



Curriculum Progression map: Music

| Year | Areas taught: knowledge | Skills: understanding and vocabulary |
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| R | Exploring sounds Songs for nativity | Recognise and respond to different familiar sounds Clap and play in time to the pulse. Use bodies, voices and unpitched instruments to create sound Learn to sing in tune to simple melodies. |
| | World Music Music with Movement | Sing short songs from memory adding simple dynamics Play unpitched instruments in time to the pulse Listen and respond to music through expressive and appropriate movement |
| | Big Band Musical Stories | Play simple patterns on un-tuned instruments incorporating loud/soft (dynamics) and fast/slow (tempo). Sing and play in response to nonverbal instructions as part of a class performance. Select appropriate instruments to create an intended effect and play them with expression and increasing accuracy. |
| | Cycle A Year 1/2 | Pulse and Rhythm: All about me Singing: Songs for Nativity |
| Timbre and rhythmic patterns: Fairy Tales Pitch and Tempo: Super heroes | | Perform short chants from memory. Respond to a sound by likening it to a character or mood. Create and select sounds to match a character or mood. Play simple tunes on tuned instruments incorporating pitch and tempo. Recognise pitch and tempo changes. Experiment with pitch and tempo using tuned and un-tuned instruments. |
| Classical Music: Dynamics and Tempo Chanting and tuned percussion: Space | | Sing short songs from memory adding simple dynamics Sing and play instruments expressively and in response to both verbal and non-verbal instructions as part of a class performance. Respond expressively to music through expressive and appropriate movement. Create and select a sequence of notes to tell a story. |



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| <p>Cycle B Year 1/2</p> | <p>Singing and playing a song: Musical me Singing: Songs for Nativity</p> | <p>Sing and play un-tuned instruments in unison. Play a melody from letter notation Repeat a melody by ear Choose appropriate dynamics and timbre for a piece of music.</p> |
| | <p>Orchestral Instruments: Traditional Stories Layering sound to create texture: Myths and Legends</p> | <p>Perform a story using vocal and instrumental sound effects. Sing songs from memory with increasing confidence and accuracy. Improvise vocal sound effects for a story. Begin to recognise changes in timbre and structure. Create a tune to describe a character. Begin to layer instrumental and vocal sounds and patterns within a simple structure.</p> |
| | <p>African Call and Response: Animals Soundscapes: British songs and sounds</p> | <p>Play a short rhythm from simple notation. Suggest improvements to their work. Sing with increasing confidence and expression. Use musical vocabulary to describe the music they hear. Create and make improvements to a soundscape.</p> |
| <p>Cycle A Year 3/4</p> | <p>Adapting and transposing motifs: Romans Syncopated rhythms: Jazz</p> | <p>Singing and playing melody parts with increasing accuracy and control. Create a motif-based composition. Understand the meaning of syncopation in music and identify the difference between regular rhythms and swung rhythms. Compose and perform a swung version of a nursery rhyme. Learn about different types of jazz and jazz musicians.</p> |
| | <p>Samba and carnival sounds and instruments: S America Dance in music: Rock and Roll</p> | <p>Play syncopated rhythms with increasing accuracy, control and fluency. Recognise stylistic features of samba music. Compose a rhythmic break. Learn about the origins of samba music. Perform a walking bass line. Sing in time and tune. Recognise features of rock music.</p> |



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| | | Identify links between other genres of music. |
| | Recorders beginner's course Songs for play | Begin to recognise and play simple melodies written as notes on a musical staff in the treble clef. |
| Cycle B Year 3/4 | Glockenspiel beginners' course Developing singing techniques and keeping in time: Vikings | Learn to play notes C, D, E and F and to recognise them as notes written on the musical staff. Improvise and compose using a maximum of 4 notes. Sing songs with increasing accuracy and control, developing vocal technique. Use musical vocabulary to discuss features of battle songs. Compose a battle song with voices and un-tuned percussion. |
| | Pentatonic melodies and composition: Chinese New Year Stories through music: Ballads | Play a pentatonic melody from letter notation. Maintain a part in a group performance. Use musical vocabulary to discuss the features of Chinese music. Compose and combine three pentatonic melodies with un-tuned percussion to create a group composition. Perform a ballad as a class. Recognise the features of a ballad. Compose lyrics for a ballad. |
| | Blues Songs for play | Recognise and perform the 12 bar blues scale on a tuned percussion instrument. Improvise a blues performance. Sing a blues style song. |
| Cycle A Year 5/6 | Recorder intermediate course | Recap and build on notes learnt in the beginner recorder course. Learn to read and play chromatic notes, and play more challenging melodies with more complex rhythms. |
| | African Drumming: Djembe Fingal's Cave by Mendelssohn: Inter-related dimensions of music. | Play djembe correctly using alternate hands. Read and play increasingly complex rhythms. Maintain a repeating pattern as part of a wider performance. Follow non-verbal signals whilst performing. Improvise to create wave sounds featuring changes in dynamics, texture and pitch. Appraisal of a composer. |



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| | | Create a wave composition using dynamics, pitch and texture. |
| | Instruments of the Orchestra: Young person's Guide to the Orchestra by Benjamin Britten Songs for the play | Listen and appraise Britten's Young Person's Guide to the orchestra. Identify and begin to recognise the different families within the orchestra. Appraise Four Sea Interludes. Use vocabulary to express the feelings evoked. Create a piece of art work in response to the music. Perform a song from Friday Afternoons. |
| Cycle B Year 5/6 | Songs of World War 2 Advanced Rhythms | Sing in unison and in parts, with expression, dynamics and with increasing accuracy in pitch using the sol-fa scale. Notate a melody using pitches. Recognise and understand stylistic features of WW2 songs Perform a rhythmic canon. Perform a composition by following own notation. Compose a simple rhythm using notation. |
| | Glockenspiel intermediate course Inter-related dimensions of music: Rivers | Extend playing skills developed in the LKS2 glockenspiel course. Play a melody from a notated score with increasingly complex rhythm patterns. Compose and perform a short piece of music. Sing in two parts with expression and dynamics. Perform a vocal ostinato as part of a layered ensemble. Use musical vocabulary to describe the detailed features of a piece of music. Suggest improvements to their own and others' work. Compose a rhythmic ostinato. |
| | Musical Theatre | Participate in a group performance to tell a story. Perform a vocal ostinato as part of a layered ensemble. Identify features of songs from musical theatre. Compose an original piece to tell a story. Understand the way in which musical theatre has changed over the decades. |
| | Songs for play | |



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