



Progression of Skills

Music Curriculum

Essential Characteristics of Musical Learners:

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles .
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

Essential Opportunities:

Key Stage 1:

- Use their voices expressively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Make and combine sounds using the inter-related dimensions of music.

Key Stage 2:

- Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.
- Improvise and compose music using the inter-related dimensions of music separately and in combination.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand the basics of the staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.
- Develop an understanding of the history of music.

Essential Learning Objectives:

- To perform
- To transcribe
- To compose
- To describe music
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	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fundamental Knowledge	Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch Become familiar with different genres of music and identify them. Learn how to identify notes and rests and how to draw them.	To understand some musical terms and their definitions. Become familiar with different genres and understand their individual characteristics. Use rhythmic words to understand note values.	Learn how to use notation on a score to show pitch and rhythm. To learn and use smaller note values including semiquavers and to understand the relationship between these, and the larger note values	To understand a few different time signatures To learn about key signatures and know a few simple time signatures from memory. Begin to learn about Music History. Explore pitch and notation using a tuned instrument.	To learn more about the treble and bass clef and apply this to their existing knowledge of notation. To apply existing knowledge of pitch and notation to the keyboard. To have a wider knowledge of music history and different historical eras.	To understand beats and bars in different time signatures To have a basic knowledge of time signatures up to three sharps or flats. To begin to experiment with music technology and understand how it is used.	To understand how time signatures work and how to use them. To learn compound time signatures. To use and understand a variety of music technology software. To develop a knowledge of recent music history and how it affects music today.
Practical Application of Knowledge	Use symbols to represent a composition and use them to help with a performance. Identifying Musical instruments through listening exercises. Begin to sight read simple rhythms	Play notes on an instrument with care so that they are clear. Identify with confidence the musical instrument families. Explore Rhythm notation and experiment with creating their own musical language.	To understand the importance of good posture and technique for best production of sound on percussive instruments. Confidently applying rhythm to pitched exercises, or adding pitch to rhythmic exercises. To learn about scales and arpeggios.	To improve sight-reading skills by sight reading one part of a duet. To understand more about how rhythmic mnemonics are built. To have a competent knowledge of the basic musical features such as dynamics, tempo, and keys.	To begin to think about articulation and the effect on the mood of a piece of music. To use dotted notes within a composition or improvisation. To increase their understanding of pitch using a keyboard.	To begin to use sub-division to assist with sight reading. To improve coordination by practising percussive instruments with two hands. To begin to understand chords and use them to create mood.	To use chords to create coherent chord progressions as an accompaniment. To apply different musician features to emulate different musical genres. To use music technology to create sounds and compose a piece.
Singing	Take part in singing Follow instructions on how and when to sing. Make and control long and short sounds. Imitate changes in pitch.	Make and control long and short sounds, using the voice. Imitate changes in pitch with some accuracy. Maintain a simple part with a group. Pronounce words within a song clearly. Show control of voice.	To understand why it is important to warm up the voice and engage confidently with warm ups. To sing in a group, show willingness to lead and to follow instructions to achieve musical interest. Follow a melody using the voice.	To choose a song based on what they enjoy and with an understanding of their voice type. To emphasise phrases and diction to improve the delivery of a song. To perform in class accurately following the melody.	To sing from memory with accuracy, and good diction. To show support and empathy for other students who are nervous. To maintain a part within a melody /accompaniment song.	To explore opinions about musical styles and develop a vocal style they prefer. To apply their knowledge of different genres to emulate vocals that are stylistic of each genre. To perform to a bigger group.	To develop confidence in singing alone and using their knowledge of vocal technique to make musical decisions about their performance. Maintain a part with confidence in an ensemble. To volunteer for singing parts.

Creative Music	Begin to experiment with creating and recording sound. Begin to experiment with improvising. Make and combine sounds using the inter-related dimensions of music	Use rhythmic words to compose a piece using improvisation Clap coherent rhythms as a response and as an improvisation. Think critically about the types of sounds they would like in a composition.	Create short, musical patterns and short, rhythmic phrases. Improvise longer phrases of rhythms. Develop a good musical memory through call and response. Compose using long and short sounds.	To learn about accidentals and how they are used within a score. To use accidentals outside of a key signature. To understand how they affect the mood. Compose and perform melodic pieces or songs.	To start to use more complex musical features such as repeat marks in pieces and to understand how and why they are used. To have the confidence to perform a 4 bar phrase that they have composed and notated.	To understand how music technology can benefit creative music making. To use a combination of electronic and acoustic instruments to compose a piece. Compose using Verse-Chorus form.	To begin to understand how to notate percussion. To use a variety of styles and instruments in a composition. To use Binary or Ternary form in a composition which uses technology. Use technology to refine music-making.
Instrumental Skills	To develop a knowledge of different percussive instruments.	Play and learn tuned and untuned instruments with applied skills. Accurately repeat longer rhythms using a percussive instrument.	Engage with a tuned instrument and learn about instrument specific skills, such as breathing and tonguing on the recorder.	To gain a more in depth experience of a tuned instrument such as the ukulele. To focus on improving coordination and using individual digits	To further their knowledge of playing skills and use a more accurate application of articulation - on at least one instrument.	Begin to understand the differences between each instrument. To understand how instruments are used within different genres and apply this to their playing.	Perform alone using a tuned or untuned instrument. Choose a musical style they like and show stylistic features.
Ensemble Skills	Join in with group singing and react to tempo changes. Gain confidence in call and response exercises. Play together with some awareness of tempo.	React to other musicians within the group and work as a team to create a performance. Perform with the class on a new instrument. Perform with awareness of tempo.	Perform with the class in an ensemble with multiple instruments, tuned and untuned. Understand the purpose of time-keeping and melody parts within an ensemble. Perform with awareness of intonation and tempo.	To think critically about a performance in order to improve. Perform as a class confidently using tuned and untuned instruments. React to tempo changes quickly and recover from slips. Perform with control and awareness of others. Use a drone or other accompaniment to support a melody.	To begin to collaborate with other students before and during a performance. To perform confidently in smaller ensemble groups, to an audience. To analyse a performing experience in order to improve next time. Sing or play expressively with an awareness of other musicians.	To develop an understanding of productive rehearsal To communicate collaboratively to create a cohesive group performance. To experience music technology in an ensemble setting. Sing or play expressively and in tune.	To perform in an ensemble using more complex rhythms To perform a range of ensemble pieces in different musical styles, for example using Latin percussion. Play from memory with confidence. Perform solos within an ensemble piece. Hold a harmony part confidently using the voice or an instrument. Explore options for accompaniment to support a melody.

Musicianship	To show an interest in surrounding sounds in different contexts. Listen to a range of high-quality live and recorded music. Have an awareness of a few musical terms, in English and Italian. To begin to clap or dance along to a beat with some accuracy.	Listen with concentration to a range of high-quality live and recorded music. Understand the usage of some English and Italian terms within music. Begin to explore music on a personal level. To accurately find the pulse in varying pieces of music.	Listen with concentration and understanding to a range of high-quality live and recorded music. Develop a personal interest in music and start to include it in daily life. Recognise some notes on the treble clef and use them in practical music making. Recognise musical changes such as tempo or dynamics during listening exercises.	To begin to listen critically and consider surrounding sounds within the context of a soundscape. To learn and understand more Italian terms and apply them to other music. Use a range of standard and non-standard notation methods to record musical ideas. Develop an understanding of some more specific terms and apply them to personal learning.	Increase knowledge of musical terms and their definitions. Have confidence in spellings of musical terms, including in Italian. Use music as an emotional tool and learning resource in other subjects. Use technical terms such as timbre, dynamics, texture, and structure in descriptions of music. Use musical vocabulary to identify likes and dislikes.	Begin to explore sound worlds and think about what makes up their personal sound world. Use experimental sound and technology. Have a deeper understanding of musical terms. Choose from a wide range of vocabulary to describe music during listening exercises. Explore lyric writing for emotional expression. Understand the context of cultural music.	Explore sounds in different contexts and apply their knowledge of music wherever possible. Think critically about non-musical sounds and experiment with applying music to them to create new sound worlds. Choose from a wide range of vocabulary, with good understanding, to describe music during listening exercises and applied to their own compositions. Describe how lyrics often portray cultural or emotional context within music. Build a repertoire of songs and pieces to support musical learning.
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