

Curriculum and Progression Framework - Music

	EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Duration (Pulse & Rhythm)	<p>Copy simple rhythms based on words.</p> <p>Move to the pulse of the music.</p> <p>To develop awareness of sounds and rhythms</p> <p>To distinguish between sounds and to remember patterns of sound</p> <p>To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech</p>	<p>To be able to copy a short rhythm</p> <p>To be able to find the pulse of a piece of music.</p> <p>To be able to clap the pulse.</p>	<p>To be able to beat the pulse of a piece of music.</p> <p>Choose and maintain an appropriate pulse</p> <p>Identify the difference between pulse and rhythm</p> <p>To be able to play the pulse on a percussion instrument.</p> <p>Develop the ability to internalise a steady pulse (e.g. "sing" short extracts "in your head")</p>	<p>Understand the difference between pulse and rhythm.</p> <p>To be able to play a simple rhythm on a percussion instrument.</p> <p>Choose and maintain an appropriate pulse</p>	<p>To be able to maintain a simple rhythmic pattern vocally or on an instrument, keeping to the pulse.</p>	<p>To be able to maintain a complex rhythmic pattern vocally or on an instrument.</p>	<p>To be able to maintain ostinati vocally or on an instrument in a polyphonic texture.</p>
Pitch	<p>Be able to copy a so-mi pattern</p> <p>To be able to respond to obvious changes in pitch</p> <p>Recognise and broadly control changes in pitch when playing instruments and vocally</p>	<p>Be able to respond physically to high and low sounds</p> <p>To be able to copy a short melodic phrase (on tuned percussion or using their voice)</p>	<p>Know that Pitch means "high and low"</p> <p>Identify high and low sounds when listening to a piece of recorded music</p> <p>To use simple changes in pitch to convey a simple story or image (e.g. climbing up the stairs)</p>	<p>To be able to memorise and perform an extended melody</p>	<p>To be able to maintain a simple melody vocally or on an instrument, keeping to the pulse.</p> <p>To recognise how pitch changes can be used to convey a character, story or image.</p>	<p>To be able to maintain a complex melody vocally or on an instrument</p> <p>Understand, recognise and describe how pitch changes can be used to convey a character, story or image.</p>	<p>To be able to maintain a complex melodic part in a 2-part texture</p>

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Dynamics	<p>To be able to respond to obvious changes in dynamics</p> <p>To be able to create loud and quiet sounds using the voice, body percussion and instruments</p> <p>Recognise and broadly control changes in dynamics when playing instruments and vocally</p>	<p>To be able to create crescendo and diminuendo vocally and instrumentally</p> <p>To be able to play and sing loudly and quietly</p>	<p>To be able to define crescendo, diminuendo, forte and piano</p> <p>To be able to recognise crescendo, diminuendo, forte and piano when listening and performing</p>	<p>To be able to thoughtfully select appropriate dynamics to create a specific effect/mood/atmosphere</p>	<p>To begin to use the Italian symbols for dynamics in their own compositions</p>	<p>To confidently and appropriately make use of dynamics when composing and performing</p>	<p>To refine the use of dynamics in their own work</p> <p>To be able to describe the use of dynamics in others' work and suggest refinements</p>
Tempo	<p>To be able to respond to obvious changes in tempo</p> <p>To be able to create fast and slow sounds using the voice, body percussion and instruments</p> <p>Recognise and broadly control changes in tempo when playing instruments and vocally</p>	<p>To be able to create accelerando and rallentando vocally and instrumentally</p> <p>To be able to play and sing fast and slowly</p>	<p>To be able to define accelerando, rallentando</p> <p>To be able to recognise accelerando, rallentando, allegro and lento when listening and performing</p>	<p>To be able to thoughtfully select appropriate tempi to create a specific effect/mood/atmosphere</p>	<p>To begin to use the Italian symbols for tempi in their own compositions</p>	<p>To confidently and appropriately make use of tempi when composing and performing</p>	<p>To refine the use of tempi in their own work</p> <p>To be able to describe the use of tempi in others' work and suggest refinements</p>
Texture	<p>To experience unison and 2-part textures.</p>	<p>Experience a range of textures</p> <p>To recognise obvious differences in textures (e.g. unison and 2-part)</p>	<p>Explore a range of textures vocally, instrumentally and aurally</p> <p>To be able to define canon/round and unison textures.</p>	<p>To experiment with layers of sound in their own compositions</p>	<p>Perform individually and in a multi-part texture</p>	<p>Combine several layers of sound with awareness of the combined effect</p>	<p>To be able to maintain a part within a polyphonic texture</p> <p>To know, understand and apply the terms ostinato, polyrhythmic, polyphonic and monophonic to describe music</p>

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Timbre	<p>Experiment with and change sounds (e.g. body percussion, tuned and non-tuned percussion, voice, sound-makers)</p> <p>To be able to match instruments to sounds</p> <p>To experience and develop awareness of sounds made with instruments and noise makers</p> <p>To listen to and appreciate the difference between sounds made with instruments</p> <p>To use a wide vocabulary to talk about the sounds instruments make.</p> <p>To talk about sounds we make with our bodies and what the sounds mean</p> <p>Recognise and broadly control changes in timbre when playing instruments and vocally</p>	<p>To be able to name common hand-held percussion instruments.</p> <p>To explore appropriate instruments to create a musical idea</p>	<p>To be able to name a wider range of musical instruments</p> <p>To choose appropriate instruments to create a musical idea</p>	<p>To recognise the different instrumental families when listening to a piece of live or recorded music</p> <p>Recognise how instruments can be used to create different moods and effects</p>	<p>To begin to recognise the individual instruments within a family</p> <p>To use instruments to create different moods and effects</p>	<p>To confidently and appropriately make use of different timbres when composing and performing</p>	<p>To accurately name common individual instruments when listening to a piece of music</p> <p>To refine the use of timbres in their own work</p> <p>To be able to describe the use of timbres in others' work and suggest refinements</p>
Structure	<p>Experience a range of structures through simple songs and musical activities</p>	<p>Experience a range of structures through simple songs and musical activities</p>	<p>To explore a range of structures in their own work</p>	<p>To choose carefully and order sounds within simple structures</p>	<p>To compose and perform within specific structures (e.g. call and response, ternary form)</p>	<p>To compose and perform using a range of structures and identify these aurally</p>	<p>To compose by developing and organising ideas within musical structures</p>

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Performing	<p>Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. (ELG 16)</p> <p>Being imaginative: They represent their own ideas, thoughts and feelings through music (ELG 17)</p>	To perform simple songs from memory	<p>To play tuned and untuned instruments musically</p> <p>To rehearse and perform with others</p>	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<p>Develop sensitivity in playing/singing (e.g. replicate block dynamics)</p> <p>Play a simple melodic pattern based on a couple of notes</p> <p>Maintain an independent part in a group or as a soloist when singing or playing for example rhythm, ostinato, drone, simple part-singing etc.</p>	<p>Play or sing a complicated melody and maintain it as part of a multi-layered ensemble piece</p> <p>Maintain an independent part in a group or as a soloist when singing or playing, for example when part singing, showing an awareness of how parts fit together.</p>	
	<p>Choose and order sounds to achieve a particular musical purpose (e.g. a mood or effect)</p> <p>Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. (ELG 16)</p> <p>Being imaginative: They represent their own ideas, thoughts and feelings through music (ELG 17)</p>	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>Create, repeat, adapt and extend simple rhythmic and melodic patterns and words as appropriate to given or chosen stimuli or in play contexts</p>	Improvise and compose music for a range of purposes using the inter-related dimensions of music	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Create simple rhythmic patterns, melodies and accompaniments</p> <p>Create short improvisations, arrangements and compositions from a broad range of given or chosen musical and non-musical stimuli</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Improvise within given or chosen parameters (e.g. structures, using particular scales/notes etc.)</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Improvise confidently vocally and with instruments from a range of given and chosen stimuli</p>	

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Listening and Appraising	<p>To be able to listen to a piece of live or recorded music and respond physically when led by the teacher (e.g. to pulse and changes in dynamics, tempo, mood etc.)</p> <p>Aurally recognise the sounds of a small range of classroom instruments (e.g. identify the sound of a triangle with eyes shut)</p>	<p>To begin to explore using their “thinking voice”</p> <p>To listen to a variety of music from a range of cultures, traditions and historical periods.</p>	<p>To listen carefully and develop their aural memory</p> <p>To express an opinion after listening to a piece of live or recorded music</p> <p>To listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>To improve their own work</p> <p>Recognise how musical elements can be used to create different moods and effects</p>	<p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>To recognise how musical elements are combined and use expressively.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Make improvements to their own work, commenting on intended effect</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Make improvements to their own work, commenting on intended effect using appropriate musical vocabulary</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Suggest improvements to their own and others’ work, comment on how intentions have been achieved</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To describe, compare and evaluate different kinds of music using appropriate vocabulary</p> <p>To know the elements of music and to be able to show understanding of these by applying appropriately when describing a piece of music.</p>

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Technology	<p>To experience use of simple music technology (e.g CD player)</p> <p>To make and listen to recordings of own voice, other classroom sounds, musical instruments etc and comment upon/respond when listened back.</p>	<p>Experience use of Music Technology to capture, change and combine sounds.</p>		<p>Explore and develop use of Music Technology to capture, change and combine sounds.</p>	<p>To be able to use a simple device to record a performance</p>	<p>To be able to combine layers of sound using Music Technology software (e.g. Garage Band, Audacity)</p>	<p>To be able to edit and manipulate sounds using Music Technology software (e.g. Garage Band, Audacity)</p>
Vocal Skills	<p>To explore using their voice in different ways (e.g. animal sounds, whispering, singing, speaking)</p>	<p>To know how to use their voice in different ways</p> <p>To find their singing voice</p> <p>To sing collectively at the same pitch</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>To accurately pitch simple melodies</p> <p>To be able to pitch small intervals with a good degree of accuracy</p>	<p>To develop an understanding of breathing, posture, phrasing, dynamics and accuracy of pitch</p> <p>To sing in tune with expression</p>	<p>Know how to improve tone production and diction (vocal techniques)</p> <p>To sing within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing</p>	<p>Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression</p> <p>Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style</p>	
Notation	<p>To respond to simple visual cues (e.g. 4 spots = 4 taps on the drum)</p> <p>Suggest symbols to represent sounds (e.g. large foot for Daddy Bear, small foot for Baby Bear)</p>	<p>To respond to simple visual cues (e.g. stop, go, loud, quiet)</p>	<p>To use a simple graphic score for performing or as a stimulus for composition</p> <p>Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations</p>	<p>To experience the use of staff notation when composing and performing</p> <p>To be able to recognise crotchet, quaver and minim rhythms</p> <p>To be able to read notation for and clap/tap a 4-beat pattern (e.g. from a flashcard)</p>	<p>To understand how pitch is represented on a stave</p>	<p>To be able to follow a notated melody line as an aid to vocal performance</p>	<p>To develop use of notation with increasing confidence</p>

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