



## Music – Curriculum Progression

|        | Beat  | Song   | Instruments   | Composition   |
|--------|---|--|---|---|
| Year R | Experiment with different ways of moving to a strong steady beat  | Build a repertoire of simple songs; listen attentively and experiment with ways of changing voice/mood/style of singing; join in singing alongside other children  | Explore the different sounds of instruments; show control over playing untuned percussion instruments.  | Represent own ideas, thoughts and feelings through music - Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences; Represent own ideas, thoughts and feelings through music:<br>- Introduce a storyline or narrative to their music making;<br>- Play alongside other children who are engaged in the same narrative. |
| Year 1 | Play a rhythm with the help of the rhythmic pattern of a spoken sentence. - Imitate a rhythmic pattern. - Recognise simple rhythm notation; Move/ clap/play in time with a steady beat  | Use voice expressively to sing songs and chant rhymes. - Understand the importance of good vocal health and correct posture. Through physical movement, understand the concept of pitch and understand importance of pitch matching. | Play back a simple rhythmic/melodic phrase on a tuned instrument (e.g., recorder or ukulele.) Play classroom percussion instruments correctly and accurately. Follow simple hand signals indicating loud/quiet and start/stop playing                                   | Use graphics/symbols to portray the sounds made<br>Sequence symbols to make a simple structure (score)<br>Compose own sequence of sounds without help and perform. Choose musical sound effects to follow a storyline/<br>match a picture   |
| Year 2 | Perform a rhythm accompaniment to a song. Play back a simple rhythm including notation learnt so far. Invent own rhythmic ostinato. Play with control and maintain a steady beat, getting faster or slower if indicated by leader | Identify when pitch is getting higher or lower or staying the same. Sing a variety of songs with more accuracy of pitch. Echo short melodic phrases. Sing words clearly and convey the mood/meaning of the song.                     | Follow a leader/teacher, starting and stopping together and following directions such as getting faster/slower/ louder/quieter. Perform a repeated two note melodic ostinato to accompany a song. Perform a sequence of sounds using a graphic score/standard notation. | Compose short melodic phrases/ short rhythmic patterns from words. Compose a piece of music with a simple structure (beginning/middle/end) Compose music with long/ short sounds and/or changes in tempo/ timbre/ dynamics. Compose music that conveys different moods.   |



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| Year 3 | <p>Play back increasingly complex rhythms. Maintain a rhythm alongside a contrasting rhythmic pattern Read and play a wider variety of standard rhythm notation; Compose a rhythm using simple rhythm notation</p>   | <p>Through physical movement, understand the concept of pitch and understand importance of pitch matching. Use voice expressively to sing songs and chant rhymes.<br/>- Understand the importance of good vocal health and correct posture.</p>   | <p>Play using symbols including graphic and/or standard notation/TAB Follow directions from a leader Perform with an awareness of others. Maintain a melodic ostinato simultaneously with a different ostinato and/or steady beat. Copy a short phrase by ear on a pitched instrument</p>                                | <p>Create simple compositions using basic standard notation or TAB; compose...words and actions to go with songs; ...music that tells a story/ paints a picture/ creates a mood</p>   |
| Year 4 | <p>Play back increasingly complex rhythms. Maintain a rhythm alongside a contrasting rhythmic pattern. - Read and play a wider variety of standard rhythm notation; - Compose a rhythm using simple rhythm notation.</p>   | <p>Sing confidently as part of a small group or solo being aware of good posture and diction. Copy short phrases and be able to sing up and down in step independently; Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody Sing two/ three-part rounds with more confidence and increasing accuracy</p> | <p>Use tuned/untuned instruments with increasing confidence to accompany songs and improvise. Play music in a metre of two or three time. Read and write conventional Western notation. Follow a leader; starting/stopping, playing faster/slower etc. Perform to an audience of adults.</p>                             | <p>Compose...a simple rhythmic accompaniment to a song using ostinato patterns and drones ...a simple melody from a selected group of notes (i.e., pentatonic scale); Compose...a piece with a recognisable structure; ...a piece that reflects images/atmosphere; ...using standard and/or non-standard notation to structure the piece.</p> |
| Year 5 | <p>Play and compose melodies using increasingly complex combinations of Western Standard notation.<br/>- Alter tempo to create effects/changes in mood; Play with a sense of pulse in a variety of metres; -Sustain a rhythmic ostinato to accompany singing/other instruments</p> | <p>Sing a song with an understanding of its history and purpose (i.e., protest/ gospel/shanty) Perform a song with awareness of phrasing and shape of melody; Sing independently with increasing confidence and accuracy. Sing as part of three parts round/one part of a two part song with increasing accuracy.</p>   | <p>Play a range of percussion and orchestral instruments with increasing confidence and accuracy. Play and improvise as part of a group and as a solo performer; -Maintain own part in a small instrumental group.<br/>-Play with a sense of pulse in a variety of metres.<br/>-Follow a leader's musical direction.</p> | <p>Compose...music for a special occasion; ...a melody to match lyrics; ...descriptive music in groups using learnt musical devices. Compose a group/class arrangement of a song using voices and instruments; Refine and record compositions either graphically or using ICT.</p>  |



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| Year 6 | <p>Layer rhythmic ostinato; -read, play and write a range of conventional Western rhythm notation;<br/>Develop rhythmic ideas, using musical devices such as repetition, question and answer, ostinato...</p> | <p>Sing confidently in a wide variety of styles with expression. Communicate the meaning and mood of the song. Sing a second part of a two-part song with confidence. Maintain own part in a round. Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion.</p> | <p>Perform on a range of instruments in mixed groups to an audience with confidence. Read and play with confidence from conventional or graphic notation. Play by ear on pitched instruments, extending the length of melodies /phrases played. Perform with sensitivity to dynamics/ tempi. Lead/conduct a group of performers.</p> | <p>Create own simple songs reflecting the meaning of the words. Compose music that reflects given intentions. Refine compositions after discussion; Use a range of symbols (conventional and graphic) to record compositions. Use ICT to record, sample, sequence, loop and manipulate sound to create soundscapes/compositions.</p> |
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