








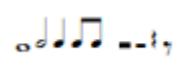
MUSIC curriculum progression map

	Listening and Appraising (Listening and talking about the music we hear) 	Perform (controlling sounds through singing and playing instruments) 	Compose (creating and developing musical ideas) 	Transcribe (record written work) 	Vocabulary Italian terms to be encouraged in musical discussion														
EYFS	<ul style="list-style-type: none"> Listen carefully to rhymes and songs Listen and move to music we hear. Talk about the music we hear and the sounds we make 	<ul style="list-style-type: none"> Sing simple songs and rhymes Join in with repeated refrains Play instruments in a variety of ways, with ease and fluency playing loud, soft, fast, slow Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> Explore a variety of sounds using percussion instruments Use sounds to represent emotions or familiar concepts (elephant stomping/ mouse squeaking) Return to and build on previous learning, refining and developing ideas 		<table border="1"> <tr> <td>Dynamics</td> <td>Loud, soft</td> </tr> <tr> <td>Tempo</td> <td>Beat, slow, quick, fast</td> </tr> <tr> <td>Pitch</td> <td>High, low</td> </tr> <tr> <td>Timbre</td> <td>Banging, jingle, scrapping, tapping, beating etc, bells, drums</td> </tr> <tr> <td>Other</td> <td>Rhyme, song, sing, band, orchestra</td> </tr> </table>	Dynamics	Loud, soft	Tempo	Beat, slow, quick, fast	Pitch	High, low	Timbre	Banging, jingle, scrapping, tapping, beating etc, bells, drums	Other	Rhyme, song, sing, band, orchestra				
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Year 1	<ul style="list-style-type: none"> Listen to a range of styles, eras and traditions Begin to independently identify the pulse of the music Begin to move in time to a steady beat, responding to changes heard Recognise and respond through movement/dance to musical characteristics and moods portrayed Recognise the sound of a violin, trumpet, flute, piano, voice and classroom percussion using visual and aural resources Talk about the features of tempo, dynamic, pitch & timbre in the music heard and how this may achieve a mood 	<ul style="list-style-type: none"> Sing and chant with increasing vocal control and a sense of enjoyment Sing in time to a steady beat Perform an action on the beat Control sounds and silence with an awareness of the pulse Follow cues from leading adult (stop, start) Sing and play call and response style 	Improve: <ul style="list-style-type: none"> Demonstrate contrasts in pitch and duration using a percussion, voice and body sounds Create short vocal chants/responses Explore question and answer phrases with rhythm and pitch Compose <ul style="list-style-type: none"> Sound effects to a story or picture Invent, retain and recall rhythmic and melodic phrases Independently choose sounds and patterns 	<ul style="list-style-type: none"> Use and sequence graphic symbols to represent the sounds they have made 	<table border="1"> <tr> <td>Duration</td> <td>Long, short, silence, crotchet, quavers, rest</td> </tr> <tr> <td>Tempo</td> <td>Pulse, beat, slow, quick, fast, getting faster, getting slower</td> </tr> <tr> <td>Dynamics</td> <td>Loud, soft, getting louder, getting softer</td> </tr> <tr> <td>Pitch</td> <td>Melody, high, low, rising, falling, repeating</td> </tr> <tr> <td>Timbre</td> <td>Descriptive words to talk about sound as we hear it - see above</td> </tr> <tr> <td>Structure</td> <td>Beginning, middle, end, introduction, verse, chorus</td> </tr> <tr> <td>Other</td> <td>Conductor, leader, round, score, improvise, compose, echo, repeat, question and answer</td> </tr> </table>	Duration	Long, short, silence, crotchet, quavers, rest	Tempo	Pulse, beat, slow, quick, fast, getting faster, getting slower	Dynamics	Loud, soft, getting louder, getting softer	Pitch	Melody, high, low, rising, falling, repeating	Timbre	Descriptive words to talk about sound as we hear it - see above	Structure	Beginning, middle, end, introduction, verse, chorus	Other	Conductor, leader, round, score, improvise, compose, echo, repeat, question and answer
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Year 2	<ul style="list-style-type: none"> Listen with increasing attention and focus to a range of styles, eras and traditions Identify the pulse, responding to the beat, stressing the first beat of different groupings Identify and discuss simple features of what we hear (duration, tempo, dynamics, pitch, timbre) Talk about simple structure (introduction, beginning, middle, end, chorus, verse) Recognise the sound of a violin, trumpet, flute, piano, voice and classroom percussion by ear and discuss how the sounds are made (blowing, bowing, hitting) 	<ul style="list-style-type: none"> Sing simple songs with an increasing accuracy in pitch Sing words clearly with appropriate breathing Show a sense of control in singing and playing, maintaining as steady beat Convey the mood or meaning in music Repeat rhythmic phrases Perform 2 note melodic ostinato to a song Perform rhythmic accompaniment Identify and copy rising, falling, repeating phrases Work in groups with confidence to follow instructions in performance (start/stop /loud/soft/louder/softer) 	Improve: <ul style="list-style-type: none"> Using changes in pitch and duration, tempo and dynamics in response to visual and aural stimuli Explore how sounds can be changed to create effect and mood Compose: <ul style="list-style-type: none"> Short melodic and rhythmic patterns including ostinato phrases Rhythm patterns from words Using beginning, middle and end Music to convey different moods 	<ul style="list-style-type: none"> Recognise and read rhythmic notation including:  Perform from graphic scores, rhythmic notation and simple melodic lines notated on a treble stave, matching notes to instruments being used 															

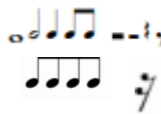
MUSIC curriculum progression map

Year 3	<ul style="list-style-type: none"> Listen with concentration to longer extracts from different styles, eras and traditions Listen to and discuss pulse/tempo/ dynamics/ melody Identify and replicate the beat and changes heard Form and share individual ideas about music Discuss the dimensions of music being used and the contrasts they bring to the music Talk about simple structure eg chorus & verse, beginning, middle, end Recognise and discuss the sounds of a violin, cello, trumpet, trombone, flute, clarinet piano, saxophone, harp, guitar and some percussion using visual and aural resources Identify style indicators of works studied 	<ul style="list-style-type: none"> Sing and play with increasing accuracy in pitch, awareness of melodic shape and control of sound produced Demonstrate a knowledge of how posture, breathing and clear diction can improve performance Perform some songs from memory Sing, chant or play a round Sing/play maintaining a steady beat, reacting to changes of pulse Play instruments with control and accuracy using given note set, as an individual or group Perform with an awareness of others Follow instructions in performance (start/stop /loud/soft) Begin to take cues from supporting backing tracks (pulse, start, stop) 	<p>Improvise:</p> <ul style="list-style-type: none"> Using changes in pitch, duration, tempo timbre and dynamics on classroom instruments Maintaining a steady pulse Short phrases, using a given note set Using step movement and small intervals Using sound to represent and enhance stories/pictures and moods <p>Compose:</p> <ul style="list-style-type: none"> Words and Actions for songs Rhythmic accompaniment and ostinato Within a structure using metre, repetition, echo, beginning, middle, end, verse, chorus Q&A Music that tells a story or conveys mood Create and notate a musical phrase that can be used and developed in subsequent sessions (using a given note set) 	<ul style="list-style-type: none"> Read and Record simple rhythmic notation  <ul style="list-style-type: none"> Read and Record simple phrases using standard stave notation on stave (with given note set in treble clef) Perform from graphic scores and standard stave notation in treble clef 	<table border="1"> <tr> <td>Duration</td> <td>Long, short, silence, crotchet, quavers, rest</td> </tr> <tr> <td>Tempo</td> <td>Pulse, beat, slow, quick, fast, getting faster, getting slower Allegro/Adagio/Accelerando/Ritardando</td> </tr> <tr> <td>Dynamics and articulation</td> <td>Loud, soft, getting louder, getting softer, jumping, smooth Forte/Piano/Crescendo/Diminuendo/Staccato/Legato</td> </tr> <tr> <td>Pitch</td> <td>Melody, high, low, rising, falling, repeating</td> </tr> <tr> <td>Timbre</td> <td>Descriptive words to talk about sound as we hear it - see above</td> </tr> <tr> <td>Structure</td> <td>Beginning, middle, end, introduction, melody, accompaniment, verse, chorus, repetition, ostinato, drone, phrase, metre (bar),</td> </tr> <tr> <td>Texture</td> <td>Layers, melody, accompaniment, dense, sparse, unison, solo</td> </tr> <tr> <td>Other</td> <td>Ensemble, styles studied, jazz, rap, gospel, folk, classical etc Compositional techniques: echo, call and response, question and answer Downbeat (first beat of a section used to coordinate performance)</td> </tr> </table>	Duration	Long, short, silence, crotchet, quavers, rest	Tempo	Pulse, beat, slow, quick, fast, getting faster, getting slower Allegro/Adagio/Accelerando/Ritardando	Dynamics and articulation	Loud, soft, getting louder, getting softer, jumping, smooth Forte/Piano/Crescendo/Diminuendo/Staccato/Legato	Pitch	Melody, high, low, rising, falling, repeating	Timbre	Descriptive words to talk about sound as we hear it - see above	Structure	Beginning, middle, end, introduction, melody, accompaniment, verse, chorus, repetition, ostinato, drone, phrase, metre (bar),	Texture	Layers, melody, accompaniment, dense, sparse, unison, solo	Other	Ensemble, styles studied, jazz, rap, gospel, folk, classical etc Compositional techniques: echo, call and response, question and answer Downbeat (first beat of a section used to coordinate performance)
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Year 4	<ul style="list-style-type: none"> Listen to and discuss a range of contrasting styles, eras, traditions and geographical origins of music in broad terms, using musical vocabulary and identifying some key elements Form and share personal ideas about music Identify the dimensions of music being used and the contrasts they bring to the music Talk about structure in music heard including repeated rhythmic and melodic phrases, call and response, verse, chorus Identify moving and static parts within textures Discuss the use of metre (duple, triple) Recognise and discuss the sound of a violin, cello, trumpet, trombone, flute, clarinet, saxophone, oboe, bassoon, harp, piano, guitar, percussion using aural resources Identify style indicators of works studied 	<ul style="list-style-type: none"> Sing and play with increasing accuracy in pitch, awareness of melodic shape and control of sound produced Continue to develop posture, breath control, diction and articulation and musical expression in performance Sing with an awareness of the lyrics Perform some songs from memory Sing/play 2 and 3 part rounds or partner songs Sing and play using an increasing range of pitch Perform with an awareness of others including instructions shared by a leader, showing a sense of ensemble Play an accompanying part Use the backing track to cue pulse, start and stop. Repeat melodic/rhythmic phrases as an echo or question and answer Demonstrate understating of articulation (legato/staccato) Demonstrate a knowledge of metre (triple/quadruple) Combine music within narrative/ movement in performance 	<p>Improvise:</p> <ul style="list-style-type: none"> Combining and controlling sounds to create an effect and a variety of moods (calm, tense) With a given note set (including pentatonic scale) moving in steps and small intervals to make short melodies Using rests Using different metre (triple/quadruple) Play short motifs by ear <p>Compose:</p> <ul style="list-style-type: none"> Create and notate longer musical phrases (8 beat) that can be used and developed in subsequent sessions Create a musical phrase with an awareness of structure, pitch and metre Create a repeating accompaniment (ostinato, drones) Using major and minor tonality Atmosphere and images within a defined plan Arrange a song using an accompaniment 	<ul style="list-style-type: none"> Read and Record simple notation  <ul style="list-style-type: none"> Read and Record simple melodies using standard notation on stave (with given 5 note set) Read and understand simple time signatures (triple/ quadruple time) Perform from graphic scores and standard stave notation in treble clef 	<table border="1"> <tr> <td>Duration</td> <td>Long, short, silence, crotchet, quavers, rest</td> </tr> <tr> <td>Tempo</td> <td>Pulse, beat, slow, quick, fast, getting faster, getting slower Allegro/Adagio/Accelerando/Ritardando</td> </tr> <tr> <td>Dynamics and articulation</td> <td>Loud, soft, getting louder, getting softer, jumping, smooth Forte/Piano/Crescendo/Diminuendo/Staccato/Legato</td> </tr> <tr> <td>Pitch</td> <td>Melody, high, low, rising, falling, repeating</td> </tr> <tr> <td>Timbre</td> <td>Descriptive words to talk about sound as we hear it - see above</td> </tr> <tr> <td>Structure</td> <td>Beginning, middle, end, introduction, melody, accompaniment, verse, chorus, repetition, ostinato, drone, phrase, metre (bar),</td> </tr> <tr> <td>Texture</td> <td>Layers, melody, accompaniment, dense, sparse, unison, solo</td> </tr> <tr> <td>Other</td> <td>Ensemble, styles studied, jazz, rap, gospel, folk, classical etc Compositional techniques: echo, call and response, question and answer Downbeat (first beat of a section used to coordinate performance)</td> </tr> </table>	Duration	Long, short, silence, crotchet, quavers, rest	Tempo	Pulse, beat, slow, quick, fast, getting faster, getting slower Allegro/Adagio/Accelerando/Ritardando	Dynamics and articulation	Loud, soft, getting louder, getting softer, jumping, smooth Forte/Piano/Crescendo/Diminuendo/Staccato/Legato	Pitch	Melody, high, low, rising, falling, repeating	Timbre	Descriptive words to talk about sound as we hear it - see above	Structure	Beginning, middle, end, introduction, melody, accompaniment, verse, chorus, repetition, ostinato, drone, phrase, metre (bar),	Texture	Layers, melody, accompaniment, dense, sparse, unison, solo	Other	Ensemble, styles studied, jazz, rap, gospel, folk, classical etc Compositional techniques: echo, call and response, question and answer Downbeat (first beat of a section used to coordinate performance)
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Year 5	<ul style="list-style-type: none"> Listen to, recognise and discuss a range of contrasting styles, eras, traditions and cultures, forming individual thoughts about the music heard and using advancing musical terminology for discussion Identify an increasing variety of the dimensions of music being used and the contrasts they bring to the music Identify and discuss simple structures, musical devices, textures and layers, discussing how they contribute to the music Identify the use of metre (duple, triple) Recognise and discuss the sound of a classical symphony orchestra, saxophone, piano, guitar, percussion using aural and visual resources Identify style indicators of works studied Use musical vocabulary and knowledge to help identify areas for development or refinement when composing 	<ul style="list-style-type: none"> Sing and play a broad range of music with accurate pitch, clear diction, and control of sound to convey meaning and mood Perform from memory with expression and awareness of metre, musical line, articulation and phrasing Sing and play with control and accuracy using an increasing range of notes Perform to an audience in a groups or as a soloist Perform with an awareness of others in an ensemble, taking cues from the leader or backing track. Maintain a simple part in small groups Lead an ensemble Use technology to record and appraise performances Integrate music within narrative/ movement in performance Recall and perform melodic and rhythmic phrases used in previous sessions 	<p>Improvise:</p> <ul style="list-style-type: none"> Improvise using a given note set over a drone, chords or harmony developing sense of shape Using simple scales or note sets within simple structures eg ABA Develop musical ideas by layering rhythms and/or melodies Create a melody over a groove Play short phrases by ear <p>Compose/Arrange:</p> <ul style="list-style-type: none"> Capture ideas from improvisations to develop more deeply Lyrics to match a melody Over a given harmony or scale Within simple structures ABA, verse chorus A piece of music that fulfils a brief Arrange a class song with voices and instruments Edit and refine compositions Use technology to capture, sample, sequence, look and manipulate sound 	<ul style="list-style-type: none"> Read and Record simple rhythms  Read and Record simple melodies using standard notation on stave Understand and use simple time signatures (2,3,4 time) Perform from graphic scores and standard stave notation in treble clef 	<table border="1"> <tr> <td>Duration</td> <td>Crotchet, quavers, minims, semibreve, semiquavers rest</td> </tr> <tr> <td>Tempo</td> <td>Pulse, beat, slow, quick, fast, getting faster, getting slower Allegro/Adagio/Accelerando/Ritardando</td> </tr> <tr> <td>Dynamics and articulation</td> <td>Loud, soft, getting louder, getting softer, jumping, smooth, moderately loud, very soft Forte/Piano/Crescendo/Diminuendo/Staccato/Legato/mezzo forte, mezzo piano, fortissimo, pianissimo</td> </tr> <tr> <td>Pitch</td> <td>Melody, high, low, rising, falling, repeating</td> </tr> <tr> <td>Structure</td> <td>Beginning, middle, end, introduction, melody, accompaniment, verse, chorus, repetition, ostinato, drone, phrase, metre (bar), simple and compound time, ternary form</td> </tr> <tr> <td>Texture</td> <td>Layers, melody, accompaniment, dense, sparse, unison, solo, static, moving</td> </tr> <tr> <td>Other</td> <td>Ensemble, styles studied, jazz, rap, gospel, folk, classical etc Compositional techniques: echo, call and response, question and answer, partner songs Downbeat (first beat of a section used to coordinate performance)</td> </tr> </table>	Duration	Crotchet, quavers, minims, semibreve, semiquavers rest	Tempo	Pulse, beat, slow, quick, fast, getting faster, getting slower Allegro/Adagio/Accelerando/Ritardando	Dynamics and articulation	Loud, soft, getting louder, getting softer, jumping, smooth, moderately loud, very soft Forte/Piano/Crescendo/Diminuendo/Staccato/Legato/mezzo forte, mezzo piano, fortissimo, pianissimo	Pitch	Melody, high, low, rising, falling, repeating	Structure	Beginning, middle, end, introduction, melody, accompaniment, verse, chorus, repetition, ostinato, drone, phrase, metre (bar), simple and compound time, ternary form	Texture	Layers, melody, accompaniment, dense, sparse, unison, solo, static, moving	Other	Ensemble, styles studied, jazz, rap, gospel, folk, classical etc Compositional techniques: echo, call and response, question and answer, partner songs Downbeat (first beat of a section used to coordinate performance)
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MUSIC curriculum progression map

Year 6	<ul style="list-style-type: none"> Listen to, recognise and discuss a range of contrasting styles, eras, traditions and cultures, forming individual thoughts about the music heard and using advancing musical terminology for discussion Show an awareness of historical context Identify the dimensions of music being used to achieve the performance Recognise and identify features of expression, phrasing, metre and harmony in the music Recognise and discuss the sounds of a classical symphony orchestra, and other ensembles explored Identify style indicators of works studied Use musical vocabulary to discuss the success or effectiveness of the composer's choices Use musical vocabulary and increasing musical knowledge to help identify areas for development or refinement when composing 	<ul style="list-style-type: none"> Sing and play confidently in a wide range of styles traditions and eras with accuracy, expression and sense of ensemble Sing longer phrases with greater control Use syncopated rhythms Perform melody and rhythm on a range of instruments in mixed groups Read and play from notation on one staff with a range of up to one octave Maintain an accompaniment using chords or bass line Maintain a part within an ensemble, rounds and partner songs with accuracy and increasing confidence Perform for an occasion, from memory, with attention to phrasing, dynamics, accuracy of pitch, expression, awareness of metre, musical line and articulation Perform own compositions Use technologies to keep a record of work in progress and record performances 	<p>Improvise:</p> <ul style="list-style-type: none"> Create music with multiple sections Develop ideas of repetition and contrast Extend melodies beyond 8 beats, creating musical shape over a fixed groove Explore characteristics of a range of styles following on from work studied Experiment with a broader range of musical dimensions such as dynamics and richer textures Play simple melodies by ear <p>Compose/Arrange:</p> <ul style="list-style-type: none"> Use ideas explored above identifying the musical elements to develop and refine Extended melodies over 8-16 beats using simple scale patterns or note sets Melodies in pairs using question and answer style using related note sets eg C major/A minor Enhance melody with rhythmic or chordal accompaniment In ternary form Refine own work after discussion Arrange a song/piece with voices and instruments Use technology to capture, sample, sequence, loop and manipulate sound to create soundscapes and compositions Use technology to edit and improve compositions and arrangements 	<ul style="list-style-type: none"> Read and Record simple rhythms  <ul style="list-style-type: none"> Read and Record simple melodies using standard notation on staff (C-C) Understand and use simple time signatures Begin to understand compound time (6/8) Perform from graphic and standard notation in treble clef
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Dimensions of Music

To be used in musical discussion and activities (see vocabulary above)

	Duration	Tempo	Dynamics & Articulation	Pitch	Timbre	Structure	Texture
Yr R							
Yr 1							
Yr 2							
Yr 3							
Yr 4							
Yr 5							
Yr 6							

