

SBPS Music Curriculum Progression

	Listen and Appraisee	Musical Activities					
Year		Games	Singing	Playing Instruments	Improvisation	Composition	Performance
1	To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals.	To confidently sing or rap five songs from memory and sing them in unison. Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader.	Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader.	Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise	Composing is like writing a story with music. Everyone can compose. Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.	Know that a performance is sharing music with other people, called an audience. Perform a learnt song Add their ideas to the performance. Record a performance and say how they were feeling about it.
2	To know five songs off by heart.	To know that music has a steady pulse,	To confidently know and sing five songs	Learn the names of the notes in their	Improvisation is making up your own	Composing is like writing a story with	A performance is sharing music with

	To know some songs have a chorus or a response/answer part. To know that songs have a musical style. To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea.	like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.	from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices. Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader	instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class. Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader	tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes.	music. Everyone can compose. create three simple melodies using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.	an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends Perform a learnt song Add their ideas to the performance. Record the performance and say how they were feeling about it.
3	To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about:	Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song.	To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow. Songs can make you feel different things	To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder) To treat instruments carefully and with respect.	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.	To know and be able to talk about: Performing is sharing music with other people, an audience. A performance doesn't have to be a drama! It can be to one person or to each other.

song is about.
 ○ Any musical
dimensions featured
in the song, and
where they are used
(texture, dynamics,
tempo, rhythm and
pitch) o Identify the
main sections of the
song (introduction,

o Its lyrics: what the

 Name some of the instruments they heard in the song.

verse, chorus etc.)

To confidently identify and move to the pulse.

To think about what the words of a song mean.

To take it in turns to discuss how the song makes them feel.

Listen carefully and respectfully to other people's thoughts about the music.

Know that every piece of music has a pulse/steady beat.

Know the difference between a musical question and an answer.

e.g. happy, energetic or sad.

Singing as part of an ensemble or large group is fun, but that you must listen to each other.

To know why you must warm up your voice.

To sing in unison and in simple two-parts.

To demonstrate a good singing posture.

To follow a leader when singing.

To enjoy exploring singing solo.

To sing with awareness of being 'in tune'.

To have an awareness of the pulse internally when singing.

Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of a song) from memory or using notation.

To rehearse and perform their part within the context of a song.

To listen to and follow musical instructions from a leader.

been heard before. It is not written down and belongs to them.

To know that using one or two notes confidently is better than using five.

To know that if you improvise using the notes you are given, you cannot make a mistake.

Improvise using instruments in the context of the song they are learning to perform.

Different ways of recording compositions (letter names, symbols, audio etc.)

Help create at least one simple melody using one, three or five different notes.

Plan and create a section of music that can be performed within the context of the unit song.

Talk about how it was created.

Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.

Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)

Know and have planned everything that will be performed.

Sing or rap the words clearly and play with confidence.

Performance can be a special occasion and involve an audience including of people you don't know.

It is planned and different for each occasion.

It involves communicating feelings, thoughts and ideas about the song/music.

Choose what to perform and create a programme.

Communicate the meaning of the words and clearly articulate them.

Talk about the best place to be when performing and how to stand or sit.

Record a
performance and say
how they were
feeling, what they
were pleased with
what they would
change and why.

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4	To know five songs from memory and who sang them or	Know and be able to talk about:	To know and be able to talk about:	To know and be able to talk about:	To know and be able to talk about improvisation:	To know and be able to talk about:	To know and be able to talk about:
ľ		l laccional a marchana	Cin min m in a manua	The state of the s	improvisation.	A	Daufaussia si la abasisas
	wrote them. To know	How pulse, rhythm	Singing in a group	The instruments		A composition: music	Performing is sharing
	the style of the five	and pitch work	can be called a choir.	used in class (a	Improvisation is	that is created by	music with other
	songs. To choose	together.		glockenspiel,	making up your own	you and kept in	people, an audience
	one song and be		Leader or conductor:	recorder or	tunes on the spot.	some way. It's like	
	able to talk about:	Pulse: Finding the	A person who the	xylophone).		writing a story. It can	A performance
		pulse – the heartbeat	choir or group follow.		When someone	be played or	doesn't have to be a
	Some of the style	of the music.	-	Other instruments	improvises, they	performed again to	drama! It can be to
	indicators of that		Songs can make you	they might play or be	make up their own	your friends.	one person or to
	song (musical	Rhythm: the long	feel different things	played in a band or	tune that has never	,	each other.
	characteristics that	and short patterns	e.g. happy, energetic	orchestra or by their	been heard before. It	Different ways of	
	give the song its	over the pulse.	or sad.	friends.	is not written down	recording	Know and have
	style).	0.01 mg baico.	o. caa.		and belongs to them.	compositions (letter	planned everything
	31, 10 ₁ .	Know the difference	Singing as part of an	To treat instruments	and bolongo to trioin.	names, symbols,	that will be
	The lyrics: what the	between pulse and	ensemble or large	carefully and with	To know that using	audio etc.)	performed.
	_	•	group is fun, but that	-	one or two notes	audio etc.)	periorineu.
	song is about.	rhythm.	you must listen to	respect.	confidently is better	Help create at least	Sing or rap the
	A my may a local	Ditabilliah and law		Dlay any ana ar all	-		
	Any musical	Pitch: High and low	each other.	Play any one, or all	than using five.	one simple melody	words clearly and
	dimensions featured	sounds that create	T	four, differentiated	To 100 000 the 64 th 100 000	using one, three or	play with confidence.
	in the song and	melodies.	Texture: How a solo	parts on a tuned	To know that if you	all five different	
	where they are used		singer makes a	instrument – a	improvise using the	notes.	Performance can be
	(texture, dynamics,	How to keep the	thinner texture than a	one-note, simple or	notes you are given,		a special occasion
	tempo, rhythm and	internal pulse	large group.	medium part or the	you cannot make a	Plan and create a	and involve an
	pitch).			melody of a song	mistake.	section of music that	audience including of
		Musical Leadership:	To know why you	from memory or		can be performed	people you don't
	Identify the main	creating musical	must warm up your	using notation.	To know that you can	within the context of	know.
	sections of the song	ideas for a group to	voice		use some riffs	the unit song.	
	(introduction, verse,	copy or respond to.		To rehearse and			It is planned and
	chorus etc).		To sing in unison and	perform their part	Improvise using	Talk about how it	different for each
	ŕ		in simple two-parts.	within the context of	instruments in the	was created.	occasion.
	Name some of the		'	a song.	context of a song		
	instruments they		To demonstrate a		they are learning to	Listen to and reflect	It involves
ļ	heard in the song.		good singing	To listen to and	perform.	upon the developing	communicating
l			posture.	follow musical	F = 11 = 11	composition and	feelings, thoughts
l	Confidently identify		7 - 3 (4) (4)	instructions from a		make musical	and ideas about the
	and move to the		To follow a leader	leader.		decisions about	song/music
l	pulse.		when singing.	ioddoi.		pulse, rhythm, pitch,	3311g/111d310
	puise.		when singing.	To experience		dynamics and	Choose what to
	Talk about the		To enjoy exploring	leading the playing		tempo.	perform and create a
	musical dimensions					tempo.	
			singing solo.	by making sure		Record the	programme.
	working together in		To oing with	everyone plays in the			Dropont a missical
	songs eg if the song		To sing with	playing section of the		composition in any	Present a musical
	gets louder in the		awareness of being	song.		way appropriate that	performance
	chorus (dynamics).		'in tune'.			recognises the	designed to capture
						connection between	the audience.
	Talk about the music		To rejoin the song if			sound and symbol	

and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk, try to use musical words.		lost. To listen to the group when singing.			(e.g. graphic/pictorial notation).	Communicate the meaning of the words and clearly articulate them. Talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why
To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about: Some of the style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics,	Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. How to keep the internal pulse. Musical Leadership: creating musical ideas for the group to copy or respond to.	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about: Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping. To know what the song is about and the meaning of the lyrics. To know and explain the importance of warming up your voice. To sing in unison and to sing backing vocals. To enjoy exploring	To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols. The notes C, D, E, F, G, A, B + C on the treble stave. The instruments they might play or be played in a band or orchestra or by their friends. Play a musical instrument with the correct technique within the context of a song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts –	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake. To know that you can use some of the riffs you have heard in	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol Create simple melodies using up to five different notes and simple rhythms that work musically	To know and be able to talk about: Performing is sharing music with other people, an audience. A performance doesn't have to be a drama! It can be to one person or to each other. Everything that will be performed must be planned and learned. You must sing or rap the words clearly and play with confidence. A performance can be a special occasion and involve an audience including of people you don't know. It is planned and

you feel. 6 To know five songs Know and be able to To know and To know and be able To know and the able To know and t		tempo, rhythm and pitch) Identify the main sections of the songs (intro, verse, chorus etc.) Name some of the instruments they heard in the songs or The historical context of the songs. What else was going on at this time? To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the music and how it makes		singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'	a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of a song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.	the Challenges in your improvisations. To know three well-known improvising musicians Improvise using instruments in the context of a song to be performed.	with the style of the a song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	different for each occasion. A performance involves communicating ideas, thoughts and feelings about the song/music To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it — "What went well?" and "It would have been even better if?"
· · · · · · · · · · · · · · · · · · ·	6		Know and be able to	To know and	To know and be able	To know and be able	To know and be able	To know and be able

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from memory, who sang or wrote them, when they were written and why?

To know the style of the songs and to name other songs from the Units in those styles.

To choose three or four other songs and be able to talk about:

• The style indicators of the songs (musical characteristics that give the songs their style)

- The lyrics: what the songs are about.
- Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)
- o Identify the structure of the songs (intro, verse, chorus etc.)
- Name some of the instruments used in the songs
- The historical context of the songs.
 What else was going on at this time, musically and historically?
 Know and talk
- Know and talk about that fact that we each have a musical identity

To identify and move

talk about:

How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music.

How to keep the internal pulse.

Musical Leadership: creating musical ideas for the group to copy or respond to

Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.

To know about the style of the songs so you can represent the feeling and context to your audience.

To choose a song and be able to talk about:

- o Its main features.
- Singing in unison, the solo, lead vocal, backing vocals or rapping.
- To know what the song is about and the meaning of the lyrics.
- To know and explain the importance of warming up your voice.

To sing in unison and to sing backing vocals.

To demonstrate a good singing posture.

To follow a leader when singing.

To experience rapping and solo

to talk about:

Different ways of writing music down - e.g. staff notation, symbols.

The notes C, D, E, F, G, A, B + C on the treble stave.

The instruments they might play or be played in a band or orchestra or by their friends

Play a musical instrument with the correct technique within the context of the Unit song.

Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.

To rehearse and perform their part within the context of the Unit song.

To listen to and follow musical instructions from a leader.

To lead a rehearsal session.

to talk about improvisation:

Improvisation is making up your own tunes on the spot.

When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.

To know that using one, two or three notes confidently is better than using five.

To know that if you improvise using the notes you are given, you cannot make a mistake.

To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations.

To know three well-known improvising musicians.

Improvise using instruments in the context of a song to be performed.

to talk about:

A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.

A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure

Notation: recognise the connection between sound and symbol.

Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.

Explain the keynote or home note and the structure of the melody.

Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.

Record the composition in any way appropriate that

Performing is shar

to talk about:

Performing is sharing music with an audience with belief.

A performance doesn't have to be a drama! It can be to one person or to each other.

Everything that will be performed must be planned and learned.

You must sing or rap the words clearly and play with confidence.

A performance can be a special occasion and involve an audience including of people you don't know.

It is planned and different for each occasion.

A performance involves communicating ideas, thoughts and feelings about the song/music.

To choose what to perform and create a programme.

To communicate the meaning of the words and clearly articulate them.

to the pulse with	singing.	recognises the	To talk about the
ease.	gg-	connection betwee	
	To listen to each	sound and symbol	
To think about the	other and be aware	(e.g. graphic/picto	
message of songs.	of how you fit into the	notation).	To record the
	group.		performance and
To compare two			compare it to a
songs in the same	To sing with		previous
style, talking about	awareness of being		performance.
what stands out	'in tune'.		
musically in each of			To discuss and talk
them, their			musically about it –
similarities and			"What went well?"
differences.			and "It would have
			been even better
Listen carefully and			if?"
respectfully to other			
people's thoughts			
about the music.			
Use musical words			
when talking about			
the songs.			
the songs.			
To talk about the			
musical dimensions			
working together in			
the Unit songs.			
Talk about the music			
and how it makes			
you feel, using			
musical language to			
describe the music.			
describe the music.			