



Progressive Curriculum Nursery to Year 6 - Music



Skills	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<p>Sing a large repertoire of songs</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Sing simple songs, chants and rhymes from memory</p> <p>Sing collectively and at the same pitch, responding to simple visual directions and counting in</p> <p>Sing simple songs with a small range (mi-so) and some pentatonic songs</p> <p>Sing a wide range of call and response songs, controlling vocal pitch and matching the pitch heard with accuracy</p>	<p>Sing songs regular with a pitch range of 'do-so' with increasing vocal control</p> <p>Sing songs with a small pitch range, pitched accurately</p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to directions/symbols</p>	<p>Sing a widening range of unison songs of varying styles and structures with a pitch range of 'do-so', tunefully and with expression</p> <p>Perform forte and piano (loud and soft)</p> <p>Perform actions confidently and in time to a range of action songs</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes</p> <p>Perform in a choir</p>	<p>Sing a broad range of unison songs with the range of an octave, pitching the voice accurately and following directions for getting louder and quieter</p> <p>Sing rounds and partner songs in different time signatures (2, 3 and 4 time)</p> <p>Begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony</p> <p>Perform a range of songs to an audience (eg: production, church service, assembly)</p>	<p>Sing a broad range of songs from an extended repertoire, including phrasing, accurate pitching, appropriate style and a sense of performance</p> <p>Sing three part rounds, partner songs and songs with a verse and chorus</p> <p>Perform a range of songs to an audience (eg: production, church service, assembly)</p>	<p>Sing a broad range of songs, including those with syncopated rhythms, from an extended repertoire, including phrasing, accurate pitching, appropriate style and a sense of performance</p> <p>Sing three and four part rounds or partner songs, developing balance between parts and vocal independence</p> <p>Perform a range of songs to an audience (eg: production, church service, assembly)</p>



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Listening	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Move and dance with the music Find the steady beat</p> <p>Talk about feelings created by the music/song</p> <p>Recognise some band and orchestral instruments</p> <p>Describe tempo as fast or slow</p> <p>Describe dynamics as loud and quiet</p> <p>Join in sections of the song eg. Chorus</p> <p>Begin to understand where the music fits in the world</p> <p>Begin to understand about different styles of music</p>	<p>Move and dance with the music confidently</p> <p>Talk about how the song makes you feel</p> <p>Find different steady beats</p> <p>Describe tempo as fast or slow</p> <p>Describe dynamics as loud and quiet</p> <p>Join in sections of the song eg. call and response</p> <p>Start to talk about the style of a song</p> <p>Recognise some band and orchestral instruments</p> <p>Start to talk about where music might fit into the world</p>	<p>Share thoughts and feelings about the music together</p> <p>Find the beat or groove of the music</p> <p>Invent different actions to move in time with the music</p> <p>Talk about what the song means</p> <p>Identify some instruments you can hear playing</p> <p>Identify if it's a male or female voice</p> <p>Talk about the style of the songs</p>	<p>Talk about the words of a song</p> <p>Think about why the song was written</p> <p>Find and demonstrate the steady beat</p> <p>Identify 2/4, 3/4, and 4/4 metre</p> <p>Identify the tempo as fast, slow, or steady</p> <p>Recognise the style of music you are listening to</p> <p>Discuss the structures of songs</p> <p>Identify: *Call and response *A solo vocal or instrumental line and the rest of the ensemble *A change in texture *Articulation on certain words</p> <p>Explain what a main theme is and identify when it is repeated</p>	<p>Talk about feelings created by the song</p> <p>Find and demonstrate the steady beat Identify 2/4, 3/4, 4/4, 6/8 metre</p> <p>Identify the musical style of a song Identify instruments by ear and through a range of media</p> <p>Discuss the structure of the music with reference to features such as: verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation, call and response, and AB</p> <p>Recall by ear memorable phrases heard in the music</p> <p>Identify major and minor tonality</p>	<p>Talk about feelings created by the song and justify a personal opinion with reference to musical concepts</p> <p>Identify different time signatures with greater confidence eg: 2/4, 4/4, 3/4, 6/8</p> <p>Identify the musical style of a song using some musical vocabulary to discuss its musical concepts</p> <p>Identify the wider range of instruments by ear and through a range of media eg: bass, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, steel pans, congas, pianos, synthesizers and vocal techniques such as cackles</p>



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<p>Listening (cont.)</p>						<p>Explain what a main theme is and identify when it is repeated</p> <p>Identify major and minor tonality</p> <p>Recognise the sound and notes of the pentatonic scale by ear and from notation</p> <p>Describe legato and staccato</p> <p>Recognise the different musical styles and any important musical features that distinguish the style eg: Disco, Funk, Hip Hop, Calypso, Folk, Mariachi, Gospel, Klezmer, Pop, Rock, Sea Shanty, Salsa, Reggae</p>	<p>Recognise the sound and notes of the pentatonic and blues scales by ear and from notation</p> <p>Explain the role of a main theme in musical structure</p> <p>Recognise different musical styles (eg: Folk, Pop, Gospel, Klezmer, Sea Shanty, Funk and Musicals) and any key features that distinguish the style</p>	<p>Discuss the structure of a song with reference to verse, chorus, bridge and an instrumental break</p> <p>Recall by ear memorable phrases heard in the music</p> <p>Identify major and minor tonality, triads I, IV and V, and intervals within a major scale</p> <p>Explain the role of a main theme in musical structure</p> <p>Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella groups</p>



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Composing	Create their own songs, or improvise a song around one they know	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Improvise simple vocal chants, using question and answer phrases</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli, choosing and playing classroom instruments</p> <p>Understand the difference between a rhythm pattern and pitch pattern</p> <p>Invent, retain and recall rhythm and pitch patterns and perform these for other</p> <p>Use music technology to capture, change and combine sounds</p>	<p>Create music in response to a non-musical stimulus (eg: storm, car race, rocket launch)</p> <p>Improvise simple question and answer phrases to be sung or played in pairs, to create a musical conversation</p> <p>Use graphic symbols, dot notation and stick notation as appropriate to keep a record of composed pieces</p> <p>Use music technology to capture, change and combine sounds</p>	<p>Become more skilled in improvising (using voices, tuned and untuned percussion and instruments, inventing short responses using a limited note range)</p> <p>Structure musical ideas (eg: echo or question & answer phrases) to create music with a beginning, middle and end</p> <p>Compose in response to different stimuli eg: stories, verse, images and musical source</p>	<p>Combine known rhythmic notation with letter names to create short pentatonic phrases. Sing and play these phrases as self standing compositions</p> <p>Arrange notation cards of known note values to create sequences of 2, 3 or 4 beat phrases arranged into bars</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood eg: to accompany a film clip</p>	<p>Improvise freely over a drone, developing a sense of shape and character, using tuned percussion or melodic instruments</p> <p>Improvise over a simple groove, responding to the beat and creating a melodic shape</p> <p>Experiment with a wider range of dynamics through improvisation and composition work</p>	<p>Extend improvisation skills through working in small groups to:</p> <ul style="list-style-type: none"> -Create music with multiple sections that include repetition and contrast Use chord changes as part of an improvised sequence -Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest.



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Composing (cont.)			Recognise how graphic notation can represent created sounds. Explore and invent own symbols.			Use major and minor chords to expand scope and range of sounds available for composition Capture and record creative ideas using graphic symbols, rhythm or staff notation or technology	Compose melodies made from phrases in either C major or A minor (or a suitable key). Enhance melodies with rhythmic or chordal accompaniment Compose a short piece in ternary form (ABA) Capture and record creative ideas using graphic symbols, rhythm or staff notation, time signatures or technology	Play on tuned percussion or melodic instruments and notate the melody Compose melodies in either G major or E minor (or a suitable key). Enhance melodies with rhythmic or chordal accompaniment Compose a piece in ternary form, use music software/apps to create and record it, discussing how musical contrasts are achieved



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<p>Performing</p>	<p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Combine different movements with ease and fluency.</p>	<p>Enjoy and have fun performing</p> <p>Choose a song/songs to perform to a well-known audience</p> <p>Prepare a song to perform</p> <p>Communicate the meaning of the song</p> <p>Add actions to the song</p> <p>Play some simple instrumental part</p>	<p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence</p> <p>Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance</p> <p>Talk about what the song means and why it was chosen to share</p> <p>Talk about the difference between rehearsing a song and performing it</p>	<p>Develop skills in playing tuned percussion or a melodic instrument</p> <p>Play and perform melodies following staff notation using a small range</p> <p>Use listening skills to correctly order phrases using dot notation</p> <p>Individually copy simple step melodic phrases with accuracy</p> <p>Recognise clef, stave, lines and spaces</p> <p>Understand the difference between crotchets and paired quavers</p> <p>Develop skills and proficiency in the basic skills of a selected musical instrument over a sustained learning period</p>	<p>Develop skills and proficiency in the basic skills of a selected musical instrument over a sustained learning period</p> <p>Play and perform melodies following staff notation using a small range as a class or in groups</p> <p>Perform in two or more parts (eg: melody and accompaniment or duet) from simple notation using instruments played in whole class teaching</p> <p>Copy short melodic phrases including those using the pentatonic scale</p> <p>Understand the differences between minims, crotchets, paired quavers</p>	<p>Play melodies on tuned percussion, melodic instruments or keyboards following staff notation on one stave</p> <p>Understand how triads are formed and play on tuned percussion, melodic instruments or keyboards.</p> <p>Add chordal accompaniments to known songs</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments to form ensembles</p> <p>Develop skills in playing by ear on tuned instruments, copying phrases and</p>	<p>Play a melody following staff notation written on one stave and using notes within an octave range</p> <p>Make decisions about dynamic range when performing</p> <p>Accompany a melody using block chords or a bass line</p> <p>Engage with others through ensemble playing taking on melody or accompaniment roles</p> <p>Understand the difference between semibreves, minims, crotchets, quavers, semiquavers and their equivalent rests</p> <p>Further develop the skills to read and perform pitch notation</p> <p>Read and play from rhythm notation in up to four parts</p>



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Performing (cont.)						Follow and perform simple rhythmic scores to a steady beat, maintaining individual parts accurately	Understand the difference between semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers Understand the difference between 2/4, 3/4, and 4/4 time signatures Read and play short rhythmic phrases using conventional symbols for known rhythms and note duration	Read and play a four-bar phrase from notation, identifying note names and duration



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Musicianship			<p>Use body percussion, instruments and voices</p> <p>Work in the key centres of: C major, F major, G major, A minor</p> <p>Find and keep a steady beat</p> <p>Copy back simple rhythmic patterns using long and short</p> <p>Copy back simple melodic patterns using high and low</p>	<p>Use body percussion, instruments and voices</p> <p>Use the key centres of: C major, G major, A minor</p> <p>Find and keep a steady beat</p> <p>Copy back simple rhythmic patterns using long and short</p> <p>Copy back simple melodic patterns using high and low</p>	<p>Using body percussion, instruments and voices</p> <p>Use the key centres of: C major, F major, G major, A minor</p> <p>Use the time signatures of: 2/4, 3/4, 4/4</p> <p>Find and keep a steady beat</p> <p>Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests</p>	<p>Use body percussion, instruments and voices</p> <p>Use the key centres of: C major, F major, G major, A minor</p> <p>Use the time signatures of: 2/4, 3/4, 4/4</p> <p>Find and keep a steady beat</p> <p>Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, quavers and their rests by ear or from notation</p> <p>Copy back melodic patterns using the notes CDE, CDEGA, GAB, GABDE, FGA, ABC</p>	<p>Use the key centres of: C major, D major, F major, A minor</p> <p>Use the time signatures of: 2/4, 3/4, 4/4, 6/8</p> <p>Find and keep a steady beat</p> <p>Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation</p> <p>Copy back melodic patterns using the notes CDE, DEF#GA, DEF#GABC#, ABCDEFG#, FGAB b CDE</p>	<p>Use the key centres of: C major, F major, G major, D major, A minor, D minor</p> <p>Use the time signatures of: 2/4, 3/4, 4/4, and 6/8</p> <p>Find and keep a steady beat</p> <p>Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers, and their rests by ear or from notation</p> <p>Copy back melodic patterns using the notes DEFGA, CDEFGAB, FGAB b CDE, GABCDEF#, DEF#GABC#, ABCDEFG</p>