Music Curriculum Progression

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| **Music – Early Years** |
| **To perform** |
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| **To compose** |
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| **To transcribe** |
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| **To describe music** |
| To use vocabulary: listen, (tempo) slow, fast, (dynamics) loud, quiet (texture) singing, instrument, lots of instruments, few instruments, (beat/duration) long piece, short piece, beat (timbre) sound, noisy, whispery, gentle, smooth, scratchy, spiky  |

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| **Music - Y1** |
| **To perform** |
| Take part in singing/playing music. |
| Can play instruments musically. |
| Approximately move to the beat. |
| **To compose** |
| Experiment with sounds. |
| Select and order sounds to create a composition |
| **To transcribe** |
| Use simple symbols to represent a composition. |
| **To describe music** |
| Listen with concentration to live and recorded music. |
| To use vocabulary above, plus: describe (texture) vocal, lots of instruments, few instruments, group, solo (tempo) slow, fast (dynamics) loud, quiet (timbre) bright, dark, flowing, calm, harsh, smooth, happy, sad (beat/duration) length, rhythm, pattern, tune  |

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| **Music – Y2** |
| **To perform** |
| Take part in singing/playing music, as a solo or part of an ensemble. |
| Can play instruments with increasing musicality and control. |
| Follow instructions/respond to musical cues on how and when to sing or play an instrument. |
| Move in time to the beat. |
| **To compose** |
| Select and combine sounds for a desired effect. |
| Sequence sounds to create a composition.  |
| **To transcribe** |
| Use symbols to represent a composition and use them to help with a performance. |
| Recognise crotchet and quaver rhythmic symbols. |
| **To describe** |
| Listen with concentration to live and recorded music. |
| Describe the music to demonstrate their understanding of the elements of music. |
| To use vocabulary above, plus: perform (texture) ensemble, thick, thin (tempo) speed, lento, allegro (dynamics) forte, piano (timbre) description, brassy, reedy, breathy, sold, warm, woodwind, brass, string, percussion (notes/beat/duration) duration, notes, crotchet, quaver (pitch) high, low |

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| **Music – Y3** |
| **To Perform** |
| Sing/play in solo and ensemble contexts. |
| Maintain a simple part within a group. |
| Show control of voice. |
| Be able to play an instrument with some care and clarity. |
| Perform with some control and awareness of others. |
| **To Compose** |
| Compose and perform melodic songs  |
| Use sounds to create abstract effects. |
| Choose, order and control sounds to create an effect. |
| Use digital technologies to compose pieces of music. |
| **To transcribe** |
| Devise non-standard symbols to indicate when to play and rest. |
| Begin to recognise the notes EGBDF and FACE on the musical stave (treble clef). |
| Recognise the symbols for a minim, crotchet and quavers and say how many beats they represent. |
| To describe |
| Use the terms: dynamics, pitch, beat, tempo, texture and use of silence to describe music. |
| Evaluate music using musical vocabulary to identify areas of likes and dislikes. |
| To use vocabulary above, plus: compose (texture) texture (tempo) tempo (dynamics) volume (timbre) timbre, fluid, fleeting, weak, powerful, airy, delicate, chaotic, tense (notes/beat/duration) minim (pitch) pitch |

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| **Music – Y4** |
| **To perform** |
| Sing/play with accurate pitch  |
| Maintain a part within a group. |
| Pronounce words with clear diction. |
| Show control of voice |
| Play an instrument with care employing instrument specific techniques. |
| Perform with control and awareness of others. |
| To compose |
| Compose and perform melodic songs. |
| Use sounds to create abstract effects. |
| Choose, order, combine and control sounds to create an effect. |
| Use digital technologies to compose pieces of music. |
| To transcribe |
| Devise non-standard symbols to indicate when to play and rest. |
| Recognise and recall the notes EGBDF and FACE on the musical stave (treble clef). |
| Recognise the symbols for a semibreve, minim, crotchet and quavers, rests (crotchet, minims and semibreves) and say how many beats they represent. |
| **To describe** |
| Understand layers of sounds and discuss their effect on mood and feelings. |
| Use the terms: dynamics, pitch, beat, tempo, texture and use of silence to describe music. |
| Evaluate music using musical vocabulary to identify areas of likes and dislikes. |
| To use vocabulary above, plus: stave (texture) structure (tempo) andante, adagio (dynamics) mezzopiano, mezzoforte (timbre) rich, metallic, mellow, deep, dim, piercing (notes/beat/duration) FACE, EGBDC, treble clef (pitch)  |

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| **Music – Y5** |
| **To perform** |
| Perform solos or as part of an ensemble. |
| Sing or play expressively and in tune. |
| Hold a simple part within a round. |
| Sustain an ostinato as an accompaniment . |
| Perform with controlled breathing (voice) and skillful playing (instrument). |
| **To compose** |
| Create rhythmic patterns with an awareness of timbre and duration. |
| Combine a variety of musical elements to create a desired effect. |
| Use digital technologies to compose pieces of music. |
| **To transcribe** |
| Use the standard musical notation. |
| Use and understand simple time signatures. |
| To describe |
| Choose from a wide range of musical vocabulary to accurately describe and appraise music. |
| Describe how lyrics often reflect the cultural context of music and have social meaning. |
| To use vocabulary above, plus: transcribe (texture) (tempo) vivace (dynamics) dynamics, crescendo, dimuendo (timbre) resonant, strident, mournful (notes/beat/duration) rests, semibreve, semiquaver, dotted minim, bass clef (pitch) |

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| **Music – Y6** |
| **To perform** |
| Perform solos or as part of an ensemble with increasing confidence |
| Perform as part of an ensemble with an awareness of other musical parts |
| Sing or play expressively and in tune |
| Successfully hold a part within a round. |
| Sustain an ostinato to accompany singing. |
| Perform with controlled breathing (voice) and skillful playing (instrument). |
| **To compose** |
| Create rhythmic patterns with an awareness of timbre and duration. |
| Combine a variety of musical elements to create a desired effect |
| Create verses and chorus conveying the relationship between the lyrics and the melody. |
| Use digital technologies to compose, edit and refine pieces of music. |
| **To transcribe** |
| Use the standard musical notation. |
| Understand the purpose of the treble and bass clefs and use them in transcribing compositions. |
| Understand the use of the sharp and flat symbols. |
| Use and understand simple time signatures. |
| To describe |
| Choose from a wide range of musical vocabulary to accurately describe and appraise music. |
| Describe how lyrics often reflect the cultural context of music and have social meaning. |
| Developing an understanding of the history of music. |
| To use vocabulary above, plus: (texture) (tempo) (dynamics) (timbre) (notes/beat/duration) time signatures (pitch) |