



South Gosforth First School
Music - Whole School Progression & Assessment



In line with the National Curriculum, the South Gosforth Music Curriculum aims to ensure that all pupils:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

Whole School Progression of Substantive & Disciplinary Knowledge				
	Listening	Singing and Chanting	Playing Instruments	Composition and Notation
Nursery	Begin to recognise and name some sounds. Express a simple opinion about a piece.	Begin to learn a variety of songs and nursery rhymes. Start to sing with an understanding of pitch and rhythm.	Follow simple directions to play instruments in different ways. Clap and tap simple patterns.	Start to suggest actions and movements to go with music. Begin to suggest simple movements or actions to go with music
Reception	Able to hear differences in musical elements. Recognise obvious changes in sounds and take account of musical instructions Start to follow simple directions from a leader. Say what I like about a piece of music or performance that I have listened to or watched.	Use my voices in different ways such as speaking, singing and chanting. Perform simple vocal patterns. Sing and chant as part of a group and on my own. Sing with and without an accompaniment. Keep to a steady pulse.	Recognise and explore how sounds can be made and changed Play a range of tuned and untuned instruments as they were intended to be used. Repeat short rhythmic and melodic patterns.	Put two or more sounds into a sequence and repeat them. Select appropriate instruments for an intended purpose. Recognise and explore how sounds can be organized. Follow simple graphical notation.
Year 1	Listening to a wider recorded performances. Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music.	Sing simple songs, chants and rhymes from memory Sing collectively and at the same pitch, responding to simple visual directions) and counting in	Use body percussion and playing repeated rhythm patterns Play short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.	Improvise simple passages. Create musical sound effects and short sequences of sounds in response to stimuli.



	Respond to the pulse in recorded/live music through movement and dance. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Listen to sounds in the local school environment, comparing high and low sounds.	Sing simple songs with a very small range, progressing to pentatonic songs Perform word-pattern chants create, retain and perform their own rhythm patterns. Sing familiar songs in both low and high voices and talk about the difference in sound.	Accurately repeat a short rhythmic phrase, led by the teacher. Perform short repeating rhythm patterns while keeping in time with a steady beat. Explore percussion sounds to enhance storytelling.	Choose specific sounds to fit a theme. Understand the difference between creating a rhythm pattern and a pitch pattern. Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. Recognise how graphic notation can represent created sounds. Explore and invent own symbols, for example. Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.
Year 2	Listening to recorded performances Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music. Understand that the speed of the beat can change, creating a faster or slower pace. Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Walk in time to the beat of a piece of music or song.	Sing songs regularly with a pitch range of do-so with increasing vocal control. Sing songs with a small pitch range pitching accurately. Know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to the leader's directions and visual symbols Sing short phrases independently within a singing game or short song. Respond independently to pitch changes heard in short melodic phrases, indicating with actions.	Copying simple rhythms led by the teacher and invent rhythms for others to copy on untuned percussion. Play simple rhythms with increasing accuracy. Respond to chanted rhythm patterns, and represent by simple symbols Create and perform their own short rhythmic phrases.	Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Use graphic symbols to keep a record of composed pieces. Recognise dot notation and match it to 3-note tunes played on tuned percussion.



	Know the difference between left and right to support coordination and shared movement with others. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Identify the beat groupings in familiar music that they sing regularly and listen to			
Year 3	Listening to recorded performances. Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music. Perform actions confidently and in time to a range of action songs Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.	Sing a widening range of unison songs of varying styles and structures tunefully and with expression. Respond to direction to sing louder and softer. Perform as a choir in school assemblies.	Individually copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases. Play tuned percussion or a melodic instrument with increasing accuracy. Play and perform melodies following simple notation using a small range as a whole class or in small groups. Introduce the idea of chords	Become more skilled in improvising using percussion and instruments - inventing short 'on-the-spot' responses using a limited note-range. Structure musical ideas to create music that has a beginning, middle and end. Compose to a specific theme. Compose song accompaniments on untuned percussion using known rhythms and note values. Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Introduce and understand the differences between crotchets and paired quavers. Apply word chants to rhythms, understanding how to link each syllable to one musical note.



Year 4	Listening to recorded performances. Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music.	Continue to sing a broad range of unison songs with the range of an octave pitching the voice accurately and following directions for getting louder and quieter. Sing rounds and partner songs in different time signatures Begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony Perform a range of songs in school assemblies. Sing phrases as self-standing compositions.	Introduce major and minor chords. Learn the basic skills of a selected musical instrument over a sustained learning period. Play and perform melodies following staff notation using a small range. Perform in two or more parts from simple notation using instruments played in whole class teaching. Copy short melodic phrases including those using the pentatonic scale.	Improvise on a limited range of pitches on the instrument they are now learning, making use of more musical features. Make compositional decisions about the overall structure of improvisations. Explore developing knowledge of musical components by composing music to create a specific effect. Capture and record creative ideas using either graphic symbols or simple notation understand the differences between minims, crotchets, paired quavers and rests. Read and perform pitch notation within a defined range
---------------	--	---	---	---