

Music Curriculum Progression

	Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance
EYFS	<p>Listening and responding to different styles of music. And how to move to it.</p> <p>ELG Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<ul style="list-style-type: none"> Know that you can clap along with music or stop and start. 	<ul style="list-style-type: none"> Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. <ul style="list-style-type: none"> Learn to sing or sing along with nursery rhymes and action songs. 	<ul style="list-style-type: none"> Play instruments with increasing control to express their feelings and ideas. <ul style="list-style-type: none"> Explore playing classroom instruments independently and with friends. 	<ul style="list-style-type: none"> Listening to and leading improvisation games. 	<ul style="list-style-type: none"> Create music with voices, body, and/or classroom instruments. 	<ul style="list-style-type: none"> Enjoy sharing and performing the learning that has taken place.
Year 1	<ul style="list-style-type: none"> To learn 5 songs by heart and know what they are about, recognising any instruments used. To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. 	<ul style="list-style-type: none"> 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 learn a range of games to embed pulse, rhythm and pitch. 	<ul style="list-style-type: none"> To confidently sing or rap five song in unison from memory, starting and stopping when asked by the leader. Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices. 	<ul style="list-style-type: none"> Treat instruments carefully and respectfully Learn the names of the instruments and notes of their part from memory or when written down Play a tuned instrumental part with the song they perform matching their musical challenge whilst following a leader. 	<ul style="list-style-type: none"> Know that improvisation is about making up your own tunes on the spot, and everyone can improvise. Can I improvise using the three challenges? 1. Clap and Improvise 2. Sing, Play and Improvise 3. Improvise! 	<ul style="list-style-type: none"> Know that composing is like writing a story with music. 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. 	<ul style="list-style-type: none"> Know that a performance is sharing music with an audience. Choose a song they have learnt from the Scheme and perform it, adding any ideas to their performance. Record the performance and say how they were feeling about it.
Year 2	<ul style="list-style-type: none"> To know that songs have a style and some have a chorus or a response/ answer part. To learn how songs can tell a story or describe an idea. 	<ul style="list-style-type: none"> To know that rhythms are different from the steady pulse. To know that we change pitch when we add high and low sounds. 	<ul style="list-style-type: none"> Learn that unison is everyone singing at the same time. Understand why we need to find a comfortable singing position and warm up our voices. 	<ul style="list-style-type: none"> To know the names of un tuned percussion instruments played. Learn to play a tuned instrumental, playing in time with the steady pulse. 	<ul style="list-style-type: none"> Know that you can use one or two notes when improvising and work through the challenges: 1. Clap and Improvise 2. Sing, Play and Improvise 3. Improvise! 	<ul style="list-style-type: none"> Help create three simple melodies, using either one, three, or five different notes. Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> To know that a performance can be a special occasion and that an audience can include familiar faces. Record their performance and respond.
Year 3	<ul style="list-style-type: none"> To be able to discuss a song: lyrics, musical dimensions, style, instruments, sections, the singer, and who wrote it. To confidently identify and move to the pulse. To think about what the words of a song mean, how it makes them feel and respectfully discuss thoughts of others. 	<ul style="list-style-type: none"> Know how to find and demonstrate the pulse and the difference between pulse and rhythm and how they work with pitch to create a song. Know the difference between a musical question and an answer. 	<ul style="list-style-type: none"> A singing group can be called a choir and are led by a conductor. Warm your voice up and demonstrate a good singing posture. To sing in unison and in simple two-parts. To enjoy exploring singing solo with awareness of being 'in tune' and of the pulse internally. 	<ul style="list-style-type: none"> Play any one, or all of four, differentiated parts on a tuned instrument – 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Plan and create a section of music that can be performed within the context of the unit Talk about how it was created and reflect upon the composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in a way that recognises the connection between sound and symbol (e.g. graphic/pictorial notation) 	<ul style="list-style-type: none"> To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To 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.
Year 4	<ul style="list-style-type: none"> To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs e.g.: if the song gets louder in the chorus (dynamics). Respectfully talk about the music and how it makes them feel, try to use musical words. 	<ul style="list-style-type: none"> Musical Leadership: creating musical ideas for the group to copy or respond to 	<ul style="list-style-type: none"> Understand texture: a solo singer makes a thinner texture than a group. To listen to the group when singing and re-join if lost. 	<ul style="list-style-type: none"> To experience leading the playing by making sure everyone plays in the playing section of the song. 	<ul style="list-style-type: none"> Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks. 	<ul style="list-style-type: none"> Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). Discuss any musical decisions 	<ul style="list-style-type: none"> Present a musical performance designed to capture the audience, articulating clearly. Understand the best arrangement and how to reflect on their work; what would they change, what are they pleased with.
Year 5	<ul style="list-style-type: none"> 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 (try to use musical words) about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the how it makes them feel 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> To sing in unison and to sing backing vocals. To enjoy exploring 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' 	<ul style="list-style-type: none"> Learn different ways of writing music down and know the notes on the treble stave. 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 lead a rehearsal session 	<ul style="list-style-type: none"> To know three well-known improvising musicians Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks. 	<ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms. Explain the keynote or home note and the structure of the melody. - Record, listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. 	<ul style="list-style-type: none"> 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...?"

Year 6	<ul style="list-style-type: none"> • To identify and move to the pulse with ease. • To think about the message of songs. To compare two songs in the same style using musical words. • Listen and respect other people's thoughts about the music and how it makes them feel. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • To know about the style of the songs so you can represent the feeling and context to your audience • To sing in unison and to sing backing vocals with 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' 	<ul style="list-style-type: none"> • Different ways of writing music down – e.g. staff notation, symbols. • Learn the notes C, D, E, F, G, A, B + C on the treble stave. • To lead a rehearsal session. • Select and learn an instrumental part that matches their musical challenge 	<ul style="list-style-type: none"> • To know three well-known improvising musicians • Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks. 	<ul style="list-style-type: none"> • Create simple melodies using up to five different notes and simple rhythm. • Explain the keynote or home note and the structure of the melody. • Record, listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. 	<ul style="list-style-type: none"> • 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...?"
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