



Music Curriculum Progression

	<i>EYFS</i>	<i>Year 1 & Year 2</i>	<i>Year 3 & Year 4</i>	<i>Year 5 & Year 6</i>
Performing NC Objectives		<p>NC-Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>NC- Pupils should be taught to play tuned and untuned instruments musically.</p>	<p>NC- Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>NC- Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>
Performing	<p>Able to sing the melodic shape (moving melody, eg up and down, down & up) of familiar songs.</p> <p>Sings entire songs.</p> <p>May enjoy performing, solo and or in groups.</p> <p>Internalises music, eg sings songs inside his or her head</p> <p>Plays instruments (including imaginary ones such as air guitar) to match the structure of the music</p>	<p>I can join in with songs I can sing with good diction;</p> <p>I can follow a simple tune and make my voice go up and down correctly</p> <p>I can begin to be able to sing in tune songs with a limited range;</p> <p>I can keep a steady beat</p> <p>I can sing in time to a steady beat.</p> <p>I know the names of the instruments we use in our classroom</p> <p>I can name a variety of instruments;</p>	<p>I am beginning to sing with good diction</p> <p>I can sing with good diction;</p> <p>I am beginning to sing in tune, songs with a limited range</p> <p>I can sing in tune songs with a limited range;</p> <p>I can recognise when a song has 2 or more parts</p> <p>I can sing a song with two or more parts;</p> <p>I am beginning to use expression in my performance</p> <p>I can perform with expression;</p>	<p>I am beginning to sing with good diction</p> <p>I can sing with good diction</p> <p>I can sing in tune songs with a limited range;</p> <p>I can sing in tune</p> <p>I can sing a song with 2 or more parts and follow 1 of those parts.</p> <p>I can sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch</p> <p>I am beginning to perform with accuracy and expression</p>

		<p>I can keep in time when performing</p> <p>I can perform with a good sense of beat and rhythm;</p> <p>I can play alongside others</p> <p>I can perform together in an ensemble</p> <p>I can play loudly and softly as required</p> <p>I can change the tempo or dynamics while playing an instrument.</p>	<p>I can play instruments correctly and sensibly</p> <p>I can use correct technique to play instruments.</p>	<p>I can perform with accuracy and expression, showing an understanding of the context of the music</p> <p>I am beginning to use the correct technique to play instruments with improved confidence and accuracy</p> <p>I can use correct technique to play instruments with improved confidence and accuracy</p>
<i>Listening NC Objectives</i>		<p>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory</p> <p>Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory</p> <p>Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>
<i>Listening</i>	<p>Keeps a steady beat whilst playing instruments</p> <p>Pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another.</p>	<p>I can recognise that not all music sounds the same</p> <p>I can begin to recognise different genres of music;</p> <p>I can hear different instruments in a piece of music</p>	<p>I can join in with the beat in a piece of music</p> <p>I can find the beat in a piece of music;</p> <p>I am beginning to recognise what tempo, dynamics and duration mean in a piece of music</p>	<p>I can join in with the beat in a piece of music</p> <p>I can find the beat in a piece of music;</p> <p>I am beginning to recognise what tempo, dynamics, metre,</p>

<p>Thinks abstractly about music and expresses this physically or verbally</p> <p>Distinguishes and describes changes in music and compares pieces of music</p> <p>Moves to the sound of instruments,</p> <p>Moves in time to the pulse of the music being listened to</p>	<p>I can begin to recognise instruments being played in a piece of music;</p> <p>I can say if I like or don't like a piece of music</p> <p>I can express their opinion about pieces of music.</p>	<p>I can explain the tempo, dynamics and duration of a piece of music</p> <p>I know the main orchestral instruments and what they sound like</p> <p>I can begin to recognise some orchestral instruments in a piece of music</p> <p>I am beginning to recognise a range of music genres</p> <p>I can recognise a range of music genres</p> <p>I am beginning to recognise a few instruments in a piece of music</p> <p>I can recognise instruments being played in a piece of music</p> <p>I can say what I like and don't like about a piece of music</p> <p>I can express my opinion about pieces of music using appropriate musical vocabulary</p> <p>I am beginning to discuss similarities and differences in pieces of music</p> <p>I can discuss similarities and differences in pieces of music.</p>	<p>timbre and duration mean in a piece of music</p> <p>I can explain the tempo, dynamics, metre, timbre and duration of a piece of music;</p> <p>I can recognise orchestral instruments and am beginning to describe their effect in a piece of music.</p> <p>I can recognise orchestral instruments and describe their effect in a piece of music.</p> <p>I can recognise a range of music genres and describe their characteristics;</p> <p>I can recognise a range of music genres (including from around the world) and describe their characteristics;</p> <p>I am beginning to name a variety of composers and artists associated with different genres of music;</p> <p>I can name a variety of composers and artists associated with different genres of music;</p> <p>I am beginning to recognise instruments being played in a piece of music;</p>
--	---	--	--

				<p>I can recognise instruments being played in a piece of music;</p> <p>I am beginning to express my opinion about pieces of music using some musical vocabulary;</p> <p>I can express my opinion about pieces of music using appropriate musical vocabulary;</p> <p>I can discuss similarities and differences in pieces of music and can begin to explain how composers and performers achieve this</p> <p>I can discuss similarities and differences in pieces of music and explain how composers and performers achieve this</p>
Composing		NC-Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.	NC-Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.	NC-Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.
Composing	Creates rhythms using instruments and body percussion.	<p>I know what the word compose means and am beginning to make up my own simple tunes</p> <p>I can compose a simple tune using three or four notes;</p> <p>I recognise how music can be used to create a mood</p>	<p>I am beginning to compose tunes using up to 8 notes</p> <p>I can compose a tune using eight notes;</p> <p>I am beginning to compose music with different sections</p>	<p>I am beginning to create tunes with an audience in mind</p> <p>I can create more complex tunes, thinking about my audience;</p> <p>I am beginning to fit lyrics to part of my tune</p>

		<p>I can create sound effects for a picture or story, thinking about how music can create a mood;</p> <p>I am beginning to use pictures to represent my tunes</p> <p>I can write down my compositions using symbols, pictures or patterns.</p>	<p>I can compose music that has a recognisable structure (beginning, middle and end).</p>	<p>I can add lyrics to a composition;</p> <p>I can compose music that has a recognisable structure (beginning, middle and end) and is beginning to show variation in timbre and dynamics.</p> <p>I can compose music that has a recognisable structure (beginning, middle and end) that shows variation in timbre and dynamics</p>
<i>Notation</i>			<p>NC-Pupils should be taught to use and understand staff and other musical notations.</p>	<p>NC-Pupils should be taught to use and understand staff and other musical notations.</p>
<i>Notation</i>			<p>I am beginning to recognise crotchets, quavers and semibreves</p> <p>I can recognise crotchets, quavers, semibreves and crotchet rests;</p> <p>I recognise that musical notation can be written on a stave</p> <p>I can begin to be able to recognise some notes on a treble clef staff.</p>	<p>I am beginning to recognise crotchets, quavers, semibreves, crotchet and quaver rests;</p> <p>I can recognise crotchets, quavers, semibreves, crotchet and quaver rests;</p> <p>I can recognise notes on a treble clef staff; and am beginning to understand that notes are positioned differently on a bass clef;</p> <p>I can recognise notes on a treble clef staff; understand that notes are positioned differently on a bass clef;</p>

				<p>I am beginning to read and use music notation</p> <p>I can read, and play from, music notation;</p> <p>I am beginning to record my own compositions using music notation</p> <p>I can record my own compositions using music notation</p>
<i>Knowledge of Music</i>			NC-Pupils should be taught to develop an understanding of the history of music.	NC-Pupils should be taught to develop an understanding of the history of music.
<i>Knowledge of Music</i>	<p>Associates genres of music with characters and stories.</p> <p>Accurately anticipates changes in music, eg when music is going to get faster, louder, slower.</p>	<p>I understand what a composer does and can name some</p> <p>I understand what the word era means</p>	<p>I can name different genres of music</p> <p>I can name some composers and genres of music from different eras.</p>	<p>I can name different genres of music and different eras of music</p> <p>I can name some composers and genres of music from different eras;</p> <p>I am beginning to recognise the different musical periods</p> <p>I can name different musical periods.</p>
Vocabulary	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

Aspirations	<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>
Global Citizenship	<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>
Health and Wellbeing	<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>