

## Music Curriculum – Progression

Skill	Ducklings	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Singing songs with control and using the voice expressively</b>	<p>Find singing voice and use voice confidently.</p> <p>Sing melody accurately.</p> <p>Sing with a sense of awareness of pulse and rhythm.</p>	<p>Find singing voice and use voice confidently.</p> <p>Sing melody accurately.</p> <p>Sing with a sense of awareness of pulse and rhythm.</p> <p>Sing songs with expression.</p> <p>Begin to control pitch.</p> <p>Sing with awareness of other performers.</p>	<p>Use singing voice with increasing confidence.</p> <p>Sing melody with increasing accuracy.</p> <p>Sing with an increasing awareness of pulse and rhythm.</p> <p>Sing with increasing expression.</p> <p>Sing with increasing control of pitch.</p> <p>Sing with increasing awareness of other performers.</p>	<p>Sing with confidence using a wider vocal range.</p> <p>Sing melody with accurate pitch.</p> <p>Sing with awareness of pulse, control and rhythm.</p> <p>Sing expressively with awareness and control of timbre, tempo and dynamics.</p> <p>Sing songs and create different vocal effects.</p> <p>Recognise simple structures.</p>	<p>Sing with increasing confidence and independence.</p> <p>Sing with increasing awareness of pulse, control and rhythm.</p> <p>Sing expressively with increasing awareness and control of timbre, tempo and dynamics.</p> <p>Recognise and begin to discuss simple structures of music.</p>	<p>Sing songs with increasing control of breathing posture and sound projection.</p> <p>Sing songs in tune and with awareness of other parts.</p> <p>Identify phrases through breathing in appropriate places.</p> <p>Sing with expression and co-operate with others.</p> <p>Sing confidently as a class, in small groups and alone and begin to have an awareness of improvisation with the voice.</p>	<p>Sing songs with correct control of breathing, posture and sound projection.</p> <p>Sing songs in tune with increased control and accuracy and with awareness of other parts.</p> <p>Sing with expression and rehearse with others.</p> <p>Sing confidently as a class, in small groups and alone and improvise with the voice.</p>
<b>Listening memory and movement</b>	<p>Recall and remember songs and sequences of sounds.</p>	<p>Recall and remember songs and sequences of sounds.</p>	<p>Recall and remember songs and sequences of sounds with</p>	<p>Begin to identify melodic phrases and play them by ear.</p> <p>Begin to create sequences of</p>	<p>Identify melodic phrases and play them by ear.</p> <p>Create sequences of</p>	<p>Begin to internalise short melodies and play these on pitched percussion.</p>	<p>Internalise short melodies and play these on pitched percussion.</p>

	Respond physically when performing composing and enjoying music. Identify well defined musical features.	Respond physically when performing composing and enjoying music. Identify well defined musical features.	increasing confidence.  Respond physically with increasing independence when performing composing and enjoying music.	movements in response to sounds.  Begin to demonstrate the ability to recognise structure and expressive elements through creative media e.g. dance, art.  Identify phrases that could be used as an introduction or ending.	movements in response to sounds.  Demonstrate the ability to recognise structure and expressive elements through creative media e.g. dance, art.  Identify phrases that could be used as an introduction or ending.	Create movements that reflect musical features.  Identify different moods and textures.  Identify how a mood is created by music and lyrics.  Listen to longer pieces of music and identify features.	Create movements that reflect musical features with increasing independence.  Identify different moods and textures and relate to the interrelated dimensions of music i.e. pitch, timbre, dynamics.  Identify how a mood is created by music and lyrics.  Listen to longer pieces of music and identify features.
<b>Controlling rhythm and pulse</b>	Identify the pulse in music.  Identify pulse and join in getting faster and slower together.  Identify long and short sounds.	Identify the pulse in music.  Identify pulse and join in getting faster and slower together.  Identify long and short sounds.  Perform a rhythm to a given pulse.	Identify and demonstrate the pulse in music.  Identify pulse and join in getting faster and slower together.  Identify long and short sounds with increasing independence.	Begin to recognise rhythm patterns.  Begin to perform a repeated pattern to a steady pulse.  Begin to identify and recall rhythm and melodic patterns.	Recognise rhythm patterns.  Perform a repeated pattern to a steady pulse.  Identify and recall rhythm and melodic patterns.	Begin to identify different tempo by clapping and moving.  Begin to improvise rhythm patterns.  Begin to perform an independent part, keeping to a steady beat.	Identify different tempo by clapping and moving.  Improvise rhythm patterns. Perform an independent part, keeping to a steady beat.

			Perform a rhythm to a given pulse with increasing confidence and accuracy.				
<b>Exploring sounds melody and accompaniment</b>	<p>Begin to explore different sound sources.</p> <p>Begin to identify and name instruments.</p> <p>Explore how sounds can be changed.</p>	<p>Begin to explore different sound sources.</p> <p>Begin to identify and name instruments.</p> <p>Create and change simple sounds in response to stimuli.</p> <p>Explore how sounds can be changed.</p> <p>Begin to change sounds to reflect different stimuli.</p>	<p>Explore different sound sources.</p> <p>Identify and name instruments.</p> <p>Create and change sounds in response to stimuli.</p> <p>Identify how sounds can be changed.</p> <p>Change sounds to reflect different stimuli.</p>	<p>Begin to explain the effect of silences in a piece of music.</p> <p>Begin to identify different purposes of music.</p> <p>Begin to identify character in a piece of music.</p>	<p>Explain the effect of silences in a piece of music.</p> <p>Identify different purposes of music.</p> <p>Identify character in a piece of music.</p>	<p>Explain with increasing confidence the effect of different structures in a piece of music and explain why a composer may have made particular choices.</p>	<p>Listen to and appraise music from a wide range of genres using accurate language for describing the inter-related dimensions of music: pulse, rhythm, tempo, dynamics etc.</p>
<b>Control of instruments</b>	Play a variety of tuned and untuned instruments.	Play a variety of tuned and untuned instruments.	Play a variety of tuned and untuned instruments with increased accuracy.	Begin to identify different melodic phrases and play them by ear.	Identify different melodic phrases and play them by ear.	Begin to identify and control different ways percussion instruments make sounds.	Identify and control different ways percussion instruments make sounds.

	<p>Handle and play instruments with control.</p> <p>Identify different groups of instruments.</p>	<p>Handle and play instruments with control.</p> <p>Identify different groups of instruments.</p>	<p>Handle and play instruments with control and accuracy.</p> <p>Identify a wider variety of instruments.</p>	<p>Begin to select instruments to describe visual images.</p> <p>Begin to choose instruments on the basis of internalised sounds.</p>	<p>Select instruments to describe visual images.</p> <p>Choose instruments on the basis of internalised sounds.</p>	<p>Begin to play accompaniments with control and accuracy.</p> <p>Begin to create different effects using combinations of pitched sounds.</p> <p>Begin to use ICT to change and manipulate sounds.</p>	<p>Play accompaniments with control and accuracy.</p> <p>Create different effects using combinations of pitched sounds.</p> <p>Experiment using ICT to change and manipulate sounds.</p>
<b>Composition</b>	<p>Contribute to the creation of a class composition.</p>	<p>Contribute to the creation of a class composition.</p>	<p>Contribute with increasing confidence to the creation of a class composition.</p>	<p>Begin to create textures by combining sounds in different ways.</p> <p>Begin to create music that describes contrasting moods and emotions.</p> <p>Begin to improvise simple tunes based on the pentatonic scale.</p> <p>Begin to compose music in pairs and make improvements to their own work.</p>	<p>Create textures by combining sounds in different ways.</p> <p>Create music that describes contrasting moods and emotions.</p> <p>Improvise simple tunes based on the pentatonic scale.</p> <p>Compose music in pairs and make improvements</p>	<p>Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.</p>	<p>Compose musical individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition with increasing complexity.</p>

				<p>Begin to create an accompaniment to a known song.</p> <p>Begin to create descriptive music in pairs.</p>	<p>to their own work.</p> <p>Create an accompaniment to a known song.</p> <p>Create descriptive music in pairs.</p>		
<b>Reading and writing notation</b>	<p>Perform long and short sounds in response to symbols.</p> <p>Create long and short sounds on instruments.</p> <p>Play and sing a phrase from dot notation.</p> <p>Record own ideas using non-standard notation.</p> <p>Use symbols to represent sounds.</p>					<p>Perform using notation as a support.</p> <p>Sing songs with staff notation as support</p>	
<b>Performance skills</b>	<p>Perform together and follow instructions that combine musical elements</p>			<p>Perform in different ways, exploring the way the performers are a musical resource.</p> <p>Perform with an awareness of different parts.</p>		<p>Present performances effectively with awareness of audience, venue and occasion.</p>	
<b>Evaluating and appraising</b>	<p>Choose sounds and instruments carefully and make improvements to their own and other's work.</p>			<p>Recognise how music can reflect different intentions.</p>		<p>Improve their work through the analysis, evaluation and comparison.</p>	