutcracker How has the development of technology changed music? West African drumming Ukulele 2 I'm going to be a summer rapper	Keyboards A Keyboards B BBC 10 pieces What is jazz and where did it come from? Consolidation topic Final composition
	Singing	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<p>With support:</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. singing correctly (posture, diaphragm, not shouting, articulation) Confidently singing and remembering simple melodies 	<p>With increasing independence:</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. singing correctly (posture, diaphragm, not shouting, articulation) Confidently singing and remembering simple melodies 	<p>With support:</p> <ul style="list-style-type: none"> Singing with increasing control singing dynamically singing with correct posture Confidence in singing as part of a small group singing more complex melodies Singing in parts 	<p>With increasing independence:</p> <ul style="list-style-type: none"> Singing with increasing control singing dynamically singing with correct posture Confidence in singing as part of a small group singing more complex melodies Singing in parts 	<p>With support:</p> <ul style="list-style-type: none"> singing in harmony singing different sections all singing is with confidence and used in all aspects of their music education 	<p>With increasing independence:</p> <ul style="list-style-type: none"> singing in harmony singing different sections all singing is with confidence and used in all aspects of their music education

	Whole class ensemble teaching	<ul style="list-style-type: none"> How approach instruments appropriately How to play as part of a group 	<p>With support:</p> <ul style="list-style-type: none"> Playing as part of a group instrumental control Following a conductor Playing with basic musical element skills such as dynamically following graphic score: bars and sound dots 	<p>With increasing independence:</p> <ul style="list-style-type: none"> How to hold and create a decent sound Playing and reading simple notation 	<p>With support:</p> <ul style="list-style-type: none"> Playing more complex rhythms Playing in various time signatures Playing and reading an octave range C-C 	<p>With increasing independence:</p> <ul style="list-style-type: none"> Chords – Simple > more complex Singing and playing at the same time Reading lyric and chord sheet 	<p>With support:</p> <ul style="list-style-type: none"> Chord structure I,IV,V Confidence in singing and playing 	<p>With increasing independence:</p> <ul style="list-style-type: none"> chords and melodies
	Notation	<ul style="list-style-type: none"> Learning to read simple symbols (following a score) 	<p>With support:</p> <ul style="list-style-type: none"> learning to use symbols to represent how long to hold notes for in composition 	<p>With increasing independence:</p> <ul style="list-style-type: none"> learning to use symbols for note identification learning to read notation 	<p>With support:</p> <ul style="list-style-type: none"> Reading all the notes on a stave using 5 notes on a stave 	<p>With increasing independence:</p> <ul style="list-style-type: none"> Reading all the notes on a stave 	<p>With support:</p> <ul style="list-style-type: none"> using notation for performing and composing. selecting type of notes appropriately. 	<p>With increasing independence:</p> <ul style="list-style-type: none"> using notation for performing and composing. selecting type of notes appropriately.
	Listening and appraising	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. 	<p>With support:</p> <ul style="list-style-type: none"> Using basic IDM to segment sound and appraise with correct terminology. Using the timbre of an instrument to identify it as 	<p>With increasing independence:</p> <ul style="list-style-type: none"> Using the timbre of an instrument to identify it as part of an ensemble. listening to various music from British culture and around the 	<p>With support:</p> <ul style="list-style-type: none"> Identifying styles within styles identifying major and minor keys 	<p>With increasing independence:</p> <ul style="list-style-type: none"> Confidently recognising different genres/styles Use of IDM can determine different styles and help identify them 	<p>With support:</p> <ul style="list-style-type: none"> How music has changed over time What impact life has on music 	<p>With increasing independence:</p> <ul style="list-style-type: none"> How music has changed over time Confidence in listening and appraising classical music throughout time

			<ul style="list-style-type: none"> part of an ensemble. listening to various music from British culture and around the world and from various eras and styles. 	<ul style="list-style-type: none"> world and from various eras and styles. 		<ul style="list-style-type: none"> Understanding music for different purposes Identifying styles within styles identifying major and minor keys 		<ul style="list-style-type: none"> noticing connections in styles
Performing	<ul style="list-style-type: none"> performing solo or in groups 	<ul style="list-style-type: none"> With support: <ul style="list-style-type: none"> Perform with confidence as part of a group, listening to those around you and following a conductor. Performing to an audience 	<ul style="list-style-type: none"> With increasing independence: <ul style="list-style-type: none"> Perform with confidence as part of a group, listening to those around you and following a conductor. Performing to an audience 	<ul style="list-style-type: none"> With support: <ul style="list-style-type: none"> perform confidently as part of a small group and solo 	<ul style="list-style-type: none"> With increasing independence: <ul style="list-style-type: none"> perform confidently as part of a small group and solo 	<ul style="list-style-type: none"> With support: <ul style="list-style-type: none"> choosing grouping for performance appropriately confidently organise how to perform 	<ul style="list-style-type: none"> With increasing independence: <ul style="list-style-type: none"> choosing grouping for performance appropriately confidently organise how to perform 	
Composing	<ul style="list-style-type: none"> Explore and engage in music making 	<ul style="list-style-type: none"> With support: <ul style="list-style-type: none"> Using a graphic score with sound dots and images to compose and perform compose as part of a small group improvise a short rhythm 	<ul style="list-style-type: none"> With increasing independence: <ul style="list-style-type: none"> composing using three note notation compose as part of a small group improvise a short rhythm 	<ul style="list-style-type: none"> With support: <ul style="list-style-type: none"> composing for a performance with melody and lyrics using inspiration to compose Improved improvisation skills. using tuned and untuned instruments ability to self-evaluate and 	<ul style="list-style-type: none"> With increasing independence: <ul style="list-style-type: none"> composing for a performance with melody and lyrics using inspiration to compose Improved improvisation skills. using tuned and untuned instruments 	<ul style="list-style-type: none"> With support: <ul style="list-style-type: none"> composing using all knowledge and skills gained with confidence Ability to improvise unaided using the knowledge of why in replicating others composition styles 	<ul style="list-style-type: none"> With increasing independence: <ul style="list-style-type: none"> composing using all knowledge and skills gained with confidence Ability to improvise unaided using the knowledge of why in replicating others 	

					<p>improve</p> <ul style="list-style-type: none"> - ability to listen to others in response to your own composition • Using technology to aid composition (BandLab) 	<ul style="list-style-type: none"> • ability to self-evaluate and improve • ability to listen to others in response to your own composition • Using technology to aid composition (BandLab) 	<ul style="list-style-type: none"> • Using technology to aid composition (Bandlab) 	<p>composition styles</p> <ul style="list-style-type: none"> • Using technology to aid composition (Bandlab)
Elements	<p>Basic vocabulary immersion: Pitch, Dynamics, Rhythm, Tempo, Harmony, Melody</p>	<ul style="list-style-type: none"> • tempo, pitch, dynamics, timbre, structure and duration. 	<p>With increasing independence:</p> <ul style="list-style-type: none"> • tempo, pitch, dynamics, timbre, structure and duration. 	<p>With support:</p> <ul style="list-style-type: none"> • Use all IDM with increasing accuracy and vocabulary, both vocally and within their practical work • Recognise and use pop structure and binary form. 	<p>With increasing independence:</p> <ul style="list-style-type: none"> • Use all IDM with increasing accuracy and vocabulary, both vocally and within their practical work • Recognise and use pop structure and binary form. 	<p>With support:</p> <ul style="list-style-type: none"> • Use all IDM with confidence both vocally and within their practical work 	<p>With increasing independence:</p> <ul style="list-style-type: none"> • Use all IDM with confidence both vocally and within their practical work • recognise and use ternary form 	
History	What is music		<p>Where we think music came from (2.4) History of Brazilian samba (2.5)</p>	<p>History of some of our most common genres. (3.1) Victorian influence on music (3.2) History of pentatonic scale (3.3) British folk music (3.6)</p>	<p>Composers through time (4.1) Beginnings of technology in music (4.4) Indian classical music (4.5) Viking music (4.6)</p>	<p>Development of music technology (5.3) West African drumming – Jazz: Slave trade links (5.4, 6.4) History of Rap (USA and British) (5.6)</p>	<p>Slave trade links (5.4, 6.4)</p>	