

An Daras Trust: Curriculum Knowledge: Vertical Progression Map

Subject: Music		An Daras Trust Subject Skills Progression
Checked by School Leader/Key Stage Leader	<i>Name/ Signature/ Date:</i>	
Checked by School Curriculum Leader	<i>Name/ Signature/ Date:</i>	
Monitoring	<p>The individual school is responsible for ensuring the delivery of the National Curriculum intentions within the school. The school is required to regularly monitor the delivery of this Vertical Skills Progression Map. The school must complete an annual review of its School Vertical Progression Map to check the implementation of curriculum documentation. Ongoing monitoring of planning, learning evidence and pupil knowledge will take place as part of good practice by subject and school leaders. Information from monitoring will be used to inform in school/ Trust CPD Subject Training.</p>	
Curriculum Statement National Curriculum 2014	<p>Purpose of Study page</p> <p>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.</p> <p>Aims</p> <p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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. <p>Assessment</p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p>	

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National Curriculum 2014 Key Stage One			
Learning Intentions Pupils should be taught to:		Non Statutory	
<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. 		<ul style="list-style-type: none"> • N/A 	
Learning Progression Key Stage One			
Progression Statement	Working Towards	Working at	Working Beyond
Singing:	<p>is beginning to sing in tune within a limited pitch range and perform with a good sense of pulse and rhythm</p> <p>is beginning to experiment with different ways of producing sounds with their voice</p>	<p>is able to sing broadly in tune within a limited pitch range and perform with a good sense of pulse and rhythm</p> <p>is able to experiment with different ways of producing sounds with their voice</p>	<p>is confident to sing in tune within a limited pitch range and perform with a good sense of pulse and rhythm</p> <p>is confident to experiment with different ways of producing sounds with their voice</p>
Playing:	is beginning to make, change, combine and experiment with sounds using musical	is able to make, change, combine and experiment with sounds using musical	is confident to make, change, combine and experiment with sounds using musical

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	<p>instruments</p> <p>is beginning to join in and stop as appropriate by following simple musical instructions</p> <p>is beginning to recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally</p> <p>is beginning to keep a steady pulse with some accuracy through tapping, clapping, marching, playing etc..</p> <p>does not yet understand the differences between pulse and rhythm</p> <p>is able to follow simple performance directions and demonstrate understanding of these through singing and playing, including things such as dynamics, tempo, starting and stopping.</p> <p>does not yet show awareness of audience when performing</p>	<p>instruments</p> <p>is able to join in and stop as appropriate by following simple musical instructions</p> <p>is able to recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally</p> <p>is able to keep a steady pulse with some accuracy through tapping, clapping, marching, playing etc..</p> <p>has some understanding of the differences between pulse and rhythm</p> <p>is able to follow and lead simple performance directions and demonstrate understanding of these through singing and playing, including things such as dynamics, tempo, starting and stopping.</p> <p>shows an awareness of the audience when performing</p>	<p>instruments</p> <p>confidently joins in and stops as appropriate by following musical instructions and is able to direct others to do so</p> <p>confidently recognises and broadly controls changes in timbre, tempo, pitch and dynamics when playing instruments and vocally</p> <p>keeps a steady pulse with a good level of accuracy through tapping, clapping, marching, playing etc..</p> <p>demonstrates understanding of the differences between pulse and rhythm through physical movement, playing and singing</p> <p>is able to follow, lead and suggest their own simple performance directions and demonstrate understanding of these through singing and playing, including things such as dynamics, tempo, starting and stopping.</p> <p>shows a strong awareness of the audience when performing</p>
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<p>Composing / Improvising:</p>	<p>is beginning to create music and suggest symbols for sounds (eg: a large foot for Daddy bear and a small foot for Baby Bear)</p> <p>is beginning to select classroom instruments and make / experiment with sounds in response to a stimulus, eg: a picture.</p>	<p>is able to create music and suggest symbols for sounds (eg: a large foot for Daddy bear and a small foot for Baby Bear)</p> <p>is able to select classroom instruments and make / experiment sounds in response to a stimulus, eg: a picture.</p>	<p>is confident to create music and suggest symbols for sounds (eg: a large foot for Daddy bear and a small foot for Baby Bear)</p> <p>confidently selects classroom instruments and makes / experiments with sounds in response to a stimulus, (eg: a picture) and is able to order these into a simple musical sequence and explain their choices</p>
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<p>Listening:</p>	<p>is beginning to, with some prompting, comment on and respond to recordings of own voice, musical instruments and pieces of recorded music.</p> <p>is beginning to demonstrate an understanding of the basic musical features (eg: getting louder or softer; higher or lower; faster or slower).</p> <p>is not yet confident to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notation.</p> <p>is not yet able to recognise rhythmic patterns found in speech, eg: saying / chanting names, counting syllables in the names</p>	<p>is able to comment on and respond to recordings of own voice, musical instruments and pieces of recorded music.</p> <p>demonstrates an understanding of the basic musical features (eg: getting louder or softer; higher or lower; faster or slower).</p> <p>is beginning to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notation.</p> <p>listens with increased concentration, responding appropriately to a variety of live and recorded music, through movement, sound based and other creative responses.</p> <p>is beginning to recognise rhythmic patterns found in speech, eg: saying / chanting names, counting syllables in the names</p>	<p>is confident to comment on and respond to recordings of own voice, musical instruments and pieces of recorded music.</p> <p>confidently demonstrates an understanding of the basic musical features (eg: getting louder or softer; higher or lower; faster or slower).</p> <p>confidently to recognises and musically demonstrates awareness of a link between shape and pitch using graphic notation.</p> <p>listens with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound based and other creative responses.</p> <p>recognises rhythmic patterns found in speech, eg: saying / chanting names, counting syllables in the names</p>
<p>Key Stage Two</p>			

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Subject Content			
National Curriculum 2014 Key Stage Two			
Learning Intentions Pupils should be taught about:		Non Statutory	
<ul style="list-style-type: none"> 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. 			
Learning Progression Lower Key Stage Two			
Progression Statement	Working Towards	Working at	Working Beyond
Singing:	<p>is beginning to sing with clear diction, more accurate tuning, control of breathing and an appropriate tone.</p> <p>is not yet able to maintain an independent part in a small group when singing (simple part singing)</p>	<p>is able to sing with clear diction, more accurate tuning, control of breathing and an appropriate tone</p> <p>is beginning to maintain an independent part in a small group when singing (simple part singing)</p>	<p>is confident to sing with clear diction, accurate tuning, control of breathing and an appropriate tone.</p> <p>is able to maintain an independent part in a small group when singing (simple part singing)</p>

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	is beginning to sing more confidently and fluently, maintaining an appropriate pulse	is able to sing more confidently and fluently, maintaining an appropriate pulse	sings confidently and fluently, maintaining an appropriate pulse
Playing:	<p>does not yet demonstrate musical quality – eg: clear starts, ends of pieces / phrases, technical accuracy etc..</p> <p>is beginning to, with support, use sounds, technology and instruments in creative ways</p> <p>is not yet able to maintain an independent part in a small group when playing (ostinato, rhythm)</p> <p>is beginning to play more confidently and fluently, maintaining an appropriate pulse</p> <p>is beginning to suggest and follow simple performance directions</p>	<p>is able to demonstrate musical quality – eg: clear starts, ends of pieces / phrases, technical accuracy etc..</p> <p>is able to use sounds, technology and instruments in creative ways</p> <p>is beginning to maintain an independent part in a small group when playing (ostinato, rhythm)</p> <p>is able to play more confidently and fluently, maintaining an appropriate pulse</p> <p>is able to suggest and follow simple performance directions and is starting to lead</p>	<p>confidently demonstrates musical quality – eg: clear starts, ends of pieces / phrases, technical accuracy etc..</p> <p>is confident to use sounds, technology and instruments in creative ways</p> <p>is able to maintain an independent part in a small group when playing (ostinato, rhythm)</p> <p>plays confidently and fluently, maintaining an appropriate pulse</p> <p>is confident to suggest, follow and lead simple performance directions</p>
Improvising / Composing:	<p>is beginning to create simple rhythmic patterns melodies and accompaniments with a lot of support</p> <p>is not yet able to communicate ideas, thoughts and feelings through simple musical</p>	<p>is able to create simple rhythmic patterns melodies and accompaniments with only a little support</p> <p>is able to communicate ideas, thoughts and feelings through simple musical demonstration</p>	<p>is able to create simple rhythmic patterns melodies and accompaniments.</p> <p>confidently communicates ideas, thoughts and feelings through simple musical</p>

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	demonstration with some support is able to talk about and justify the responses, instrument choices and 'feel' of the music they compose is not yet able to offer comments about own and others' work and ways to improve	is able to talk about and offer simple justification for the responses, instrument choices and 'feel' of the music they compose offers comments about own and others' work and ways to improve	demonstration is confident to talk about and justify, in detail, the responses, instrument choices and 'feel' of the music they compose confidently offers comments about own and others' work and ways to improve, putting these into action by making changes where necessary
Listening: <ul style="list-style-type: none"> Possible questions for listening tasks: What do you notice? What do you hear? What else? What else? Were there any big changes in the music? How did it make you feel? What can you imagine while this music is playing? What is the mood / atmosphere? How would you describe it to someone who has not heard of it? 	is beginning to 'listen for' elements of music such as beat or pitch (use example questions – left) and comments or responds with some support	can 'listen for' elements of music such as beat or pitch and make comments or responds appropriately with occasional support	accurately 'listens for' elements of music such as beat or pitch and makes comments or responds
Learning Progression Upper Key Stage Two			
Progression Statement	Working Towards	Working at	Working Beyond
Singing and Playing:	is beginning to demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in a performance. is not yet able to maintain a strong sense of pulse or recognise when going out of time	demonstrates increasing confidence, expression, skill and level of musicality through taking different roles in a performance. is able to maintain a strong sense of pulse; recognises when going out of time	demonstrates confidence, expression, skill and level of musicality through taking different roles in a performance. is able to maintain a strong sense of pulse; recognises and self corrects when going out of time

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	<p>is beginning to demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in a performance.</p> <p>Is not yet able to lead an independent part in a group when singing or playing (eg: rhythm, ostinato, drone, simple part singing, etc)</p> <p>with some support is able to experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques</p> <p>with support is able to, as appropriate, follow basic shapes of music and simple staff notation, through singing and playing short passages of music</p>	<p>demonstrates increasing confidence, expression, skill and level of musicality through taking different roles in a performance.</p> <p>Is able to lead an independent part in a group when singing or playing (eg: rhythm, ostinato, drone, simple part singing, etc)</p> <p>is able to experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques</p> <p>is able to, as appropriate, follow basic shapes of music and simple staff notation, through singing and playing short passages of music</p>	<p>demonstrates confidence, expression, skill and level of musicality through taking different roles in a performance.</p> <p>Confidently leads an independent part in a group when singing or playing (eg: rhythm, ostinato, drone, simple part singing, etc)</p> <p>is confident to experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques</p> <p>is confident to, as appropriate, follow basic shapes of music and simple staff notation, through singing and playing short passages of music</p>
Improvising / Composing:	<p>when working as part of a group, takes part in creating music which demonstrates an understanding of structure and can discuss these, with some prompting</p> <p>is beginning to use a variety of</p>	<p>is able to create music which demonstrates an understanding of structure and can discuss the choices made</p> <p>is able to use a variety of</p>	<p>is confident to create music in different styles which demonstrates an understanding of structure and can discuss the choices made</p> <p>confidently uses a variety of</p>

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	musical devices, timbres, textures, techniques etc when creating music	musical devices, timbres, textures, techniques etc when creating music	musical devices, timbres, textures, techniques etc when creating music
Listening:	<p>is beginning to listen to and evaluate a range of music from different traditions, genres, styles and times, responding with some support</p> <p>with some support, shares opinions about own and others' music and can give some justification</p> <p>is beginning to be perceptive to music and communicate personal thoughts and feelings, through discussion, movement, sound-based and other creative responses such as visual arts</p>	<p>is able to listen to and evaluate a range of music from different traditions, genres, styles and times, responding appropriately to the context</p> <p>is able to share opinions about own and others' music and can give justification for these</p> <p>is perceptive to music and communicates personal thoughts and feelings, through discussion, movement, sound-based and other creative responses such as visual arts</p>	<p>confidently listens to and evaluates a range of music from different traditions, genres, styles and times, responding appropriately to the context</p> <p>confidently shares opinions about own and others' music and can give justification for these</p> <p>is perceptive to music and confidently communicates personal thoughts and feelings, through discussion, movement, sound-based and other creative responses such as visual arts</p>