



Music: Whole-School Curriculum Progression Map



EYFS		KS1		KS2				
Nursery Reception		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
<p>Communication and Language Sing a large repertoire of songs. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p> <p>Physical Development Use large-muscle movements to wave flags and streamers, paint and make marks. Combine different movements with ease and fluency.</p> <p>Expressive Arts and Design Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	Singing	Sing familiar songs and learn new songs with actions. To explore the voice and sing in groups	Use their voices expressively and creatively by singing songs speaking chants and rhymes	Sing musically in ensemble contexts, performing songs with multiple parts	Sing with increasing accuracy and control	Sing with expression and fluency in performances	Sing with full confidence and precision in ensemble and small group performances	Sing a solo with full confidence and musical precision
	Playing Instruments	Use a variety of instruments and see how they can be used differently to show dynamics, accelerando etc..	Play musically using tuned and untuned percussion in group compositions exploring contrasts in dynamics and tempo and different pitches	Compose & play rounds musically and accurately on tuned percussion (glockenspiels)	Perform in uke concert playing with control and fluency, matching strumming patterns to different musical styles	Play tuned instruments (keyboards) musically with increasing accuracy, combining a bass & two melody lines in 3-player pieces	Play keyboards with increasing expression in duets	Achieve formal music gradings as assessed by the ABRSM or Trinity exam board
	Composing	Children to experiment with ways of making music using variety of instruments/voices	Experiment with, create, select and combine sounds with an understanding of note duration (long & short sounds)	Combine sounds to create musical texture, compose music rounds and improvise body percussion as part of a class performance	Compose, revise and refine group instrumental pieces & perform to the class.	Understand musical composition, composing Waltz pieces within a three beat structure time signature	Compose Waltz pieces with a three beat time signature and create graphic scores for Group Fanfares	Perform own composition confidently to an audience
	Understanding musical notation	Reading notation and also looking at pictorial notation	Understand the difference between pulse and rhythm, and improvise simple rhythms	Explore simple single-line notation to represent pitch and use note values of quavers, crotchets and minims in a 4 line rhythm structure	Learn how chords are represented in uke notation boxes. Recognise how musical accompaniments and melody work together	Understand time signatures and how these relate to metre. Use major and minor chords & understand semitones and tones and how these raise or lower the note pitch	Understand time signatures and how these relate to metre in waltz time. Compose music using major & minor chords	Use more complex rhythms patterns including syncopation
	Musical Appreciation	Listen with concentration and understanding to a range of high-quality live and recorded music. Learn how instruments are played and the different sounds they make, understanding that timbre describe the character and quality of the sound.		Listen to how the great composers make use of dynamics before creating dynamic group compositions	Gain aural awareness of how uke strings represent different pitches and how their combined sound creates chordal harmony	Recognise the voice as an instrument & how harmony is created in the different pitches of bass/tenor/alto/soprano choral arrangements	Identify ostinato patterns underneath melody lines	Compose and perform own piece in the style of a chosen music tradition

<p>Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	History of Music			<p>Develop an understanding of renaissance music and the development of texture in compositions.</p>		<p>Understand baroque music and the influence of The Beatles</p>	<p>Understand the historical and cultural context of 20th century music</p>	<p>Compose and perform own piece in chosen historical style</p>
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TOPICS		Singing Assemblies					
Emotions & Feelings 1	TERM 1	Things we love	MARKET SONGS	MEDIEVAL MUSIC	UKES	BAROQUE MUSIC	ROMANTIC MUSIC
Fireworks/ Diwali	TERM 2	London Adventure	NATIVITY SONGS	RENAISSANCE MUSIC	UKE CHORDS	CLASSICAL MUSIC	COPLAND'S FANFARE
Emotions & Feelings 2	TERM 3	Dreams & Goals	Dreams & Goals	Dreams & Goals	Dreams & Goals	Dreams & Goals	Dreams & Goals
Easter	TERM 4	Into the woods	HEALTHY EATING SONGS	SPORTS NOTATION	STRUM PATTERNS	THE BEATLES	USING CHORDS
Tbc – Arts Week theme	TERM 5	Friendships	NEW GROWTH SONGS	DYNAMICS	UKE ASSEMBLY	SCHOOL PLAY SONGS	SCHOOL PLAY SONGS
In the Garden	TERM 6	Birds	EXPLORING INSTRUMENTS	CONNECT IT	COMPOSITIONS	SCHOOL PLAY SONGS	SCHOOL PLAY SONGS