



# Music Curriculum Progression

	<i><b>EYFS</b></i>	<i><b>Year 1</b></i>	<i><b>Year 2</b></i>	<i><b>Year 3</b></i>	<i><b>Year 4</b></i>	<i><b>Year 5</b></i>	<i><b>Year 6</b></i>
<i><b>Composing</b></i>	<p>I can sing to self and makes up simple songs.</p> <p>I can make up rhythms</p>	<p>I can use his/her body to make sounds: Loud/quiet, Fast/slow, Long/short, High/low</p> <p>I can use his/her voice to do: humming, whispers, whistles.</p> <p>I can say what they like and do not like about other's performances</p>	<p>I can make patterns with sounds e.g. loud - quiet - loud - quiet long - short - long – short</p> <p>I can make sounds that reflect a topic.</p> <p>I use short given patterns in his/her compositions</p> <p>I can use given symbols to record long and short sounds</p>	<p>I can use his/her voice and copy a given scale.</p> <p>I can compose three note patterns</p> <p>I can create his/her own symbols to represent different sounds and instruments in his/her compositions</p>	<p>I can compose simple tunes using a pentatonic scale (a scale with 5 notes)</p> <p>I can improvise repeated patterns (ostinato)</p> <p>I can reflect on, and improve his/her own work e.g. They can evaluate his/her piece against given criteria</p>	<p>I can layer sounds to create effects</p> <p>I can compose melodic and rhythmic phrases</p> <p>I can compose a soundscape (a performance that creates the experience of an acoustic environment e.g. Weather)</p>	<p>I understand when to use varying volumes, pitch and expression in his/her voice to portray an idea or mood</p> <p>I is starting to interpret musical notation. e.g. Crochet = 1 beat, minim = 2 beats.</p> <p>I can reflect on his/her compositions dynamics,tempo and timbre.</p>
<i><b>Performing</b></i>	<p>I can sing a few familiar songs.</p> <p>I am beginning to build a repertoire of songs and dances</p> <p>I can explore the different sounds of instruments.</p>	<p>I can sing in unison with a group</p> <p>I can make and change sound on an instrument both tuned and untuned creating both long and short sounds</p>	<p>I can use: high voice, middle voice, low voice</p> <p>I can sing in tune</p> <p>I can perform to an audience and improve his/her performance by practising</p>	<p>I can sing expressively in time to the beat and rhythm</p> <p>I can take part in two-part songs.</p> <p>I can perform as part of a group and individually to an audience</p>	<p>I can perform given compositions/songs from memory.</p> <p>I can take part in two-part harmonies</p> <p>I can perform simple rhythmic and melodic patterns on an instrument to accompany a song</p>	<p>I can sing expressively combining dynamics, tempo and pitch.</p> <p>I can take part in rounds.</p> <p>I can perform his/her own rhythmic and melodic patterns on an instrument</p>	<p>I can perform his/her own compositions from memory</p> <p>I can take part in three part harmonies and descants.</p> <p>I can lead a group in performance</p>
<i><b>Listening and context</b></i>	<p>I can listen attentively in a range of situations.</p>	<p>I can identify a beat and join in</p>	<p>I can identify the mood of a piece of music</p> <p>I can explain to another which of two sounds is higher or lower.</p>	<p>I can begin to identify how many beats are in a bar when listening to pieces of music</p> <p>I can compare pieces, thinking about pitch, mood, rhythm and tempo.</p>	<p>I can explain what they think a piece of music's purpose could be</p> <p>I can evaluate others work, thinking about pitch, mood, rhythm and tempo</p>	<p>I can begin to explore reasons for composers' tempo choices</p> <p>I can compare pieces thinking about texture, structure,</p>	<p>I can pick out details within a piece and recall these details from memory</p> <p>I can evaluate others work</p>

				I can find similarities and differences in the work of a great composer/musician from history	I can express his/her opinions about music from the past	timbre and dynamics.  I can find similarities and differences between different historical composers and musicians	thinking about texture, structure, timbre and dynamics.  I can explain how the music of the past reflected the society of the time  I can explain how music has changed over time
<b>Vocabulary</b>	Song, rhyme, beat,	Loud, quiet, fast, slow, dynamics, volume, beat, rhythm,	Volume, duration (long, short) patterns, repeat, pitch (high, low)	Pattern, rhythm, tempo, pitch, mood	Pentatonic scale, ostinato, compositions, pitch, mood, rhythm and tempo	Layer, melodic, rhythmic, soundscape, tempo pitch, texture, structure, timbre and dynamics.	volumes, pitch and expression, notation, crotchet, minim, quaver, beats, timbre, harmony, descant, texture, structure, timbre and dynamic, evaluation

<b>Aspirations</b>	<p>Throughout the music curriculum children are encouraged to be excited and motivated about their learning by linking and embedding creativity within music to their academic achievements. They should be able to make strong connections between education and the world of work by looking at the possible careers within the music industry whether that is as a performer or within the production or technical side of the industry. We should use our music curriculum to broaden children's horizons and raise their aspirations by helping them see a clear link and purpose between their learning experiences and their future.</p> <p>We need to challenge stereotypes that children and their parents often have about jobs and the people who do them (popstars, musicians, performers, producers) and help children learn more about their own talents and abilities by instilling greater confidence in their creative abilities.</p>
<b>Global Citizenship</b>	<p>Our music curriculum will help our pupils to be good global citizens who are prepared for their futures in an increasingly globalised and interconnected world. Through music, children will make local and global connections with other cultures and styles of music. We will study music from different areas of the world and explore some more global issues within this. Through music our children can explore aspects of other cultures and societies in a positive way and see the impact that global citizenship has on our more local world.</p> <p>Global learning at primary level is strongly linked to awareness of other cultures and diversity and developing learners as socially-aware, responsible global citizens.</p>
<b>Health and Wellbeing</b>	<p>Through our music curriculum, children can use their creativity and the discipline of musicality to develop themselves socially, emotionally as well as intellectually. As wellbeing has been identified as a possible barrier to learning for some of our children we can use our music curriculum to build self-esteem, a sense of belonging, emotional intelligence and resilience. Children play and perform individually and as part of a group to increase their self-awareness and social awareness. The music curriculum is accessible for all children within our school and they should all be encouraged to join in to their best ability.</p>

