



Curriculum map - progression in skills

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Music							
	Performing Skills (singing and / or playing an instrument)	<p>Singing:</p> <ul style="list-style-type: none"> Sing simple songs and chants (with actions) by ear Awareness of melody Dynamic contrasts <p>Instruments:</p> <ul style="list-style-type: none"> Make and control long and short sounds (duration) in different ways including hitting, and shaking. Copy simple rhythmic patterns by ear <p>Performing:</p> <ul style="list-style-type: none"> In unison Start and stop together on direction Take notice of others when performing 	<p>Singing:</p> <ul style="list-style-type: none"> Understand the importance of warming up first Breathing to show phrases Sing more complex lyrics at a faster speed while memorising and co-ordinating actions Use own voice in different ways, including using a loud or soft voice and sing simple repeated phrases Sing songs in ensemble following the tune (melody) well. <p>Instrument:</p> <ul style="list-style-type: none"> Use dynamic contrast Keep a steady beat Copy simple rhythmic patterns by ear Simple improvisation <p>Performing:</p> <ul style="list-style-type: none"> In unison and canon Perform in ensemble with instructions from the leader Make and control long and short sounds using voices and instruments Carefully choose instruments to combine layers of sound, showing awareness of the combined effect 	<p>Singing:</p> <ul style="list-style-type: none"> Sing songs from memory with accurate pitch and in tune Show control in voice and pronounce the words in a song clearly (diction). Singing in unison and canon Sing songs confidently both solo and in groups <p>Instrument:</p> <ul style="list-style-type: none"> Play percussion from notated music Learn how to play a pulse Learn Samba playing techniques Respond to Call and Response Maintain a simple part within an ensemble. Play notes on instruments clearly and including steps/ leaps in pitch. Improvise (including call and response) within a group using 1 or 2 notes. <p>Performing:</p> <ul style="list-style-type: none"> Perform with an awareness of audience Perform own part with increased control or accuracy when singing or playing both tuned and un-tuned instruments 	<p>Singing:</p> <ul style="list-style-type: none"> Range of an octave, Mostly by step From notation Sing in tune, breathe well, pronounce words, change pitch and dynamics <p>Instrument:</p> <ul style="list-style-type: none"> First four or five notes (or 3 chords); Rhythms (using notation) with two note lengths Sustain a rhythmic ostinato/ drone/ melodic ostinato Improvise within a group using more than 2 notes <p>Performing:</p> <ul style="list-style-type: none"> Simple additional part with others Perform with control and awareness of what others are singing/ playing Perform significant parts from memory and from notation Maintain a simple part within an ensemble 	<p>Singing:</p> <ul style="list-style-type: none"> Open mouth, relaxed jaw and clear pronunciation Using dynamics Range of an octave with leaps range Singing in parts Show control, phrasing and expression in singing. <p>Instrument:</p> <ul style="list-style-type: none"> Playing pitched and unpitched musical instruments with increasing accuracy, fluency, control and expression Improvise on own with increasing aural memory. <p>Performing:</p> <ul style="list-style-type: none"> Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing Maintain a more complex part within an ensemble (e.g. sing in a round or use harmony) 	<p>Singing:</p> <ul style="list-style-type: none"> Range of an octave with leaps range Confidently sing part songs (including backing harmonies) and canons with control, expression, phrasing and dynamics <p>Instrument:</p> <ul style="list-style-type: none"> Playing pitched and unpitched musical instruments with increasing accuracy, fluency, control and expression Contrasts in articulation Rhythmic playing with at least three note lengths Accurately maintain an independent part within a group Identify how sounds can be combined and used expressively, layering sounds Improvise using 5 notes of the pentatonic scale <p>Performing:</p> <ul style="list-style-type: none"> Sing or play from memory with confidence. Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. Take the lead in a performances and provide suggestions to others

	Composing Skills (including improvising)	<ul style="list-style-type: none"> Free exploration of pitch and rhythm Create and choose patterns of sound to achieve an effect (including use of ICT). Create short musical patterns. Create sequences of long and short sounds- rhythmic patterns in different ways Start to compose with two or three notes Create a simple rhythm by clapping or using percussion 	<ul style="list-style-type: none"> Free exploration of pitch and rhythm Compose and perform melodies using two or three notes Use instruments to reflect a topic or add sound effects to a story. Create/ improvise repeated patterns (ostinati) with a range of instruments. Explore combinations of sounds Explore dynamic choices 	<ul style="list-style-type: none"> Invent own musical motifs and structure them into a piece Create graphic scores Invent music to describe characters and events Create their own Latin inspired rhythmic ostinatos Layer sounds to create harmonies Choose appropriate instruments and dynamics Compose and perform melodies using three or four notes. 	<ul style="list-style-type: none"> Improvise a 1 bar melodic phrase and rhythm Compose four bars of music using 4 or 5 notes or chords with an understanding of note value and time signature Compose using ostinato Learn how to devise graphic scores Create a soundscape using tuned and un-tuned percussion. Compose with awareness of context and purpose Use a variety of different musical devices including melody, rhythms and chords. Record own compositions. Create own songs Identify where to place emphasis and accents in a song to create effects Create and repeat extended rhythmical patterns, using a range of percussion and tuned instruments 	<ul style="list-style-type: none"> Invent a melody and notate it using 5 or more notes Invent rhythms and gestures to fit a given number of bars Create a graphic score of a melody Create their own rhythmic ostinatos and structure them into a piece Invent an accompaniment Select appropriate instruments Structure ideas into Ternary form Notate and perform dynamics Use ICT to organise musical ideas (where appropriate) 	<ul style="list-style-type: none"> Improvise an ostinato/riff using 5 or more notes Improvise a melodic phrase within a structure Write full notation by ear Compose using tied quavers Invent own musical motifs and structure them into a piece Record the composition in any way appropriate that recognises the connection between sound and symbol Group soundscape composition with instruments and vocals and a conductor. Explore layering of rhythmic and / or melodic phrases Indicate tempo Improvise with confidence and an awareness of rhythm, context and purpose. Make a sequence of long and short sounds with help (duration). Create complex rhythmic patterns using a variety of instrumentation with an awareness of timbre and duration
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<i>Aural and Theoretical Knowledge</i>	<p>Rhythm:</p> <ul style="list-style-type: none"> • Move in time to the pulse • Learn three note values- crotchets, minims, quavers • Repeat and identify simple rhythmic patterns. • Contrasts of speed <p>Pitch:</p> <ul style="list-style-type: none"> • To identify contrasts of pitch • Use voice in different ways to create different effects • Begin to represent sounds with drawing <p>Harmony:</p> <ul style="list-style-type: none"> • Single sounds • Listen for different types of sounds. • Know how sounds are made and changed <p>Expression:</p> <ul style="list-style-type: none"> • Contrasts of dynamics • Listen to a piece of music, describing if it is fast or slow, happy or sad 	<p>Rhythm:</p> <ul style="list-style-type: none"> • Identify Pulse • Repeat Simple rhythmic patterns aurally (identify / repeat) • Sustain rhythmic patterns and beats against other rhythms • Learn the note value- semibreve • Understand the crotchet rest <p>Pitch:</p> <ul style="list-style-type: none"> • Using SO, DO, MI hand signals <p>Harmony:</p> <ul style="list-style-type: none"> • Single or multiple sounds (canon) <p>Form:</p> <ul style="list-style-type: none"> • Phrase (breathing points) • Use changes in dynamics, timbre and pitch to organise music. <p>Expression:</p> <ul style="list-style-type: none"> • Dynamics (loud and soft, crescendo and diminuendo) • Change sounds to suit a situation 	<p>Rhythm:</p> <ul style="list-style-type: none"> • Work with 2,3,4 metres • Play percussion from notated music • To understand the difference between beat and rhythm • Use silence for effect and know symbol for a rest (duration). <p>Pitch:</p> <ul style="list-style-type: none"> • Show hand signals and sing SO, DO, MI • Understand how to use a graphic score to show pitch <p>Form:</p> <ul style="list-style-type: none"> • Learn about structuring a piece <p>Expression:</p> <ul style="list-style-type: none"> • Reinforce loud, soft, crescendo, diminuendo 	<p>Rhythm:</p> <ul style="list-style-type: none"> • Learn and use about the dotted minim • Understand what an ostinato is <p>Pitch:</p> <ul style="list-style-type: none"> • Introduce the sol-fa notes re and la <p>Form:</p> <ul style="list-style-type: none"> • Learn about sonata form <p>Expression:</p> <ul style="list-style-type: none"> • Understand and use Italian musical terminology for loud, soft, crescendo, diminuendo • To learn how represent dynamics on graphic scores 	<p>Rhythm:</p> <ul style="list-style-type: none"> • Extend rhythmic understanding to include semiquavers <p>Pitch:</p> <ul style="list-style-type: none"> • Learn how pitched notes appear on a staff • Be able to write pitched notes from aural dictation • Perform from simple notation on tuned/un-tuned instruments <p>Form:</p> <ul style="list-style-type: none"> • Learn about Ternary form • Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure). <p>Expression:</p> <ul style="list-style-type: none"> • Notate and perform dynamics • Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it 	<p>Rhythm:</p> <ul style="list-style-type: none"> • Tied notes and syncopation • Dotted crotchet and single quavers <p>Pitch:</p> <ul style="list-style-type: none"> • Reinforce treble clef notes on the staff • Learn about intervals • Know and use standard musical notation to perform and record own music <p>Form:</p> <ul style="list-style-type: none"> • Simple structure (e.g. introduction, verse and chorus) • Use knowledge of musical dimensions to know how to best combine them <p>Expression:</p> <ul style="list-style-type: none"> • Contrasting dynamics (forte / piano) and articulation (staccato / legato) • Represent sounds on a graphic score with symbols for group performance with an awareness of balance, tempo and dynamics
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Appraising Music

- Identify good features and how to make improvement.
- To listen attentively to music with a story, noticing the atmosphere and mood of the music as well as the dynamic contrast;
- Talk about music heard with appropriate vocabulary
- Hear the pulse in music.
- Identify texture— one sound or several sounds?
- Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).
- Say what they like or dislike about a piece of music

- Respond to different moods in music
- Talk about music heard with appropriate vocabulary
- To listen to and appraise classical music
- To appraise music from other cultures
- Recognise how music enriches our lives
- Identify good features and improvements
- Identify the pulse in music
- Start to recognise different instruments
- Explain what they like about a piece of music and why

- Listen and reflect on a piece of orchestral music
- Listen and describe a piece of music
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music
- Use the music as stimulus for artwork, discussion
- Know the difference between pulse and rhythm. Start to use musical dimensions vocabulary to describe music Use the musical dimensions –duration, timbre, pitch, dynamics, tempo, texture, structure to identify where music works well/ needs improving.

- Identify some of the structural and expressive aspects of the music heard (starts slowly and gets faster)
- Features of music for different purposes
- Describe and give opinions of the music heard with some use of musical vocabulary
- Discuss the emotional impact of a piece
- Improve own work
- Share ways to improve the composition of others
- Develop ‘scan’ listening
- Know how pulse stays the same but rhythm changes in a piece of music. Listen to several layers of sound (texture) and talk about the effect on mood and feelings
- Use musical vocabulary to describe music— duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.
- Identify orchestral family timbres

- Listen and reflect on a piece of orchestral music
- Listen and analyse a piece of music
- Describe and give opinions of the music heard with some use of musical vocabulary Discuss the emotional impact of a piece.
- Identify orchestral sounds heard
- Listen and reflect on a piece of orchestral music
- Respond to music using dance and art
- Know how pulse, rhythm and pitch fit together.
- Use a range of words to describe music (e.g. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo).
- Use these words to identify strengths and weaknesses in own and others’ music

- Identify different ensemble combinations and instruments heard and their role within the ensemble (e.g. ostinato; melody).
- How venue and occasion influence performance and composition
- To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences
- Listen to music of differing genres (e.g. jazz, classical, blues) and compare and contrast the different styles Describe and give opinions of the music heard with confident use of an extended range of musical terminology.
- Discuss ways to improve the composition of others using musical dimensions
- Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song
- To identify and move to the pulse with ease.
- Talk about the music and how it makes you feel, using musical language to describe the music.
- To talk about the venue and how to use it to best effect.
- To record the performance and compare it to a previous performance.
- Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing. Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions.

	<i>Cultural Development</i>	<ul style="list-style-type: none"> Children's songs and singing games from local, national and pupils' own heritages 	<ul style="list-style-type: none"> Children's songs and singing games from local, national and pupils' own heritages To gain familiarity with music from another culture Know music can be played or listened to for a variety of purposes (in history/ different cultures). 	<ul style="list-style-type: none"> Music from western classical tradition Learn a Rio Carnival-style piece of music and its cultural background Learn about the Djembe Describe different purposes of music in history/ other cultures 	<ul style="list-style-type: none"> Extend knowledge of music from national and other heritages represented in the school Extend knowledge of music from western classical tradition Describe different purposes of music in history/ other cultures 	<ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music Learn about some of the big influences on pop music 	<ul style="list-style-type: none"> Traditional music from other parts of the world. Learn a song from the Caribbean listen and reflect on orchestral music Learn about Jazz music including Blues, Boogie Woogie
	<i>Personal Development</i>	<ul style="list-style-type: none"> Perform to an audience Take turns Show enjoyment of music Develop memory skills To understand the importance of listening within music 	<ul style="list-style-type: none"> To create whole class piece Perform to an audience Perform with class in a school assembly Take turns Show enjoyment of music 	<ul style="list-style-type: none"> Develop listening, looking and concentration skills Perform in a group With teacher's guidance work in a group to improve a group performance or composition 	<ul style="list-style-type: none"> Support other musicians (e.g. play / sing a part to accompany an instrumental piece or song) Perform a solo to teacher Perform in a group to teacher Following teacher's guidance, practise at home to improve an aspect of playing With teacher's guidance work in a group to improve a group performance or composition 	<ul style="list-style-type: none"> Perform the piece to an audience Work effectively in groups Perform a solo to school class Perform in a group in a school assembly Identify an aspect of performing or composing to improve through working at home Without teacher's help work in a group to improve a group performance or composition Express contrasting emotions through music (e.g. happy, sad) 	<ul style="list-style-type: none"> Support other artists (e.g. play or create music for a dance or drama performance or an exhibition) Perform a solo to school class Perform in a group in a school assembly Identify an aspect of performing or composing to improve through working at home Without teacher's help work in a group to improve a group performance or composition Express contrasting emotions through music (e.g. happy, sad)