

Curriculum Progression

Key areas leading to Musicianship	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<ul style="list-style-type: none"> * Singing as part of daily routines. *Singing nursery rhymes. *Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> * Join in with singing. * Use the voice to speak / sing / chant. * Follow instructions about when to sing. 	<ul style="list-style-type: none"> * Sing and follow the melody (tune). * Sing accurately at a given pitch. * Sing / clap a pulse increasing or decreasing in tempo. * Sing in parts. * Sing action songs. 	<ul style="list-style-type: none"> * Sing in tune with expression. * Control their voice when singing. * Sing in parts. * Sing songs with poly rhythms. 	<ul style="list-style-type: none"> *Sing songs from memory with accurate pitch. 	<ul style="list-style-type: none"> * Breathe in the correct place when singing. * Sing and use their understanding of meaning to add expression. *Maintain a part whilst another is performed. 	<ul style="list-style-type: none"> * Sing pieces more vocally challenging pieces. * Sing a harmony part confidently and accurately. * Perform parts from memory.
<p>Listening</p> <p>Listening Contd</p>	<ul style="list-style-type: none"> *Introduced to a range of different music genres. * Introduced to nursery rhymes they may not have heard before. * Listen attentively, move to and talk about music, expressing their feelings and responses. 	<ul style="list-style-type: none"> *Recognising instruments including violin, piano and trumpet *Respond to different moods in music *Identify changes in moods. *Identify changes in sounds. * Say how a piece of music makes them feel. * Say whether they like or dislike a piece of music. * Recognition of different styles of music from differing timbres and rhythmic accents. * Separating pulse / rhythm through movement and body percussion. * Copy back a rhythm by clapping my hands or tapping the table. * Find the pulse in a piece of music by nodding my head or tapping my foot. 	<ul style="list-style-type: none"> * Recognising the saxophone and clarinet as instruments. * Listening to pop/jazz highlights of the saxophone. * Clap a pulse increasing or decreasing in tempo. * Listen out for particular things when listening to music. * Recognise syncopated rhythms. * Recognise 2-4 time signature. 	<ul style="list-style-type: none"> *Recognising instruments including oboe and tuba. * Use musical words (the elements of music) to describe a piece of music and compositions. * Use musical words to describe what they like and dislike. * Recognise the work of at least one famous composer. * Recognise 3-4 time signature. * Identify modulation. 	<ul style="list-style-type: none"> * Recognise range of instruments, including piano, guitar, saxophone, trumpet and violin, from appearance and / or timbre. * Explain the place of silence and its effect. * Start to identify the character of a piece of music. * Describe and identify the different purposes of music. * Find pulse in music and nod / tap to it. * Copy back more complex rhythms by clapping / tapping. * Recognise different styles of music from their timbres and rhythms. * Recognise 20th Century American music (old time and jazz). 	<ul style="list-style-type: none"> *Recognise different sounds within major and minor keys. * Consider how texture within music varies. *Consider dynamic variation within pieces. * Describe, compare and evaluate music using musical vocabulary. * Explain why they think their music is successful or unsuccessful. * Suggest improvements to their own or others' work. *Contrast the work of famous composers and show preferences. *Recognise use of minor keys. * Consider different elements of electronic music. * Understand music as a force for good – 	<ul style="list-style-type: none"> *To recognise and consider seminal popular music from each decade since the 1950s and analyse features * Understand the role of different instruments within a band ie. piano and bass guitar. * Evaluate how the venue, occasion and purpose affects the way a piece of music is created. * Compare and contrast the impact that different composers from different times will have had on the people of the time. * Recognise 20th Jazz and Motown pieces.

		<ul style="list-style-type: none"> * Recognise repeated patterns. * Recognise 2-2 time signature. * Understand music as a force for good – environmental theme. 			*Recognise 3-4 time signature in up tempo waltzes.	environmental theme with consideration of lyrics.	
Composing	<ul style="list-style-type: none"> * Playing instruments as part of structured lessons or as part of independent learning time. *Beginning to identify technical language while discussing music *Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> * Make different sounds with their voice / instruments. * Change the sound. * Make a sequence of sounds. * Show sounds by using pictures. * Choose sounds to represent different things. * Rhythmic improvisation. * Develop new lyrics / actions to go with original piece. 	<ul style="list-style-type: none"> * Order sounds to create a beginning, middle and end. * Create music in response to different starting points. * Choose sounds which create an effect. * Use symbols to represent sounds. * Make connections between notations and musical sounds. * Improve their own work. * Create own rhythmic action ideas. 	<ul style="list-style-type: none"> *Use different elements in composition. * Create repeated patterns with different instruments. * Compose melodies and songs. * Create accompaniments for tunes. * Compose with chords, and lyrics. *Use virtual instruments on laptops to compose. * Combine different sounds to create a specific mood or feeling. * Improve their work; explaining how it has improved. 	<ul style="list-style-type: none"> * Improvise using repeated patterns. * Use notations to record and interpret sequences of pitches. * Use standard notation. * Use notations to record compositions in a small group or individually. * Develop skills in lyrical writing and rhymes. 	<ul style="list-style-type: none"> * Improvise within a group using melodic and rhythmic phrases. * Change sounds or organise them differently to change the effect. * Compose music to meet specific criteria. * Use notations to record groups of pitches (chords). * Choose the most appropriate tempo for a piece of music. * Incorporate choreography ideas within pieces. *Extend improvisational composition skills. 	<ul style="list-style-type: none"> *Use different musical devices in their composition (including melody, rhythms and chords). * Recognise that different forms of notation serve different purposes. * Use different forms of notation. * Combine groups of beats. * Refine and improve their work. * Notation be familiar with chord diagrams and treble clef.
Performing	<ul style="list-style-type: none"> * Use instruments to perform. * Singing as part of a group performance, a nativity for example. 	<ul style="list-style-type: none"> * Use instruments to perform. * Look at the audience when performing. * Clap short rhythmic patterns. 	<ul style="list-style-type: none"> * Perform simple patterns / accompaniments keeping a steady pulse. 	<ul style="list-style-type: none"> * Play clear notes on instruments. * Use dotted crotchets. *Perform rhythmic sounds and patterns. 	<ul style="list-style-type: none"> * Develop ukulele skills. * Develop virtual keyboard skills. * Develop Boomwhacker skills. 	<ul style="list-style-type: none"> *Further development of ukulele skills. * Maintain a part whilst another is performed. 	<ul style="list-style-type: none"> * Further development of ukulele skills – short chord sequences.

	<ul style="list-style-type: none"> *Clap or tap a pulse to a song. *Watch and talk about dance and performance art, expressing their feelings and responses. 	<ul style="list-style-type: none"> * Copy back a variety of sounds. * Follow instructions about when to play or sing. * Focus on tempo and syncopation in vocals and body percussion. * Use crochet and quaver rhythms with crochet rests. 	<ul style="list-style-type: none"> * Play simple rhythmic patterns on an instrument. * Gain a sense of cooperation to perform with others. * Perform syncopated dance moves to music. 		<ul style="list-style-type: none"> *Perform a simple part rhythmically. * Use their notation in a performance. * Recognise notation symbols: semibreves, minims and crotchets. 	<ul style="list-style-type: none"> * Perform 'by ear' and from simple notations. * Recognise and use basic structural forms e.g. rounds, variations, rondo form. 	<ul style="list-style-type: none"> *Further develop virtual keyboard skills. * Perform using notations * Take the lead in performance. * Take on a solo part / provide rhythmic support. *Perform different types of 20th pop music from across the decades. *Develop small group performance skills.
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