



Music

Curriculum Progression

	Music Appreciation	Singing and Playing Instruments	Composition and Notation
KS1 National Curriculum Objectives	Listen with concentration and understanding to a range of high-quality live and recorded music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the interrelated dimensions of music
Year One	Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). Reflect on music and say how it makes people feel, act and move. Respond to different composers and discuss different genres of music	Explore the use of the voice in different ways such as speaking, singing and chanting. Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects. Find out how to sing with expression, confidence and creativity to an audience.	Play instruments showing an awareness of others. Repeat and investigate simple beats and rhythms. Learn to play sounds linking with symbols. Understand how to play an instrument with care and attention. Create a sequence of long and short sounds with help, including clapping longer rhythms. Investigate making sounds that are very different (loud and quiet, high and low etc.).
Year Two	Notice how music can be used to create different moods and effects and to communicate ideas. Sort composers in to different genres and instruments in to different types.	Sing with a sense of the shape of a melody. Represent sounds with symbols. Improvise in making sounds with the voice. Perform songs using	Perform simple patterns and accompaniments keeping to a steady pulse. Recognise and explore how sounds can be organised. Understand how to control playing a musical

		creativity and expression and create dramatic effect.	instrument so that they sound, as they should. Choose carefully and order sounds in a beginning, middle and end. Use sounds to achieve an effect. (including use of ICT) Create short musical patterns. Investigate long and short sounds Explore changes in pitch to communicate an idea.
KS2 National Curriculum Objectives	Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Develop an understanding of the history of music. (Link to topic)	Improvise and compose music for a range of purposes using the interrelated dimensions of music. Use and understand staff and other musical notations (Not year 3).
Year Three	To notice and explore the way sounds can be combined and used expressively. Listen to different types of composers and musicians. Begin to recognise and identify instruments being played. Comment on likes and dislikes. Recognise how musical elements can be used together to compose music.	Sing in tune. Perform simple melodic and rhythmic parts. Improvise repeated patterns. Beginning to understand the importance of pronouncing the words in a song well. Start to show control in voice. Perform with confidence. Describe the different purposes of music throughout history and in other cultures. Understand that the sense of occasion affects the performance.	To compose music that combines musical elements. Carefully choose sounds to achieve an effect. Order sounds to help create an effect. Create short musical patterns with long and short sequences and rhythmic phrases.
Year Four	To notice, analyse and explore the way sounds can be combined and	Sing in tune with awareness of others. Perform simple melodic and rhythmic	Compose music that combines several layers of sound. Awareness of the effect

	used expressively. To comment on musicians use of technique to create effect. Begin to recognise and identify instruments and numbers of instruments and voices being played. Compare music and express growing tastes in music.	parts with awareness of others. Sing songs from memory with accurate pitch. Maintain a simple part within a group. Understand the importance of pronouncing the words in a song well. Show control in voice. Play notes on instruments with care so they sound clear. Perform with control and awareness of what others in the group are singing or playing. Understand that the sense of occasion affects the performance. Combine sounds expressively.	of several layers of sound. compose and perform melodies and songs. (Including using ICT). Recognise and create repeated patterns with a range of instruments. Create accompaniments for tunes. Carefully choose order, combine and control sounds with awareness of their combined effect. Use Staff and musical notation when composing work. Know how many beats in a minim, crotchet and semibreve and recognise their symbols. Know the symbol for a rest in music.
Year Five	To notice, analyse and explore the way sounds can be combined and used expressively. To comment on musicians use of technique to create effect. Begin to recognise and identify instruments and numbers of instruments and voices being played. Compare music and express growing tastes in music. Explain and evaluate how musical elements, features and styles can be used together to compose music.	Sing songs with an understanding of the relationship between lyrics and melody. Breathe well and pronounce words, change pitch and show control in singing. Perform songs with an awareness of the meaning of the words. Hold a part in a round. Perform songs in a way that reflects there meaning and the occasion. Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal). Understand the different cultural meanings and purposes of music, including contemporary culture.	Use the venue and sense of occasion to create performances that are well appreciated by the audience. Compose by developing ideas within musical structures. Improvise melodic and rhythmic phases as part of a group performance. Improvise within a group. Know and use standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read the musical stave and can work out the notes, EGBDF and FACE. Draw a treble clef at the correct position on the stave.

Year Six	Notice, comment on and compare the use of musical devices. Notice, comment on and compare the relationship between sounds. Analyse and compare musical features choosing appropriate musical vocabulary. Explain and evaluate how musical elements, features and styles can be used together to compose music.	Perform significant parts from memory and from notations with awareness of my own contribution. Refine and improve my own work. Sing or play from memory with confidence, expressively and in tune. Take turns to lead a group. Sing a harmony part confidently and accurately. Notice and explore how music reflects time, place and culture. Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural.	Improvise melodic and rhythmic material within given structures. Show thoughtfulness in selecting sounds and structures to convey an idea. Create own musical patterns. Use a variety of different musical devices including melody, rhythms, and chords. Use of a variety of notation when performing and composing. Quickly read notes and know how many beats they represent. Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence.
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Skills	Key Stage One	Key Stage Two
Music	• use voices expressively • sing songs • speaking chants • play tuned/untuned instruments • to listen with concentration • experiment with sound	• play • perform (solo and in a group) • develop fluency, control, expression • listen with attention to detail • understand musical notation • develop music appreciation