

Progression in Music

End of Year Expectations

Music Curriculum Intent

'When words fail, music speaks' Shakespeare

We follow the National Curriculum ensuring coverage of knowledge and skills using a range of resources to aid planning and delivery of music lessons. We provide opportunities for all children to create, play, perform and enjoy music and to develop transferable skills such as team work, problem solving, decision making and presentation skills. Our music curriculum develops skills for children to make judgements about the quality of music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. We ensure our children respect and appreciate the music of all traditions and communities. We support and encourage children in developing confidence to compose and perform.

Development Matters

2 year olds will learn to:

Development Matters

3 & 4-year-olds will learn to:

Development Matters

Children in Reception will learn to:

Statutory Framework

Early Learning Goals

Development Matters and Statutory ELGs are not the EYFS curriculum. This outlined a top-level view of how children develop and learn. Children's early learning is not neat and orderly, as such these are used as a pathway to help practitioners assess each child's level of development and make informed decisions about what a child needs to learn and be able to do next.

Expressive arts and design	<ul style="list-style-type: none"> Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound makers and instruments and play them in different ways. 	<ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. 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. Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. 	<p>Being Imaginative and Expressive:</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>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"> Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stamp to music. 	<ul style="list-style-type: none"> Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Progress towards a more fluent style of moving, with developing control and grace. 	<ul style="list-style-type: none"> Combine different movements with ease and fluency. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance. 	
	<ul style="list-style-type: none"> Enjoy singing, music and toys that make sounds. Use intonation, pitch and changing volume when 'talking'. 	<ul style="list-style-type: none"> Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. 	

Reception	Listening	Composing	Performing
	<p>Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.</p> <ul style="list-style-type: none"> • Exploring lyrics by suggesting appropriate actions. • Exploring the story behind the lyrics or music. • Listening to and following a beat using body percussion and instruments. • Considering whether a piece of music has a fast, moderate or slow tempo. Listening to sounds and matching them to the object or instrument. • Listening to sounds and identifying high and low pitch. • Listening to and repeating a simple rhythm. Listening to and repeating simple lyrics. • Understanding that different instruments make different sounds and grouping them accordingly. 	<p>Playing untuned percussion 'in time' with a piece of music.</p> <ul style="list-style-type: none"> • Selecting classroom objects to use as instruments. • Experimenting with body percussion and vocal sounds to respond to music. • Selecting appropriate instruments to represent action and mood. • Experimenting with playing instruments in different ways. 	<p>Using their voices to join in with well-known songs from memory. Remembering and maintaining their role within a group performance.</p> <ul style="list-style-type: none"> • Moving to music with instruction to perform actions. • Participating in performances to a small audience. • Stopping and starting playing at the right time.

Key stage 1 Pupils should be taught to:

- ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes
- ♣ play tuned and untuned instruments musically
- ♣ listen with concentration and understanding to a range of high-quality live and recorded music
- ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.

Year 1	Listening	Composing	Performing
	<p>Recognising and understanding the difference between pulse and rhythm.</p> <ul style="list-style-type: none"> • Understanding that different types of sounds are called timbres. • Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). • Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. • Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike). • Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. 	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <ul style="list-style-type: none"> • Combining instrumental and vocal sounds within a given structure. • Creating simple melodies using a few notes. • Choosing dynamics, tempo and timbre for a piece of music. 	<p>Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <ul style="list-style-type: none"> • Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. • Copying back short rhythmic and melodic phrases on percussion instruments. • Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.

Year 2	<p>Recognising timbre changes in music they listen to. Recognising structural features in music they listen to.</p> <ul style="list-style-type: none"> • Listening to and recognising instrumentation. • Beginning to use musical vocabulary to describe music. • Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear. • Suggesting improvements to their own and others' work. 	<p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <ul style="list-style-type: none"> • Successfully combining and layering several instrumental and vocal patterns within a given structure. • Creating simple melodies from five or more notes. • Choosing appropriate dynamics, tempo and timbre for a piece of music. • Using letter name and graphic notation to represent the details of their composition. • Beginning to suggest improvements to their own work 	<p>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <ul style="list-style-type: none"> • Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. • Performing expressively using dynamics and timbre to alter sounds as appropriate. • Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.
---------------	---	---	---

Key stage 2 Pupils should be taught to:

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

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
- ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music
- ♣ listen with attention to detail and recall sounds with increasing aural memory
- ♣ use and understand staff and other musical notations
- ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- ♣ develop an understanding of the history of music.

Year 3	Listening	Composing	Performing	The history of music
	<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <ul style="list-style-type: none"> • Understanding that music from different parts of the world has different features. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. • Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	<p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</p> <ul style="list-style-type: none"> • Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). • Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. • Suggesting and implementing improvements to their own work, using musical vocabulary. 	<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <ul style="list-style-type: none"> • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. 	<p>Understanding that music from different times has different features.</p>

<p>Year 4</p>	<p>Recognising the use and development of motifs in music.</p> <ul style="list-style-type: none"> Identifying gradual dynamic and tempo changes within a piece of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrecendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	<p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <ul style="list-style-type: none"> Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure. Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. Suggesting improvements to others' work, using musical vocabulary. 	<p>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <ul style="list-style-type: none"> Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency. 	<p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p>
<p>Year 5</p>	<p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).</p> <ul style="list-style-type: none"> Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work 	<p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <ul style="list-style-type: none"> Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Using staff notation to record rhythms and melodies. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. 	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <ul style="list-style-type: none"> Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Performing with accuracy and fluency from graphic and simple staff notation. Playing a simple chord progression with accuracy and fluency. 	<p>Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.</p>
<p>Year 6</p>	<p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p>	<p>Improvising coherently and creatively within a given style, incorporating given features.</p>	<p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p>	<p>Discussing musical eras in context, identifying how they have influenced</p>

	<ul style="list-style-type: none"> • Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). • Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. • Use musical vocabulary correctly when describing and evaluating the features of a piece of music. • Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. • Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. 	<ul style="list-style-type: none"> • Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. • Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. • Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. • Recording own composition using appropriate forms of notation and/or technology and incorporating. • Constructively critique their own and others' work, using musical vocabulary. 	<ul style="list-style-type: none"> • Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance. • Performing with accuracy and fluency from graphic and staff notation and from their own notation. • Performing by following a conductor's cues and directions 	<p>each other, and discussing the impact of different composers on the development of musical styles.</p>
--	---	--	---	---

Key Stage 2 - National Curriculum Music Content	Year 3				Year 4			
	Traditional instruments and improvisation	Developing singing technique and keeping in time	Ballads	Pentatonic melodies and composition	Adapting and transposing motifs	Changes in pitch, dynamics and tempo	Body and tuned percussion	Samba and Carnival sound and instruments
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	✓	✓	✓	✓	✓	✓	✓	✓
Improvise and compose music for a range of purposes using the inter-related dimensions of music	✓	✓	✓	✓	✓	✓	✓	✓
Listen with attention to detail and recall sounds with increasing aural memory	✓	✓	✓	✓	✓	✓	✓	✓
Use and understand staff and other musical notations	✓	✓		✓	✓	✓		
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	✓	✓	✓	✓	✓	✓	✓	✓
Develop an understanding of the history of music	✓							✓

Key Stage 2 - National Curriculum Music Content	Year 5				Year 6			
	Blues	Composition Notation	South and West Africa	Composition to represent the festival of colour	Songs of the World War	Theme and variations	Dynamic Pitch and Texture	Composing and performing a leavers song
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	✓	✓	✓	✓	✓	✓	✓	✓
Improvise and compose music for a range of purposes using the inter-related dimensions of music	✓	✓	✓	✓		✓	✓	✓
Listen with attention to detail and recall sounds with increasing aural memory	✓	✓	✓	✓	✓	✓		✓
Use and understand staff and other musical notations	✓	✓	✓		✓	✓		
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	✓	✓	✓	✓	✓	✓	✓	✓
Develop an understanding of the history of music	✓		✓		✓	✓		

Equipment and Resources

Reception	Music and Movement	Exploring Sound	Big Band	
	<ul style="list-style-type: none"> <input type="checkbox"/> A laptop or interactive whiteboard to play the songs/clips <input type="checkbox"/> Examples of songs with a strong beat <input type="checkbox"/> Three circles of paper (one red, one yellow, one green) <input type="checkbox"/> Sensory scarves/chiffons or strips of fabric 	<ul style="list-style-type: none"> <input type="checkbox"/> A selection of different percussion instruments <input type="checkbox"/> A laptop or interactive whiteboard 	<ul style="list-style-type: none"> <input type="checkbox"/> Tuff tray or similar <input type="checkbox"/> Recyclable materials <input type="checkbox"/> Tuned instruments (such as: xylophone, glockenspiel, piano, keyboard, tubular bells etc.) <input type="checkbox"/> Untuned instruments (such as: tambourine, drums, castanets, maracas, claves, guiro, sleigh bells, triangle, cymbals etc.) 	
Year 1	Music Vocabulary: Under the Sea	Pulse and rhythm: All about me	Timbre and Rhythmic Patterns: Fairytales	Pitch and Tempo: Superheroes
	<ul style="list-style-type: none"> <input type="checkbox"/> A large space, such as a hall <input type="checkbox"/> A selection of instruments including glockenspiels, chime bars, bells, triangles and any other instruments that make similar sounds <input type="checkbox"/> Optional: iPad camera <input type="checkbox"/> A wide selection of instruments to represent the coral reef 	<ul style="list-style-type: none"> <input type="checkbox"/> Tuned/untuned percussion instruments 	<ul style="list-style-type: none"> <input type="checkbox"/> A copy of the story 'The Three Little Pigs' <input type="checkbox"/> Sticky labels <input type="checkbox"/> A set of untuned percussion instruments <input type="checkbox"/> Set of whiteboards and pens <input type="checkbox"/> Interactive Whiteboard (IWB) or equivalent 	<ul style="list-style-type: none"> <input type="checkbox"/> Tuned percussion instruments
Year 2	Orchestral instruments: Traditional Stories	Musical Me	Myths and Legends	West African call and response song: animals
	<ul style="list-style-type: none"> <input type="checkbox"/> Tuned and untuned percussion instruments <input type="checkbox"/> A video camera or tablet 	<ul style="list-style-type: none"> <input type="checkbox"/> Untuned percussion instruments such as woodblocks and claves 	<ul style="list-style-type: none"> <input type="checkbox"/> Individual whiteboards and pens <input type="checkbox"/> Post-it notes <input type="checkbox"/> A large space for group work <input type="checkbox"/> Whiteboards and pens 	<ul style="list-style-type: none"> <input type="checkbox"/> Tuned/untuned instruments

		<input type="checkbox"/> Any additional instruments that can make a splashing or watery sound (such as: tambourines, bells, maracas, rainsticks, glockenspiels)	<input type="checkbox"/> Tuned instruments <input type="checkbox"/> Untuned instruments	
Year 3	Traditional instruments and improvisation	Developing singing technique	Ballads	Pentatonic melodies and composition
	<input type="checkbox"/> Keyboards or glockenspiels <input type="checkbox"/> Hand drums	<input type="checkbox"/> Tablet/cameras <input type="checkbox"/> Untuned percussion instruments	<input type="checkbox"/> Optional: 'Rosie's Hat' book by Julia Donaldson	<input type="checkbox"/> Elastic to secure the mask <input type="checkbox"/> Tuned percussion instruments <input type="checkbox"/> Untuned percussion instruments <input type="checkbox"/> Scarves <input type="checkbox"/> Video or audio recording equipment
Year 4	Adapting and transposing motifs	Changes in pitch, tempo and dynamics. Theme: Rivers	Body and tuned percussion	Samba and Carnival sound and instruments
	<input type="checkbox"/> Tablet/camera <input type="checkbox"/> Tuned percussion instruments <input type="checkbox"/> Untuned percussion instruments <input type="checkbox"/> Colouring pens <input type="checkbox"/> A3 or flipchart paper <input type="checkbox"/> Optional: Pupils' own instruments	<input type="checkbox"/> Sugar paper <input type="checkbox"/> Laptops/iPads/tablets <input type="checkbox"/> Percussion instruments	<input type="checkbox"/> Whiteboards and pens <input type="checkbox"/> Tuned percussion instruments	<input type="checkbox"/> Untuned percussion Instruments

Year 5	Blues	Composition Notation	South and West Africa	Composition to represent the festival of colour
	<input type="checkbox"/> Keyboard or chromatic glockenspiel <input type="checkbox"/> Coloured dots stickers <input type="checkbox"/> Optional: Tablets or camera for filming the performances	<input type="checkbox"/> Tablet/camera <input type="checkbox"/> Tuned percussion instruments <input type="checkbox"/> Optional: Pupils' own instruments	<input type="checkbox"/> Percussion instruments <input type="checkbox"/> Djembes (traditional African drums) and/or any other drums you have access to	<input type="checkbox"/> Coloured card <input type="checkbox"/> Variety of percussion instruments <input type="checkbox"/> Optional: invite students to bring in their own instruments
Year 6	Songs of the World War	Theme and variations	Dynamic Pitch and Texture	Composing and performing a leavers song
	<input type="checkbox"/> Whiteboards and pens <input type="checkbox"/> Coloured pencils or pens in: red, orange, yellow, green, light blue, dark blue and purple (can use purple instead of dark blue, and pink instead of purple if more available)	<input type="checkbox"/> Whiteboards and pens <input type="checkbox"/> Pencils and paper <input type="checkbox"/> Coloured paper or paints/ pens/ pencils etc.	<input type="checkbox"/> Whiteboards and pens or notebooks and pencils and paper <input type="checkbox"/> Tuned percussion instruments	<input type="checkbox"/> A device to play leavers' song on <input type="checkbox"/> Pens and paper <input type="checkbox"/> Sugar paper <input type="checkbox"/> Marker pens <input type="checkbox"/> Lined paper <input type="checkbox"/> Tuned percussion instruments <input type="checkbox"/> Pupils' own instruments brought in from home