



Music Curriculum Progression Map

The overarching aim for Music at SJF is to enable our children to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians, to learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, to use technology appropriately and have the opportunity to progress to the next level of musical excellence and to understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Our curriculum enables our children to

Be independent and confident lifelong learners - **Acquire** the knowledge, skills and attitudes for them to thrive - **Build** resilience and become creative, critical thinkers - **Make** a positive contribution to both the school and the wider community - **Experience** enrichment opportunities that support learning where curiosity knows no boundaries

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Music						
Strand: Perform (includes singing)	Speak and chant in a group; sing songs in different styles, conveying different moods and with increasing vocal control (dynamics, clear words etc.); co-ordinate actions to go with songs and sing a variety of songs.	Have more control over their breathing, dynamics and diction; Have more accuracy in their pitching Identify when pitch is getting higher/ lower and use their voice to recreate a note of the same pitch and follow a leader and signals such as start/stop.	Sing songs in a variety of styles with increasing confidence including some from memory; Show an increasing awareness of pitch and the 'shape' of a melody; Understand the importance of correct posture and breathing; chant or sing a round in two parts and recognise basic musical structures in songs (verse/chorus, call/response, call/echo, etc.).	Sing songs with an increasing awareness of the 'shape' of the melody and of musical expression (dynamics, breathing control, tempo changes, mood/feeling); Sing two and three part rounds with increasing confidence and pitch accuracy; Sing confidently in small groups or individually and copy short phrases accurately and sing up and down in steps independently.	Sing songs across a variety of styles with accuracy and confidence; Sing the second part of a two-part song with increasing confidence and accuracy; comment on the history, purpose, meaning, message and mood of a song and sing independently with increasing accuracy and confidence.	Use expression to communicate the mood and meaning of a song; Maintain their own part in a round and in two part songs and perform a variety of songs from memory with musicality (attention to phrasing, breathing, dynamics and pitch accuracy).

<p>Instrumental</p>	<p>Play instruments in any way that makes a sound (scraping, tapping, shaking etc.); Play in time to a steady beat, using instruments or body sounds; play loudly, quietly, fast or slow; imitate a simple rhythm or pattern on an instrument; play a repeated rhythm (ostinato) to accompany a song; Play a single pitched note (drone) to accompany a song; play, with support the rhythm of a spoken sentence or short phrase and follow simple hand signals for stop/start and loud/quiet.</p>	<p>Show control in maintaining a steady beat, changing tempo and changing dynamics; perform a repeated two-note ostinato to accompany a song; Perform a rhythmic accompaniment to a song; perform a sequence of sounds using a graphic score; Follow a leader to start and stop together and demonstrate growing confidence in performing individually or as part of a small group.</p>	<p>Keep a steady beat individually or in a group; maintain a rhythmic or melodic ostinato at the same time as a different one; Copy a short melodic pattern by ear on a pitched instrument; Play using symbols including graphic and traditional notation; Follow simple hand directions from a leader; perform with an awareness of others and combine musical sounds with movement and narrative.</p>	<p>Play music that involves rests; play by ear, experimenting to find known tunes or phrases; Play music in a metre of two and three (Waltz) time and follow a leader, stopping/starting, changing dynamics and changing tempo accordingly. Perform to an audience in small groups or as a solo player</p>	<p>Play a range of percussion and instrumental instruments with increasing confidence and ability; Play and improvise as part of a group and as a solo performer; maintain their own part in a small instrumental group; Perform with a sense of pulse in a variety of metres; perform a piece of music using notation (graphic or conventional); Play by ear to copy or find simple tunes or phrases; maintain a rhythmic or melodic ostinato or drone to accompany others; Perform pieces with increasing expression and musicality and perform a variety of styles to an audience, both as a group and as a solo player</p>	<p>Perform in mixed groups on a range of instruments with confidence and accuracy; Lead/conduct a group of instrumental performers; maintain own part on a pitched instrument when playing as an ensemble; Maintain a rhythmic or melodic accompaniment to other performers; Confidently perform their own compositions and record their work.</p>
<p>Strand: Explore and Compose</p>	<p>Make different sounds using their bodies, found objects, voices and conventional instruments (timbre); Make different sounds, such as high/low (pitch), long/short (duration), loud/quiet (dynamics), fast and slow (tempo); Begin to understand that different sounds can convey mood/feeling; Add chosen sounds to appropriate moments in a narrative;</p>	<p>Make different sounds using their voice and hands (timbre); Make different sounds, such as high/low (pitch), long/short (duration), loud/quiet (dynamics), fast and slow (tempo); Explore 'shapes' of melodies rhythmic patterns; choose musical sounds effects to follow a story or match a picture;</p>	<p>Understand how different sounds are made (tapping, blowing, scraping etc.); Copy the rhythmic pattern of spoken phrases and sentences; Understand how different sounds can be manipulated to convey different moods and feelings; Compose shot melodic phrases which represent feelings/ pictures/words etc.</p>	<p>Explore sounds to create different effects and convey different moods and feelings; explore rhythmic patterns from different times and places; understand a pentatonic; Use pitched instruments to create short melodies; Incorporate effective moments of silence (rests) into compositions; Compose simple rhythmic accompaniments to songs using ostinato or drone;</p>	<p>Explore sounds made on different orchestral instruments; Use conventional and graphic notation to record rhythmic or melodic compositions; layer rhythmic and melodic ostinatos and play music with syncopation; Improvise over a drone using given notes; Play chords; compose music for a special occasion (a fanfare, for example);</p>	<p>Recognise characteristics of styles of music (blues, folk, gospel, rap etc.); Improvise in a range of styles; use different scales appropriately for a piece of music (pentatonic, blues etc.); Compose music in a variety of styles; arrange a song for a class performance with appropriate pitched and unpitched accompaniment;</p>

	Sort and name different sounds according to given or their own criteria and create a sequence of different sounds in response to a given stimuli	Use graphics/symbols to represent the sounds they have made; use these symbols to make a simple score of the music and compose and perform their own sequence of sounds without support.	Compose a piece of music with a clear beginning, middle and end; compose music with a variety of sound duration, tempo or dynamics in a small group and compose music that conveys different feelings and moods.	Compose music with a recognisable structure and arrange and perform their own version of songs using accompaniments	Come up with lyrics to match a melody and use repetition, drone, ostinato etc. for effect in a composition;	Refine own compositions after discussion and use a range of conventional and traditional symbols to record compositions.
Strand: Listen and Appraise	Move in time to a steady beat; respond through movement to different characteristics and moods of music; Recognise the sounds of classroom percussion instruments and name them; Begin to use musical terms (quiet, loud, high, low, fast, slow etc.) Begin to articulate how changes in speed, pitch and dynamics convey and affect mood.	Listen with increased concentration; recognise difference in pitch that can be heard; recognise how sounds are made (tapping scraping hitting etc.); Recognise changes in tempo, dynamics and pitch and begin to use musical terminology to describe mood ('The mood is sad because the music is very slow' etc.).	Listen with concentration to longer pieces/extracts of music; Listen to live and recorded music commenting on beat (steady or not steady), specific patterns in tune or rhythm, tempo, dynamics and mood and using appropriate musical terminology; Recognise familiar instrumental sounds in music, guitar, violin, drums, etc.); Identify repetition in music or a song; aurally recognise wooden, metal and skin percussion instruments and begin to name them and use musical terminology to describe what is happening in their own musical compositions	Aurally recognise and name a range of orchestral and school percussion instruments; Recognise and talk about contrasting styles of music in broad terms, using language such as tempo, dynamics, timbre); Recognise music from different times and cultures, identifying key features; Identify rhythmic or melodic ostinato in live or recorded music; identify the structure of a song (chorus, verse, call and response etc.) and identify metre 2 or 3) in live or recorded music.	Aurally recognise the range of instruments taught in the school; Recognise and talk confidently about specific styles with growing awareness of musical differences and similarities; Recognise chords, the relationship between melody and lyrics and features of expression (phrasing, dynamics, different tempo) and talk about music they hear/like/ dislike in musical terms.	Distinguish between different timbre and texture in pieces of music and different instruments; Identify and discuss 'what happens when' within simple musical structures; compare two pieces of music from different styles/times and discuss their similarities and differences and use a wide range of musical vocabulary accurately and appropriately.

END OF KEY STAGE 1 EXPECTATIONS

Pupils should be taught to:

Use their voices expressively and creatively by singing songs and speaking chants and rhymes

Play tuned and untuned instruments musically

Listen with concentration and understanding to a range of high-quality live and recorded music

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

END OF KEY STAGE 2 EXPECTATIONS

Pupils should be taught to:

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Improvise and compose music for a range of purposes using the inter-related dimensions of music

Listen with attention to detail and recall sounds with increasing aural memory

Use and understand staff and other musical notations

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.

