



Music Progressive Curriculum



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding music	<p>3 and 4 year olds</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>EYFS Framework Reception</p> <p>Learn rhymes, poems and songs</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p>	<p>Using body percussion, instruments and voices in c major, G major and 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 in c major, G major and 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 In the key centres of: C major, F major, G major, A minor and in 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>Copy back and improvise simple melodic patterns using the notes CDE, GAB, FGA, ABC</p>	<p>Using body percussion, instruments and voices In the key of C major, F major, G major, A minor and In the time signatures of: 2/4, 3/4, 4/4</p> <p>Find, demonstrate and keep a steady beat</p> <p>Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers and their rests</p>	<p>Using body percussion, instruments and voices in the key of In the key centres of: C major, D major, F major, A minor In 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 semibreves, minims, dotted crotchets, crotchets, quavers and dotted quavers, semiquavers and their rests</p>	<p>Using body percussion, instruments and voices in the key of In the key centres of: C major, D major, F major, A minor and D minor, In the time signatures of: 2/4, 3/4, 4/4, 5/4, 6/8</p> <p>Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers, triplet quavers and their rests</p> <p>Find and keep a steady beat</p> <p>Copy back melodic patterns using the notes DEFGA, CDEFGAB, FGAB\flatCDE, GABCDEF\sharp, DEF\sharpGABC\sharp, ABCDEFG</p>
Vocabulary	<p>Loud</p> <p>Quiet</p> <p>Soft</p>	<p>Percussion, Beat, high, low, pitch, Pattern, Rhythm, Instruments, Long, Short, call and response</p>	<p>pulse, melody, high, low</p>	<p>Major, minor, 2/4, 3/4, 4/4</p> <p>Notes</p> <p>Rests</p> <p>Minims, crotchets, quavers</p>	<p>Semibreaves, dotted crotchets, time signature</p>	<p>5/4, 5/8</p> <p>dotted quavers, semiquavers, dotted crotchet</p>	<p>6/8, sharp, flat, triplet quavers,</p>

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<p>3 and 4 Year olds</p> <p>Listen with increased attention to sounds</p>	<p>Move and dance with the music</p> <p>Talk about feelings created by the music/song</p> <p>Recognise some band or orchestral instruments</p> <p>Find the steady beat</p> <p>Describe tempo as fast or slow</p> <p>Join in with the chorus of a song</p> <p>Begin to understand where the music fits in the world</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>Recognise some band and orchestral instruments</p> <p>Start to talk about where music might fit into the world</p> <p>Begin to understand about different styles of music</p>	<p>Share your 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>Recognise the following styles and any important musical features that distinguish the style: jazz, classical, gospel, pop</p>	<p>Talk about the words of a song</p> <p>Think about why the song was written</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>Explain what a main theme is and identify when it is repeated</p> <p>Know and understand what a musical introduction is and its purpose</p> <p>Recall by ear memorable phrases heard in the music</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 following styles and any important musical features that distinguish the style: Disco, Pop, Rock, Reggae, calypso</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>Talk about feelings created by the song</p> <p>Justify a personal opinion with reference to musical concepts</p> <p>Find and demonstrate the steady beat</p> <p>Identify 2/4, 3/4, 6/8 and 5/4 metre</p> <p>Identify the musical style of a song</p> <p>Identify instruments by ear and through a range of media</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation, call and response, and AB</p> <p>Explain a bridge passage and its position in a song</p> <p>Recall by ear memorable phrases heard in the music</p> <p>Identify major and minor tonality</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 the following styles and any key musical features that distinguish the style: Folk, Sea, salsa, Shanty, Funk and Musicals</p> <p>Identify: Call and response</p>	<p>Talk about feelings created by the song</p> <p>Justify a personal opinion with reference to musical concepts</p> <p>Identify 2/4, 4/4, 3/4, 6/8 and 5/4</p> <p>Identify the musical style of a song using some musical vocabulary to discuss its musical concepts</p> <p>Identify the following instruments by ear and through a range of media: 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> <p>Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break</p> <p>Explain a bridge passage and its position in a song</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>Know and understand what a musical introduction and outro is and its purpose</p> <p>Identify the sound of a Gospel choir and soloist, Rock band, symphony, orchestra and acappella groups</p>
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Vocabulary	Loud, listen, Quiet, Quick, Slow	Beat, chorus, Pulse, Tempo, gospel, glockenspiel	Dynamics, styles orchestral, instruments, Band, tuned percussion, melodic phrases instrument families, percussion, brass, woodwind, strings, solo	Vocals, male, female, unison, texture, pop, major, minor,	accompaniment, ensemble, solo, legato, staccato, octave, scale, funk, tonality, legato, staccato, call and response, articulation	Folk, Sea Shanty, Musicals, structure	ensemble, Klezmer, introduction, outro, Rock, symphony, acappella, chorus, birdge, Melodic shape, rhythmic accompaniment, chordial accompaniment, contrast, timbre, duartion



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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing and performing	3 and 4 year olds	Start to show a good singing posture	Sing as part of a choir	Sing as part of a choir	Rehearse and learn songs from memory and/or with notation.	Rehearse and learn songs from memory and/or with notation	Rehearse and learn Year 6 Unit songs from memory and/or with notation
	Sing a large repertoire of songs	Sing songs from memory	Demonstrate good singing posture	Demonstrate good singing posture	Sing in 2/4, 3/4, 4/4	Sing in 2/4, 3/4, 4/4 and 6/8 time	Sing in 2/4, 4/4, 3/4, 5/4 and 6/8 time
	Sing the pitch of a tone sung by another person (pitch match)	Copy back high or low sounds	Sing songs from memory and/or from notation	Sing unit songs from memory and/or from notation	Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture	Sing in unison and as part of a smaller group	Sing with and without an accompaniment
	Sing the melodic shape (moving melody, such as up and down) of familiar songs	Sing in unison	Sing to communicate the meaning of the words	Sing with awareness of following the beat	Demonstrate good singing posture	Sing 'on pitch' and 'in time'	Sing syncopated melodic patterns
	Play instruments with increasing control to express their thoughts and feelings	Enjoy and have fun performing	Sing in unison and sometimes in parts	Sing with attention to clear diction	Demonstrate vowel, blended sounds, and consonants	Sing a second part in a song	Demonstrate and maintain good posture and breath control whilst singing
	EYFS Framework	Prepare a song to perform	Understand and follow the leader or conductor	Sing expressively, with attention to the meaning of the words	Sing 'on pitch' and 'in time'	Self-correct if lost or out of time	Sing expressively, with attention to breathing and phrasing
	Sing in a group or on their own, increasingly matching the pitch and following the melody	Start to communicate the meaning of the song	Add actions to a song	Sing in unison	Sing expressively, with attention to breathing and phrasing	Sing expressively, with attention to dynamics and articulation	Sing expressively, with attention to dynamics and articulation
	Explore and engage in music making and dance, performing in solo or in groups	Start to remember and add actions to the song	Move confidently to a steady beat	Understand and follow the leader or conductor	Sing expressively, with attention to staccato and legato	Develop confidence as a soloist	Lead a singing rehearsal
	Create collaboratively, sharing ideas, resources and skills	Play some simple instrumental parts	Talk about feelings created by the music/song	Copy back simple melodic phrases using the voice	Talk about the different styles of singing used for different styles of song	Talk about the different styles of singing used for different styles of song	Talk about the different styles of singing used for the different styles of songs sung in this year
	Sing a range of well-known nursery rhymes and songs		Describe tempo as fast or slow	Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, E major	Talk about how the songs and their styles connect to the world	Talk confidently about how connected you feel to the music and how it connects in the world	Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world
Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music		Join in sections of the song	Practise, rehearse and share a song that has been learned in the lesson, from memory, or with notation	Rehearse and enjoy the opportunity to share what has been learned in the lessons	Respond to a leader or conductor	Create, rehearse and present a holistic performance for a specific event, for an unknown audience	
		Begin to understand where the music fits in the world	Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major and G major	Perform, with confidence, a song from memory or using notation	Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, A ^b major, D minor	Create, rehearse, and present a holistic performance with detailed understanding of the musical, cultural and historical contexts	
		Begin to talk about and understand the style of the music	Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation	Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance	Discuss and talk musically about the strengths and weaknesses of a performance	Perform from memory or with notation	
		Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major and G major	Talk about what the song means and why it was chosen to share	Explain why the song was chosen, including its composer and the historical and the cultural context of the song	Collect feedback from the audience and reflect how	Understand the value of choreographing any aspect of a performance	
		Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation		Communicate the meaning of the words and articulate them clearly			
		Talk about the difference between rehearsing a song and performing it					



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			<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>Reflect on feelings about sharing and performing eg. excitement, nerves, enjoyment</p>	<p>Use the structure of the song to communicate its mood and meaning in the performance</p> <p>Talk about what the rehearsal and performance has taught the student</p> <p>Understand how the individual fits within the larger group ensemble</p> <p>Reflect on the performance and how well it suited the occasion</p> <p>Discuss and respond to any feedback, consider how future performances might be different</p> <p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, D major</p>	<p>future performances might be different</p> <p>Record the performance and compare it to a previous performance. Explain how well the performance communicated the mood of each piece</p> <p>Explain why the song was chosen, including its composer and the historical and the cultural context of the song</p> <p>lead part of the rehearsal and part of the performance</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance</p> <p>Perform from memory or with notation, with confidence and accuracy</p> <p>Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience</p> <p>Explore improvisation within a major scale using the notes C D E_b F G, C D E F G, C D E G A, F G A B_b C, D E F G A</p> <p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, A_b major, D minor</p>	<p>A student or a group of students rehearse and lead parts of the performance</p> <p>Understand the importance of the performing space and how to use it</p> <p>Record the performance and compare it to a previous performance</p> <p>Collect feedback from the audience and reflect how the audience believed in the performance</p> <p>Discuss how the performance might change if it was repeated in a larger/smaller performance space</p> <p>Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience</p> <p>Explore improvisation within a major scale using the notes C D E_b F G, C D E F G, C D E G A, F G A B_b C, D E F G A</p> <p>Rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, D major, E major, A major, E_b major, D minor, F minor by ear or from notation</p>
Vocabulary	<p>Rhymes, repeat, sounds</p> <p>Poems</p> <p>Songs</p> <p>Loud</p> <p>Quiet</p> <p>Instruments</p> <p>Singing</p> <p>Quick</p> <p>Slow</p>	<p>Chant, rhythm, Pitch, high, low</p> <p>Call and response</p> <p>volume</p> <p>Tempo</p>	<p>Choir, posture, instrumental, band, orchestra, unison, dynamics, high, low, loud, quiet, call and response, emotions</p>	<p>Conductor, audience, allegro (quick speed) adagio (slow speed) trio, quartet,</p>	<p>octave, rounds, crescendo, decendo,</p>	<p>breathing, phrasing</p>	<p>syncopated, three and four part rounds, Melodic shape, rhythmic accompaniment, chordial accompaniment</p>



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Composing	<p>3 and 4 year olds</p> <p>Create their own songs, or improvise a song around one they know</p> <p>Combine different movements with ease and fluency</p>	<p>Explore ways of representing high and low sounds, long and short sounds and symbols</p> <p>Being to understand that different notes and notations have different lengths/timings</p> <p>Recognise crotchets and begin to use them.</p>	<p>Regognise quavers</p> <p>Explore ways of representing high and low sounds, long and short sounds and symbols</p> <p>use crotchets and minims on a stave</p>	<p>Explore improvisation within a major scale using the notes C D E, C D E G A, C D E F G, D E F#</p> <p>Write standard notation on a stave using: crotchets, minims and/or quavers (quavers near the end of year 3)</p>	<p>Explore improvisation within a major scale using the notes C D E, C D E G A, C D E F G, D E F# A B, D E F G A</p> <p>Write Standard notation using crotchets and/or minims, quavers</p> <p>Recognise semibreves</p> <p>Reading and responding to minims, crotchets, and quavers Identifying: Stave, Treble clef, Time signature</p>	<p>Explore improvisation within a major scale using the notes C D E_b F G, C D E F G, C D E G A, F G A B_b C, D E F G A</p> <p>Write Standard notation using, crotchets, and/or semiquavers, quavers, minims, semibreves,</p> <p>Reading and responding to minims, crotchets, and quavers Identifying: Stave, Treble clef, Time signature</p> <p>Identifying the stave and symbols on the stave such as the treble clef, the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign</p> <p>Recognising how notes are grouped when notated</p>	<p>Identifying the stave and symbols on the stave such as the treble clef, the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign</p> <p>Write Standard notation using dotted crotchets and/or crotchets, semiquavers, quavers, dotted minims, minims and semibreves, and simple combinations of: C D E F G A B F G A B_b C D E F G A_b B_b C D E_b G A B_b C D E F G A B C D E F# D E F G A D E F# A B C# E F# G G# A B C C# E_b F G A_b B_b C D</p> <p>Reading and responding to: semibreves, minims, crotchets, quavers, and semiquavers</p> <p>Recognising how notes are grouped when notated Identifying the stave and symbols on the stave such as the treble clef, the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign</p>
Vocabulary	<p>Create Make Song</p>	<p>Crotchets Symbols Improvise High Low Beat</p>	<p>quavers, minims, melody, high, low, pitch, improvise, stave</p>	<p>treble clef, semibreves, melody, improvise, minims, semiquavers, composer</p>	<p>Treble clef, time signature, dotted minims, dotted crotchets, semiquavers, scores, notation</p>	<p>Chords, tone, flat, sharp</p>	<p>Melodic shape,</p>