

Music Curriculum Progression

Music – Early Years

To perform

Remember and sing a large repertoire of songs.

Sing the pitch of a tone sung by another person ('pitch match').

Sing alone and in a group to match the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Use large-muscle movements to wave flags and streamers, then combining movements with ease and fluency to try and move to the beat.

To compose

Create their own songs, or improvise a song around one they know.

Play instruments with increasing control to express their feelings and ideas

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Create collaboratively, sharing ideas, resources and skills. Explore and engage in music making and dance, performing solo or in groups

To appraise music

Listen carefully to rhymes and songs, paying attention to how they sound.

Listen attentively, move to and talk about music, expressing their feelings and responses.

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

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 appraise 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

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 appraise music

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

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 appraise music

Use the terms: dynamics, pitch, beat, tempo, texture and use of silence to appraise 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

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 appraise music

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 appraise 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)

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 appraise music

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, diminuendo (timbre) resonant, strident, mournful (notes/beat/duration) rests, semibreve, semiquaver, dotted minim, bass clef (pitch)

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 appraise music

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)