






Curriculum Progression for Music –

Skill	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Play and Perform 	<p>Range of singing games</p> <p>Play different percussion instruments(to develop motor skills)</p> <p>Action and counting songs</p>	<p>Sing nursey rhymes and action songs.</p> <p>Sing-a-long with Pat-a-Cake and Name Song.</p> <p>Copycat rhythm games.</p> <p>Use classroom instruments</p>	<p>Begin to play patterns from memory.</p> <p>Sing with a developing sense of pitch, dynamics and duration when singing songs with an appropriate range.</p> <p>Experiment with their voices (chant, rap, represent known sounds)</p> <p>Know how to make sounds on a few un-tuned instruments (drum, triangle, shaker) – play along to a song</p> <p>Treat all instruments with respect</p> <p>Start and stop songs – follow my leader</p> <p>Sing loud and soft; high and low</p>	<p>Learn about voices singing notes of different pitches (high and low). Recognise and use hand signals to represent high/low</p> <p>Sing largely in tune as part of the class</p> <p>Learn that they can make different types of sounds with their voices</p> <p>Know how to make sounds on several un-tuned instruments and tuned instruments (glock, recorder, keyboard etc.)</p> <p>Show an awareness of more than one element when performing (e.g. loud and long; quiet and short)</p> <p>Learn to play a tuned instrumental part that matches their musical</p>	<p>Confidently use graphic/grid notation when performing rhythmic patterns</p> <p>Accurately use hand signals to represent more complex tunes</p> <p>Show an awareness of multiple musical elements when performing (e.g. pitch and dynamics)</p> <p>Recognise notes representing 4 beats, 2 beats, 1 beat and pairs of half beats (conventional notation)</p> <p>Sing using dynamics to express the mood of a piece</p>	<p>Play their own part when performing on various instruments along with others</p> <p>Perform with planned and tidy openings and endings</p> <p>Link notes together to form musical phrases</p> <p>Be confident in the use of notes representing 4 beats, 2 beats, 1 beat and pairs of half beats (conventional notation)</p> <p>Sing in a way that reflects the lyric and the mood</p> <p>Sing a solo part. Sing unison and simple two-parts.</p> <p>Play differentiated parts on a tuned instrument – a one-note, simple or medium part or</p>	<p>As a group, perform music using cultural structures (e.g. 12-bar blues, balanced phrases, whole tone scales)</p> <p>Play an individual role in a group performance by memory using correct technique.</p> <p>Perform music for a school occasion e.g. St John’s Day event; Summer musical performance, Christmas Carol Concert)</p> <p>To experience solo singing and rapping.</p> <p>To listen to each other and be aware of how you fit into the group</p> <p>To sing with an awareness of being ‘in tune’</p>	<p>As a group, perform music using cultural structures (e.g. 12-bar blues, balanced phrases, whole tone scales)</p> <p>Rehearse and play an individual instrumental role in a group performance by memory or by reading notation</p> <p>Perform music for school occasions</p> <p>Confidently sing songs from memory or notation</p>



				<p>challenge, using one of the differentiated parts (a one-note, simple or medium part).</p> <p>Play a part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Record the performance and say how they were feeling about it.</p>		<p>the melody of the song from memory or using notation.</p> <p>Rehearse and perform their part within the context of the Unit song.</p> <p>Listen to and follow musical instructions from a leader - to experience leading the playing.</p>	To rehearse and perform an instrumental part within the context of the Unit song (Charanga)	
<p>Listen and Appraise</p> 	<p>Body movements in response to different styles of music</p> <p>Make music shakers</p> <p>Introduce names of percussion instruments</p>	<p>Listen and respond to Nursery rhymes.</p> <p>Find the pulse – marching – tapping – blinking</p> <p>High and low games.</p> <p>Imaginative movement</p> <p>Children verbalise a response to music (ET theme)</p> <p>“How does this music make you feel? (Give choices)</p>	<p>Recognise and react to changes in music (e.g. suddenly loud/fast)</p> <p>Sing back or copy the rhythm (in warm-up games)</p> <p>Begin to react to musical instructions (e.g. hand gesture to get louder) march, be an animal</p> <p>Begin to recognise repetition</p>	<p>Show some knowledge of music from different times and places</p> <p>Can make some suggestions to improve their own work</p> <p>Recognise and describe repetition when listening to the music of others</p> <p>Enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>Can identify the impact of elements in selected music pieces</p> <p>Can explain how to improve their own or a partner’s work</p> <p>Identify some features which suggest a mood or atmosphere</p>	<p>Use relevant musical vocabulary when talking about the elements of music</p> <p>Identify how elements are used in music which is intended to create an effect, feeling or atmosphere</p> <p>Make clear comparisons between music of different cultures</p>	<p>Respond to and briefly describe music from different periods of history and different cultures (e.g. Balinese, Gamelan, African drumming)</p> <p>Use musical vocabulary to describe pieces, commenting on structure, phrasing and effects</p> <p>Find similarities and differences between pieces of music.</p>	<p>Respond to and briefly describe music from different periods of history (e.g. renaissance recorders, classical piano)</p> <p>Use musical vocabulary to describe and compare pieces, commenting on structure, phrasing and effects such as ritenuto, crescendo, staccato etc.</p>



		Fast facts about John Williams' music. (ET Star Wars Home Alone Jurassic Park Harry Potter)		To learn how songs can tell a story or describe an idea.				Suggest improvements to a composition or performance giving reasons for success or failure
Improve and Compose 	Make own clapping rhythms and body percussion.	Compose using one or two notes on a computer. Compose using Row Row Row Your Boat. On Screen app.	experiment with sounds on instruments – improvise using or 2 notes only create and share short patterns of sound in response to a stimulus (picture/story etc) Clap answers to a musical question Invent their own symbol to represent a sound	Create patterns of sound that have been specially selected (Help create three simple melodies with the Units using one, three) Use a simple structure which has a beginning, middle and an end Support some compositions with graphic or grid symbols on paper or computer	Create patterns of sound that have been carefully selected (e.g. take turns to improvise using up to three notes) Select resources /instruments to suit the compositional task Show some use of silence in their work Make some use of dynamics in compositions Use graphic or grid symbols to represent musical ideas	Create music in draft form then edit and develop it Choose musical resources to suit the task Deliberately use silences in their work Use repetition and dynamics in their work Work in a group to create pieces with 2 instrumental parts	Identify and use 4-bar phrases in group and individual compositions Recognise and form a basic triad Improvise musical phrases including repetition Use a recognisable method of recording a composition (notation – pictures, symbols, notes; electronic) To know and be able to talk about improvisation: (Improvisation is making up your own tunes on the spot - it is not written down)	Identify and use 4-bar and 8-bar phrases in group and individual compositions Form and use basic triads in compositions Compose musical phrases and use them in pieces using repetition and other structures such as rondo or ternary form Record ideas using notation



Musical Vocabulary: Years 1–6

Year 1

Words you need to know: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.

Year 2

Words you need to know: Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.

Year 3

Vocabulary: Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.

Year 4

Vocabulary: 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 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.

Year 5

Vocabulary: Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.

Year 6

Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.



The Interrelated Dimensions of Music (Dimensions)

- 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.