



Curriculum – Music

Progression of Knowledge and Skills in Music

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon (National Curriculum for Music).

Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school. (Model Music Curriculum 2021)

"The central purpose of good music education is for pupils to make more music, think more musically and consequentially become more musical. Learning music is good for becoming more musical...These are wonderful things in and of themselves and need no further justification." Ofsted Music research review

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<i>Progression of Skills and Knowledge</i>			
Early Years	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Singing and Performing	Singing and Performing	Singing and Performing	Singing and Performing
Exploring and Composing	Exploring and Composing	Exploring and Composing	Exploring and Composing
Listening	Listening	Listening	Listening
		History of Music	History of Music
Pulse and Rhythm	Pulse and Rhythm	Pulse and Rhythm	Pulse and Rhythm
Pitch	Pitch	Pitch	Pitch
Inter-related dimensions	Inter-related dimensions	Inter-related dimensions	Inter-related dimensions

Singing and Performing

Early Years	Key Stage One (Years 1&2)	Lower Key Stage Two (Years 3&4)	Upper Key Stage Two (Years 5&6)
<ul style="list-style-type: none"> ➤ Use voice in different ways: chant, whisper, sing ➤ Join in songs using a singing voice. <p><u>Development matters</u></p> <p>-Play instruments with increased control (3,4)</p> <p>-Remember and sing entire songs (3-4)</p> <p>-Sing the melodic shape of familiar songs (3-4)</p> <p>--Sing in a group or on their own (Rec)</p> <p>-Explore and engage in music making and dance, performing solo or in groups (Rec)</p>	<p style="text-align: center;">Cycle A</p> <ul style="list-style-type: none"> ➤ Use voice in different ways: chant, whisper, sing ➤ Use a singing voice on own and with others ➤ Sing following the shape of the melody and in time with the tempo and beat ➤ Play in time to a steady beat with instruments or body percussion. ➤ Play a repeated rhythmic pattern (ostinato) e.g.to accompany a song. ➤ Improvise and perform melodic patterns on one, two or three notes. ➤ Play by ear and from basic notation and begin to play from graphic symbols. ➤ Sing songs using soh and mi and lah-soh-mi (songs in Teams folder) <p style="text-align: center;">Cycle B</p> <ul style="list-style-type: none"> ➤ Sing a variety of songs with control, accurate pitch and rhythm using clear mouth shapes to form words. ➤ Add actions to a song. ➤ Sing expressively with some control of dynamics ➤ Clap/stamp on the beat whilst singing. ➤ Echo-sing short melodic phrases identifying the direction of the pitch (up or down). ➤ Improvise melodic patterns on two or three notes using soh-mi and lah-soh-mi. ➤ Play loudly, quietly, fast, slow developing some technique with instruments. ➤ Copy a short musical pattern on an instrument. ➤ Play by ear and begin to play from symbols. 	<p style="text-align: center;">Cycle A</p> <ul style="list-style-type: none"> ➤ Sing songs in a variety of styles controlling breathing, tuning and diction ➤ Sing call and response songs. ➤ Copy a short melodic phrase by ear on a pitched instrument. ➤ Perform phrases from traditional notation. ➤ Play from graphic symbols ➤ Maintain own part with awareness of others. ➤ Practise and refine performances for an audience. <p style="text-align: center;">Cycle B</p> <ul style="list-style-type: none"> ➤ Sing with increasing pitch accuracy, expression and awareness of phrase. ➤ Chant or sing a round in 2 parts ➤ Sing and play l-s-m-r-d pentatonic melodies. ➤ Maintain rhythmic or melodic ostinato with others and to a steady beat. ➤ Follow a conductor: stop/start, faster/slower, louder/quieter. ➤ Play tuned percussion instruments to improvise and to accompany songs. ➤ Begin to read and play from traditional notation including rests. 	<p style="text-align: center;">Cycle A</p> <ul style="list-style-type: none"> ➤ Sing confidently in a variety of styles communicating the meaning and mood of the song. ➤ Play rhythmic or melodic patterns and accompaniments to a song. ➤ Read and play from graphic and standard notation. ➤ Play a simple chord progression ➤ Perform to different audiences. <p style="text-align: center;">Cycle B</p> <ul style="list-style-type: none"> ➤ Sing with awareness of phrasing, tempo and dynamics reflecting the character of the song. ➤ Sing two or three-part songs/rounds. ➤ Play melodies by ear and from notation on pitched instruments. ➤ Maintain own part on a pitched and unpitched instrument in an ensemble. ➤ Identify roles within a performance, e.g. leading, solo part, rhythmic support.

Exploring and Composing			
Early Years	Key Stage One (Years 1&2)	Lower Key Stage Two (Years 3&4)	Upper Key Stage Two (Years 5&6)
<p><u>Development matters</u></p> <p>-Create their own songs or improvise a song around one they know (3-4)</p>	<p>Cycle A</p> <ul style="list-style-type: none"> ➤ Explore and combine sounds made by the voice and instruments and identify different qualities of sound: smooth, scratchy, jingling (timbre). ➤ Choose and order (structure) sounds & patterns ➤ Create sequences of sounds to represent a given idea or character. ➤ Compose short melodic patterns ➤ Differentiate between fast and slow and control changes in tempo to create effects. ➤ Watch and follow the leader's signals: start/stop, loud/quiet. <p>Cycle B</p> <ul style="list-style-type: none"> ➤ Explore ways in which sounds are made and can be changed. ➤ Choose sounds in response to a stimulus, e.g. add sound effects to a story, poem or picture. ➤ Compose rhythm patterns using words/phrases. ➤ Explore long and short sounds (duration), loud and quiet sounds (dynamics), fast and slow sounds (tempo), high & low sounds (pitch) ➤ Use graphic symbols to represent sounds and effects. 	<p>Cycle A</p> <ul style="list-style-type: none"> ➤ Explore how sounds can be used to create particular effects ➤ Compose and perform rhythm phrases. ➤ Compose music that uses repetition or echo. ➤ In compositions, explore dynamics, tempo, structure, timbre with instruments ➤ Sequence graphic symbols to make a simple score <p>Cycle B</p> <ul style="list-style-type: none"> ➤ Choose and combine sounds to represent a picture, place or create a mood. ➤ Build up layers (textures) using ostinato patterns. ➤ Compose simple accompaniments to songs using ostinato and drone. ➤ Compose pentatonic (5 note) melodies using CDE GA or GAB CD. ➤ In compositions, explore dynamics, texture, timbre with instruments. ➤ Make decisions about how to structure a piece of music. 	<p>Cycle A</p> <ul style="list-style-type: none"> ➤ Recognise and use structures e.g. binary or ternary (ABA), canon. ➤ Layer rhythmic patterns. ➤ Choose appropriate sounds to represent ideas for a soundscape ➤ Compose music to convey a mood, time or place using appropriate musical devices. ➤ Explore chords: major/minor. ➤ Explore characteristics of different styles, e.g. 12 bar blues ➤ Arrange a song using tuned and un-tuned accompaniments. <p>Cycle B</p> <ul style="list-style-type: none"> ➤ Compose melodies that use steps and leaps. ➤ Combine melodic and rhythmic patterns in a composition. ➤ Compose music for different occasions, e.g. for a procession or a battle. ➤ Create a simple song with a verse and chorus structure. ➤ Use a range of symbols to record compositions. ➤ Improve own compositions after

	➤ Suggest improvements to own work.		discussion.
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Listening

Early Years	Key Stage One (Years 1&2)	Lower Key Stage Two (Years 3&4)	Upper Key Stage Two (Years 5&6)
<p>Listen to variety of musical styles and respond through movement and dance and talking about how the music makes them feel.</p> <p>Choose pieces from: Model Music Curriculum Listening pieces for Y1</p> <p>BBC Ten Pieces</p> <p><u>Development Matters</u></p> <p>-Listen with increased attention to sounds (3-4)</p> <p>-Respond to what they have heard, expressing their thoughts and feelings. (3-4)</p> <p>-Listen attentively, move and talk about the music, expressing feelings. (Rec)</p>	<p>Cycle A – Listening</p> <ul style="list-style-type: none"> ➤ Selected pieces from Y2 Model Music Curriculum https://www.youtube.com/watch?v=wg9TyGi8s4k&list=PLitQ2pP9mJeiRG0vXhw6WY_02DmCU9g_W ➤ BBC Ten Pieces: Winter by Vivaldi; ➤ Horn Concerto by Mozart ➤ Carnival of the Animals by Saint Saens; ➤ The Snow is Dancing by Debussy; ➤ Ritual Fire Dance by De Falla ➤ BBC TP: No Place Like by Kerry Andrew ➤ Listen to a piece of music with concentration ➤ Begin to identify orchestral instruments and families and understand that different instruments produce different sounds/timbres. ➤ Recognise and respond to the character of a piece of music using musical terminology: the mood sounds sad because it is played slowly and quietly. <p>Cycle B - Listening</p> <ul style="list-style-type: none"> ➤ Selected pieces from Y1 Model Music Curriculum https://www.youtube.com/playlist?list=PLitQ2pP9mJehgHl2SKh41Y5eUrFhmRo-V ➤ BBC Ten Pieces: Russian Dance from The Nutcracker by Tchaikovsky, ➤ Clog Dance by Herold; ➤ Recognise when music gets louder or quieter, faster or slower. ➤ Describe the mood of the music and how it makes them feel through words / pictures 	<p>Cycle A - Listening</p> <ul style="list-style-type: none"> ➤ Selected pieces from Y4 Model Music Curriculum https://www.youtube.com/watch?v=Hl5Y9l2NHlo&list=PLitQ2pP9mJeiGXP056mW2dTK4Kp2Wgbpx ➤ Promenade by Gershwin. ➤ Les Toreadors from Carmen by Bizet ➤ BBC Ten Pieces: Symphony no.5 by Beethoven. ➤ Can Can by Offenbach ➤ BBC TP: In the Hall of the Mountain King by Grieg; ➤ A Night on the Bare Mountain by Mussorgsky. ➤ Slavonic Dance no. 8 by Dvorak ➤ Listen and respond to music in different ways and suggest a purpose for musical extracts. ➤ Identify features such as repeated rhythmic or melodic phrases and repetition in the structure of the music. ➤ Recognise music from different times and countries identifying key elements. <p>Cycle B – Listening</p> <ul style="list-style-type: none"> ➤ Selected pieces from Y3 Model Music Curriculum https://www.youtube.com/watch?v=-4axTbfoVZM&list=PLitQ2pP9mJehJa2_AYSJQOoxpvZy7kBrd ➤ BBC TP: O Fortuna - Carmina Burana by Carl Orff. ➤ Sabre Dance by Khachaturian ➤ BBC TP: The Little Train of the Caipira by Villa Lobos; ➤ Short Ride in a Fast Machine by John Adams ➤ BBC Ten Pieces: Earth by Hans Zimmer ➤ Fanfare for the Common Man by Copland ➤ Identify orchestral families of instruments e.g. woodwind, brass, strings, percussion. ➤ Recognise some familiar instrumental sounds 	<p>Cycle A – Listening</p> <ul style="list-style-type: none"> ➤ Y6 Model Music Curriculum https://www.youtube.com/watch?v=SO55XyrQmGk&list=PLitQ2pP9mJehEmHrFD0bZbmSp5Ln13JkIP ➤ BBC Ten Pieces: Connect It by Anna Meredith ➤ BBC Ten Pieces: Mars by Holst; ➤ Also Spracht Zarathustra by Strauss. ➤ Under Stars by Brian Eno ➤ BBC TP: Night Ferry by Anna Clyne ➤ Hound Dog by Elvis Presley ➤ Runaway Blues by Ma Rainey ➤ BBC TP: Rhapsody in Blue by Gershwin ➤ Symphony no.1 3rd movt by Florence Price ➤ Recognise musical devices, e.g. ostinato, unison, canon. ➤ Comment on the effects the composer achieves in the music. ➤ Listen and respond to music through art/graphic symbols. ➤ Compare music of contrasting styles and genres using appropriate vocabulary. <p>Cycle B – Listening</p> <ul style="list-style-type: none"> ➤ Year 5 Model Music Curriculum https://www.youtube.com/watch?v=mUmTjrTk8Uc&list=PLitQ2pP9mJegL6G920NQ0bAUOxyVkOoul ➤ In the Mood by Glenn Miller ➤ BBC TP: Overture by Grażyna Bacewicz ➤ BBC Ten Pieces: Mambo by Bernstein; ➤ Music for 18 Musicians by Steve Reich ➤ John Williams film music ➤ In the Mood by Glenn Miller ➤ Talk about how the music shows the time and place it was written ➤ Recognise the sound of some world instrs. ➤ Identify some orchestral instruments.

	➤ Recognise the sound of school percussion instruments and begin to name them	and instruments in recorded music; piano, guitar, drums . ➤ Recognise the sound of different world instruments (South American).	➤ Use musical language and knowledge to talk about music from a variety of times, places, traditions and cultures, identifying the similarities and differences.
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Pulse and Rhythm

Early Years	Key Stage One (Years 1&2)	Lower Key Stage Two (Years 3&4)	Upper Key Stage Two (Years 5&6)
<ul style="list-style-type: none"> ➤ Feel/move to the beat/pulse of the music. ➤ Recognise and copy the rhythms of words. ➤ Copy short rhythm patterns. <p><u>Development matters</u></p> <p>-Listen with increased attention to sounds (3-4)</p>	<p style="text-align: center;">Cycle A</p> <ul style="list-style-type: none"> ➤ Recognise and feel the pulse/beat in music ➤ Recognise changes in the speed of the pulse. ➤ Identify rhythm as the pattern of words. ➤ Tap the rhythm of phrases of a song. ➤ Copy and identify crotchet and quaver rhythms using words and rhythm names (ta and te te). ➤ Improvise and notate 4 beat rhythm patterns using stick notation <p style="text-align: center;">Cycle B</p> <ul style="list-style-type: none"> ➤ Move to the pulse/beat and perform a steady pulse ➤ Compare the speed of the pulse - faster or slower ➤ Distinguish between pulse and rhythm ➤ Copy and identify crotchet and quaver rhythms (ta and te te) ➤ Compose and notate 4 beat rhythm patterns using words and stick notation ➤ Begin to combine pulse and rhythm ➤ Recognise a rest beat in a phrase 	<p style="text-align: center;">Cycle A</p> <ul style="list-style-type: none"> ➤ Understand that rhythm is the sub-division of the beat. ➤ Copy, identify and notate rhythms using stick notation. ➤ Compose and perform rhythm patterns. ➤ Recognise and use rest beats. ➤ Begin to recognise and use semi-quavers. ➤ Compose rhythm patterns for compositions and to accompany songs. <p style="text-align: center;">Cycle B</p> <ul style="list-style-type: none"> ➤ Understand that rhythm is the sub-division of the beat. ➤ Copy, identify and notate rhythms using stick notation. ➤ Compose rhythm phrases which include rest (silent) beats. ➤ Recognise and begin to use semi-quavers. ➤ Begin to use standard notation. ➤ Combine pulse and rhythm(s) to create effects. ➤ Build up layers (textures) using ostinato patterns. 	<p style="text-align: center;">Cycle A</p> <ul style="list-style-type: none"> ➤ Combine pulse and rhythm. ➤ Recognise and perform rhythm canons. ➤ Recognise and use crotchets, quavers, semi-quavers and minims. ➤ Layer rhythmic patterns. ➤ Explore different groupings of beats (metre of 2, 3 and 4) <p style="text-align: center;">Cycle B</p> <ul style="list-style-type: none"> ➤ Read and play rhythms from stick and standard notation. ➤ Recognise and use crotchets, quavers, semi-quavers and minims. ➤ Combine pulse and rhythm(s) ➤ Read and perform 2-part rhythms.

Pitch

Early Years	Key Stage One (Years 1&2)	Lower Key Stage Two (Years 3&4)	Upper Key Stage Two (Years 5&6)
<ul style="list-style-type: none"> ➤ Use a singing voice. ➤ Begin to accurately match the pitch in 2 or 3 note songs. ➤ Begin to recognise higher and lower and show with hand signs. ➤ Sing a variety of songs with clear words <p><u>Development Matters</u></p> <p>-Remember and sing entire songs (3-4)</p> <p>-Sing the pitch of a tone sung by another person (pitch match) (3-4)</p> <p>-Sing the melodic shape of familiar</p>	<p>Cycle A</p> <ul style="list-style-type: none"> ➤ Echo sing short melodic phrases identifying if the pitch goes up or down ➤ Recognise higher, lower and staying the same. ➤ Use sol fa hand signs for soh mi pitches. ➤ Sing songs using soh and mi and lah-soh-mi (songs in Teams folder) ➤ Copy and improvise simple soh-mi and lah-soh-mi patterns. ➤ Begin to use/improvise with mi-re-doh trichord (B, A, G or E, D, C). <p>Cycle B</p> <ul style="list-style-type: none"> ➤ Develop accurate pitch matching. ➤ Show higher and lower and pitch intervals with hands and actions. ➤ Begin songs on different pitches maintaining the correct interval e.g. soh – me (minor 3rd). ➤ Recognise and use pitch names for soh and mi and lah-soh-mi ➤ Improvise melodic patterns on two or three notes using soh-mi and lah-soh-mi. 	<p>Cycle A</p> <ul style="list-style-type: none"> ➤ Show pitch intervals with actions and sol- fa hand signs. ➤ Recognise and improvise lah-soh-mi melodic patterns. ➤ Recognise and improvise mi-re-doh melodic patterns (B,A,G or E,D,C). ➤ Use rhythm sol fa to notate short melodic patterns ➤ Compose and perform melodic phrases that use repetition or echo. <p>Cycle B</p> <ul style="list-style-type: none"> ➤ Show higher/lower pitch intervals with actions and sol fa hand signs. ➤ Sing and play l-s-m-r-d melodies ➤ Copy a short melodic phrase by ear on a pitched instrument. ➤ Compose pentatonic (5 note) melodies using CDE GA or GAB CD. ➤ Use rhythm sol fa to notate short melodic patterns. 	<p>Cycle A</p> <ul style="list-style-type: none"> ➤ Recognise/improvise with d-r-m-s-l (pentatonic) patterns e.g. CDEGA or GABDE. ➤ Use rhythm sol fa to notate melodic patterns. ➤ Compose melodies that use mainly steps. ➤ Notate and play from melodies on a stave. ➤ Explore and play the notes of major and minor chords/triads <p>Cycle B</p> <ul style="list-style-type: none"> ➤ Recognise and improvise using d-r-m-f-s and d-r-m-f-s-l pitches e.g. CDEFG and CDEFGA ➤ Play melodies by ear and from notation on pitched instruments. ➤ Use rhythm sol fa to notate melodic patterns.

<p>songs (3-4)</p> <p>--Sing in a group or on their own (Rec)</p>	<p>➤ Recognise the m-r-d trichord (B A G/ E D C as in Hot Cross Buns)</p>		<p>➤ Compose melodies that use steps and leaps and use staff notation to record.</p> <p>➤ Recognise and play from pitch intervals on a stave</p>
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Dynamics, Tempo, Structure, Texture, Timbre

Early Years	Key Stage One (Years 1&2)	Lower Key Stage Two (Years 3&4)	Upper Key Stage Two (Years 5&6)
<p>➤ Long and short (duration)</p> <p>➤ Fast and slow (tempo)</p> <p>➤ Loud and quiet (dynamics)</p> <p><u>Development Matters</u></p> <p>-Watch and talk about dance and performance (Rec)</p>	<p>Cycle A - Exploring dynamics and tempo and recognising instruments</p> <p>➤ Differentiate between loud and quiet sounds.</p> <p>➤ Differentiate between fast and slow</p> <p>➤ Use musical terms louder/quieter, faster/slower, higher/lower to describe music.</p> <p>➤ Recognise and control changes in dynamics, e.g. louder/quieter</p> <p>Cycle B - Exploring dynamics, tempo and timbre</p> <p>➤ Differentiate between loud and quiet sounds.</p> <p>➤ Choose appropriate dynamics for songs, accompaniments and</p>	<p>Cycle A - Exploring dynamics, tempo, and structure</p> <p>➤ Recognise and explore changes in dynamics sudden and gradual.</p> <p>➤ Use Italian terms – f, p, mf, mp, crescendo, diminuendo.</p> <p>➤ Recognise and explore changes of tempo.</p> <p>➤ Use Italian terms - accelerando, ritardando.</p> <p>➤ Explore how different sounds and instruments can represent pictures, moods and places.</p> <p>➤ Make decisions about how to structure a piece of music.</p> <p>Cycle B - Exploring dynamics, structure and texture</p> <p>➤ Make gradual or sudden dynamic</p>	<p>Cycle A -Exploring dynamics, timbre and texture</p> <p>➤ Explore how sounds can be used to create particular effects.</p> <p>➤ Choose appropriate dynamics for music and accompaniment making gradual or sudden dynamic changes for effect.</p> <p>➤ Use Italian terms – f, p, mf, mp, crescendo, diminuendo.</p> <p>➤ Use a variety of sound qualities (timbre) on a range of instruments for effect.</p> <p>Cycle B – Exploring timbre, texture and structure</p> <p>➤ Combine and overlap sounds to create textures and effects</p> <p>➤ Use a range of symbols to record</p>

	compositions.	<p>changes for effect.</p> <ul style="list-style-type: none"> ➤ Use Italian terms – f, p, mf, mp, crescendo, diminuendo. ➤ Combine and overlap sounds to create textures and effects. ➤ Choose and combine sounds to represent a place/create a mood. ➤ Sequence graphic symbols to make a score 	<p>compositions.</p> <ul style="list-style-type: none"> ➤ Create and follow graphic scores showing texture, dynamics, duration, timbre. ➤ Listen and respond to music through art/graphic symbols
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