High Ercall Primary School Progression in Music		
Date: October 2026	**Subject Lead: Kayleigh Pugh**	**Review: October 2027**

Curriculum Intent:

What does Music look like at High Ercall?

As stated in the 2021 Model Music Curriculum, 'music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging'. At High Ercall, we want music to be approached with this in mind, linking with our key drivers and 5Rs: to promote positive learning through building resilience while creating opportunities for active learning and diversity. We believe that as music reflects the culture and society that we live in, so the teaching and learning of music should reflect this.

The intent of our Music curriculum is to:

At High Ercall, we want to make music an enjoyable and fun learning experience, through whole school singing, ensemble playing, experimenting with the creative process and through a love of listening to pieces of music, whether performed by peers or recorded. We encourage children to participate in a variety of musical experiences through which we aim to build the confidence of all children. We want our teaching to focus on developing the children's ability to understand rhythm and follow a beat. Through singing songs, children will learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music across a wide variety of historical periods, styles, traditions, and musical genres. We want children to develop descriptive language skills in music lessons while learning about how music can represent different feelings, emotions and narratives. We also teach technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms.

All musical learning in our scheme is structured around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all our learning; they are musical building blocks. This is an integrated approach to musical learning where games, the interrelated dimensions of music, singing and playing instruments are all linked (spiral of learning). Over time, children can both develop new musical skills and concepts. They can re-visit established musical skills and concepts as they travel along the learning journey. Repeating a musical skill does not necessarily mean their progress is slowing down or their development is moving backwards! It is just shifting within the learning spiral.

We believe that through a variety of activities an understanding of the interrelated dimensions of music will be understood. We believe in ensuring opportunities are built in for the children to revisit and refine their appreciation and understanding of a wide range of high-quality live and recorded music thus enhancing their learning. We want learning to take place through games where children are encouraged to explore and create. By providing opportunities, we want all children to create, play, perform and enjoy music. They can develop the skills to appreciate a wide variety of musical forms and to begin to make judgments about the quality of music. We believe that music plays an important part in bringing communities together.

Our curriculum has been built to include our key curriculum drivers:

- our school values, the 5Rs

- the role of active learning

- building our children's understanding of diversity.

In their time at High Ercall, we ensure the children access a wide variety of music and well mapped out resources to support this broader development and disciplinary knowledge. In our curriculum we have also considered the **journey of a child through the school,** so that our curriculum is progressive even when a child remains in a class for 2 years. Each class has a two-year rolling programme for their Music curriculum.

What do we want children to be able to do by the end of Year 6?

As stated in the National Curriculum, by the end of Year 6, pupils should be developing a critical engagement with music, allowing them to compose, and to listen with discrimination to the best quality of live or recorded music.
The National Curriculum for music aims to ensure that all pupil should be encouraged to:
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 in Music is monitored and reviewed by the subject leader. This is carried out by looking at books, talking to children and monitoring Medium Term Plans completed by staff. The subject leader is also responsible for supporting colleagues in the teaching of Music, being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

Teachers carry out formative assessment during their lessons through the use of:

- Quizzes and retrieval questions
- Mind maps for recall
- Discussions

- Marking and feedback according to our policy (mainly verbal feedback)

How will this support the children in lifelong learning?

It is essential that by the end of their time at High Ercall in Year 6, our pupils understand music with confidence and enjoyment in a range of musical genres, to use their knowledge and skills in any subject in their secondary education. It is also essential for us that our children have developed the knowledge of musical instrument, musical genres and an understanding of the dimensions of music.

Curriculum Targets: At High Ercall School, we follow the National Curriculum expectations and expect that our pupils will have met or exceeded the expected standards for the end of key stage. We want our children to:

- develop creativity and imagination;
- produce musical pieces, exploring their own ideas as well as others;
- become confident singers, composers, and performers;
- evaluate and analyse music using musical terms and notation
- know about great musicians and composers and the historical and cultural development of their work;
- have knowledge and understanding of how music has contributed to our history and contributes to our cultural capital, creativity and wellbeing.

Links with reading and writing	Appropriate resources for children to research into the works of famous musicians and composers and their inspirations.	**Links to school key drivers**	**Resilience:** Children are encouraged to investigate, practise and develop their ideas and reflect on their final pieces.
	Use songs and images as a starting point for singing.		**Outdoor Learning:** Where appropriate, children are given the opportunity to use the outdoor environment as an opportunity to perform
	Use their own notation to develop an understanding of written musical notation		**Diversity:** Using a range of genres, musicians and cultures, we aim to offer children a diverse experience of music.

	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Instrument use/ Singing	**Expressive Arts and Design** • Sing a range of well-known nursery rhymes and songs.	• Explore making different sounds with the voice and instruments. • Show an understanding of pulse.	• Perform a simple melody using voice and/or instruments. • Perform with a strong sense of pulse.	• Play a simple melody with technical control of the instrument/voice to create a pleasing sound. • Perform, demonstrating changes in dynamics, pitch, tempo and articulation.	• Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound. • Sing and play with an awareness of how the interrelated dimensions of	• Demonstrate awareness of the need for good posture, breathing and diction whilst singing in order to maintain a pleasing sound.	• When singing, show greater mastery and control of tone, diction, posture and breathing consistently. • Use the interrelated dimensions of music when

		• Sing and chant songs and rhymes in unison. • Begin to sing in tune using melodies that move mainly by step and include small intervals. • Start and stop at the appropriate time. • Follow a leader when performing as a group. • Recognise visual signs for start, stop, mime actions, sing in your head. • Putting actions to songs. • Playing a pitched note/drone to accompany a song.	• Start to understand the difference between pulse and rhythm. • Perform, demonstrating use of dynamics, pitch and tempo. • Play simple rhythms. • Sing in tune within a limited pitch range up to an octave. • Develop an awareness of diction when singing. • Sing/chant in unison and with a simple second part. • As part of a group, maintain an ostinato/drone with the voice or on instruments. • Perform and interpret a piece using simple notation. • Follow a conductor and recognise visual signs for start, stop, mime actions, sing in your head.	• Demonstrate the difference between pulse and rhythm. • Clap or tap a pulse whilst speaking/playing/improvising a rhythm/song. • Understand and respond to visual cues for starting and stopping. • Direct others to start and stop using gestures and can follow a conductor. • Maintain a second part in a vocal or instrumental piece (e.g. partner songs and rounds). • Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control.	music affect the performance and its impact on the audience. • Perform using a range of rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver. • Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away. • Direct others to start and stop using gestures and can follow a conductor. • Maintain a third part in a vocal or instrumental piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony). • Continue to sing rhythmically and expressively using a range of approximately an octave with increased control.	• Sing and play with an understanding of how the interrelated dimensions of music affect the performance and its impact on the audience. • Perform using a range of rhythmic and melodic notation combining the inter-related dimensions of music. • Understand and respond to visual cues for starting and stopping, and/or fading away, tempi, dynamics and articulation. • Maintain a third part in a vocal or instrumental piece showing an understanding of texture. • Direct others to start and stop using gestures or counting in, setting tempi and dynamics. • Perform a solo part within a group.	singing and playing in a variety pf styles. • Maintain a third part in a vocal or instrumental piece with an understanding of harmony and texture. • Perform using a range of rhythmic and melodic notation to play a variety of ostinati and simple pieces or songs, including expression and articulations. • Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy. • Direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece.
Listen and Appraise *Aural Awareness and Theoretical Knowledge*	**Listening, Attention and Understanding** • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	• Listen to and experiment with vocal and instrumental sounds. • Copy back simple rhythmic patterns and melodies. • Recognise duration as being long or short. • Recognise pitch as high or low. • Recognise different articulations e.g.	• Begin to recognise the sounds of different instruments (timbre) with an understanding of how sounds are produced. • Sing and recognise simple melodic shapes and patterns. • Take a lead in activities that involve imitation or call and response. • Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and	• Recognise and describe how sounds are made on different instruments. • Sing and recognise short melodic shapes and rhythmic patterns from memory. • Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities. • Recognise different metres (e.g. 3 time and 4 time).	• Recognise and describe how sounds are made and changed on different instruments and how this groups them into instrumental families. • Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation. • Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations. • Recognise simple structures in the music that is being performed or listened to (e.g. phrases, Binary, Ternary, Verse-Chorus). • Recognise different metres (e.g. 2, 3 or 4 time).	• Recognise and identify instrumental families aurally. • Memorise more complex rhythmic and melodic patterns and match conventional notation/graphic pitch notation. • Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations. • Recognise simple structures in the music that is being performed	• Recognise and identify instrumental families aurally, including instruments from different genres, cultures and traditions, comparing and contrasting them with their own musical practices and experiences. • Memorise more complex rhythmic and melodic patterns and match to conventional notation. • Continue to develop an awareness of the inter-

	• Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	smooth and detached. • Feel if the tempo is fast or slow by responding to the pulse. • Recognise differences in dynamics as loud or soft.	articulations in all activities. • Recognise groups of instruments.			or listened to (e.g. Binary, Ternary, Verse-Chorus, Rondo, Variation, 12-Bar Blues). • Compare and discuss differences in performances of the same piece of music. • Recognise a variety of metres.	related dimensions of music, pulse and articulations. • Recognise structures in the music that is being performed or listened to (Rondo, Variation, Twelve Bar Blues, Ternary, Verse-Chorus, Intro/Outro, through-composed). • Compare and discuss differences in performances of the same piece of music. Recognise a variety of metres.
Compose *Composing and Improvising*	**Physical Development** • Use a range of small tools, including scissors, paintbrushes and cutlery. • Invent, adapt and recount narratives and stories with peers and their teacher.	• Say words/rhymes and clap/play to create simple rhythmic patterns. • Improvise a rhythm/sound over a given number of beats. • Add sound effects to a story. • Make a piece of music to illustrate a character or mood. • Respond to music through movement. • Understand simple graphic notation – one sign for a sound or group of sounds.	• Use simple pitch and rhythm patterns to develop a structure for a short piece. • Improvise a rhythm/sound over a given number of beats. • Begin to recognise how music will fit a topic/theme. • Experiment with different timbres to create effects. • Recognise and begin to use contrasts in dynamics, tempo or pitch in a simple composition. • Respond to music through movement. • Notate a composition using simple graphic notation. • Understand that music can be notated in different ways. • Compose a piece with a beginning, middle and end.	• Make four-bar rhythms in groups, pairs or individually. • Improvise with increasing confidence. (e.g. using 2 – 3 notes). • Contribute ideas to a group composition, playing own part. • Choose instruments and playing techniques to accurately depict story, mood or character showing an awareness of timbre. • Add pitch names to rhythmic notation to make melodies. • Understand how changes in pitch can be shown on either graphic score and staff notation. • Understand graphic scores and how more than one sound can play at a time to create texture. • Start to understand simple rhythmic notation including crotchet, quaver, minim, semibreve.	• Construct a piece with a simple structure (e.g. Binary or Ternary). • Improvise with increasing confidence (e.g. using 2 – 3 notes). • Add own words to an existing tune to make a new song. • Make soundscapes/descriptive/atmospheric pieces with narrative/through-composed structures. • Add pitch names to rhythmic notation to make more complex melodies. • Begin to show an awareness of how changes in pitch can be shown on a stave. • Work independently within a group composition showing thought in selection of instruments and playing techniques and understanding the effect of timbre and texture, including adding a drone. • Use ICT to compose.	• Construct a piece with a simple structure (e.g. Binary or Ternary, Verse-Chorus, Intro/Outro). • Improvise with increasing confidence (e.g. using a scale pattern). • Use scale patterns to construct melodies, understanding pitch direction, movement by step and leap and knowing names of notes. • Compose showing sensitivity to mood/time/location through use of inter-related dimensions of music, experimenting with the use of harmony to create texture. • Works independently within a group composition showing thought in selection of instruments and playing techniques. • Is beginning to compose using	• Construct a piece with a more complex structure (e.g. Rondo, Twelve-bar Blues). • Improvise with increasing confidence. (e.g. using a scale pattern). • Can use different scale patterns to construct melodies (e.g. major, minor, pentatonic). • Compose showing sensitivity to mood/time/location through use of inter-related dimensions of music, including experimenting with harmonies and chords to create texture. • Works independently within a group composition showing thought in selection of instruments and playing techniques. • Notate compositions using a variety of methods, incorporating the inter-related dimensions of music. • To create a piece using ICT (ie garage band).

						conventional notation for rhythms and/or pitch. • Use ICT for recording/refining compositions.	
Performing *Reflecting and Evaluating*	**Expressive Arts and Design** • Share their creations, explaining the process they have used. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music	• Comment on own performances and compositions. • Describe how the music makes them feel and why. • Describe music and sounds in simple terms using basic musical vocabulary including pulse/beat, rhythm and pitch.	• Talk about own and peers' work and make simple suggestions for improvement. • Discuss how the music makes them feel and why. • Describe music and sounds in simple terms using basic musical vocabulary including pulse/beat, rhythm/duration and pitch.	• Make constructive comments on own and others' music to develop compositions and performances. • Use active listening to make simple connections and comparisons between own compositions and performances, and those of other musicians. • Begin to recognise how composers use the inter-related dimensions of music to create effects and mood.	• Make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music. • Use active listening to make simple connections and comparisons between own compositions and performances, and those of other musicians. • Identify how composers use the inter-related dimensions of music to create effects and mood. • Ask questions about music in other cultures and traditions.	• Make constructive comments on own and others' music to develop compositions and performances making use of inter-related dimensions of music. • Use active listening to make simple connections and comparisons between own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence). • Recognise how music reflects its purpose, place and time including other cultures, traditions and a variety of genres. • Discuss music in subjective and objective terms using musical vocabulary.	• When singing, show greater mastery and control of tone, diction, posture and breathing consistently. • Use the interrelated dimensions of music when singing and playing in a variety pf styles. • Maintain a third part in a vocal or instrumental piece with an understanding of harmony and texture. • Perform using a range of rhythmic and melodic notation to play a variety of ostinati and simple pieces or songs, including expression and articulations. • Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy. Direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece
Vocabulary	Pulse, rhythm, pitch, rap, improvise, compose, melody, guitar, drums, perform, singers, instrument,	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard,	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture,	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, syncopation, structure, tune/head, note values, note names,	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, producer, improvise/improvisation, by ear, melody, riff, solo,

	audience, imagination.	percussion, trumpets, saxophones, audience, imagination.	answer, melody, dynamics, tempo, perform/performance, audience, rap, glockenspiel.	structure, electric guitar, organ, backing vocals, hook, riff, melody, pentatonic scale, imagination.	patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.	pulse, rhythm, solo, ballad, verse, interlude, strings, piano, guitar, bass, drums, melody, cover, synthesizer, deck, backing loops, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, bass line, brass section, harmony, melody.	ostinato, phrases, unison, civil rights, gender equality, unison, harmony.
Interrelated dimensions of music	Pulse – the regular heartbeat of the music; its steady beat. ● Rhythm – long and short sounds or patterns that happen over the pulse. ● Pitch – high and low sounds. ● Tempo – the speed of the music; fast or slow or in-between. ● Dynamics – how loud or quiet the music is. ● Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. ● Texture – layers of sound. Layers of sound working together make music very interesting to listen to. ● Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. ● Notation – the link between sound and symbol.						