

Model Music Curriculum Progression Map: Singing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sing a range of well-known nursery rhymes and songs</p> <p>Match the pitch of a song sang by another.</p> <p>Perform songs, rhymes, (poems and stories) with others</p>	<p>Sing songs, speak chants and rhymes</p> <p>Sing songs with a small range so-mi and then slightly wider including pentatonic</p> <p>Sing a wide range of call and response songs</p> <p>Develop awareness of high/low</p>	<p>Sing songs regularly with a pitch range of do-so</p> <p>Sing songs with a small pitch range, pitching accurately</p> <p>Know the meaning of dynamics and tempo and respond to directions/symbols</p> <p>Play singing games using the so-mi interval</p> <p>Respond to pitch changes with actions</p>	<p>Sing a widening range of unison songs with a pitch range of do-so</p> <p>Perform actions confidently and in time</p> <p>Walk, move or clap the steady beat with others, changing the speed as the tempo changes</p> <p>Perform as a choir in school assemblies/performances.</p>	<p>Sing a broad range of unison songs with the range of an octave</p> <p>Sing rounds and partner songs in different time signatures</p> <p>Sing songs in a variety of styles</p> <p>Perform a range of songs in school assemblies</p>	<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance</p> <p>Sing three-part rounds, partner songs and songs with a verse and chorus.</p> <p>Perform a range of songs in school assemblies and school performance opportunities</p>	<p>Sing a broad range of songs, including those that involve syncopated rhythms, with a sense of ensemble and performance</p> <p>Continue to sing three and four part rounds or partner songs, and experiment with positioning singers randomly rather than in discrete parts</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience</p>



Model Music Curriculum Progression Map: Musicianship – KS1 Pulse, Rhythm, Pitch, Notation; KS2: Performing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
When appropriate, try to move in time with music	Walk, move or clap a steady beat with others	Understand that the speed of the beat can change	Develop facility in playing tuned percussion or a melodic instrument.	Develop facility in the basic skills of a selected musical instrument over a sustained learning period.	Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the C-C' range.	Play a melody following staff notation on one staff as Year 5, making decisions about dynamics
Explore sounds in the environment and through lay.	Maintain a steady beat with instruments Copy and perform short rhythm patterns and word pattern chants Follow pictures and symbols to guide singing and playing e.g. dots Recognise how graphic notation can represent sounds – explore	Mark the beat of a listening piece, recognizing changes in tempo Begin to group beats in twos and threes and identify these in familiar music Play copycat rhythms Create rhythms using word phrases Use stick notation including	Play and perform melodies following staff notation using a small range Use listening skills to correctly order phrases using dot notation Copy stepwise melodic phrases with accuracy at different speeds	Play and perform melodies following staff notation using a small range Perform in two or more parts (eg melody and accompaniment) from simple notation. Identify static and moving parts Copy short melodic phrases	Understand how triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple chordal accompaniments to familiar songs	Accompany a melody using block chords or a bass line Engage with others through ensemble playing with pupils taking on melody or accompaniment roles Further understand all notes as before

	and invent own symbols	crotchets, crotchet rests and quavers Recognize dot notation and match it to three note tunes	Introduce the stave, lines and spaces, and clef Understand crotchets and paired quavers Apply word chants to rhythms	Understand minims, crotchets, paired quavers and rests Read and perform pitch notation within a defined range Follow and perform simple rhythmic scores to a steady beat, maintaining individual parts within an ensemble	Perform a range of pieces as part of a mixed ensemble Develop the skill of playing by ear Understand semibreves, minims, crotchets and crotchet rests, pair quavers and semiquavers Read and play short rhythmic phrases at sight	and their equivalent rests Further develop the skills to read and perform pitch notation within an octave Read and play confidently from rhythm cards and scores in up to 4 parts Read and play from notation a four bar phrase, identifying note names and durations
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Model Music Curriculum Progression Map: Composing Skills
NB ongoing mention of use of music technology where available

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore the different sounds of instruments Begin to learn the names of some instruments. Tap rhythms of the syllables of words using instruments	Explore how sounds can be made using instruments to create musical sound effects Explore percussion sounds to enhance	Create music in response to a non-musical stimulus e.g. a storm/race/rocket launch Work with a partner to improvise simple question and	Develop improvisation skills and invent short on-the-spot responses using a limited note range Structure musical ideas to create music that has a	Improvise on a limited range of pitches on the instrument they are now learning Begin to make decisions about the overall structure	Improvise freely over a drone using tuned percussion and melodic instruments Improvise over a simple groove, responding to the	Extend improvisation skills through working in small groups to: Create music with multiple sections that include repetition and contrast

and body percussion.	<p>storytelling including high/low</p> <p>Improvise simple vocal chants using question and answer phrases</p> <p>Understand the difference between a rhythm pattern and a pitch pattern and invent/perform these</p>	<p>answer phrases to play on untuned percussion</p> <p>Use graphic symbols, dot notation and stick notation as appropriate to keep a record of composed pieces</p>	<p>beginning, middle and end</p> <p>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do re mi)</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values</p>	<p>Combine known rhythmic notation with letter names to create short pentatonic phrases</p> <p>Sing and play these as self-standing compositions.</p> <p>Compose music to create a specific mood, introducing major and minor chords</p>	<p>beat and using dynamics</p> <p>Compose melodies using pairs of phrases in (e.g.) C major/A minor</p> <p>Working in pairs, compose a short ternary piece</p> <p>Use chords to compose music to evoke a specific atmosphere</p>	<p>Use chord changes as part of an improvised sequence</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove</p> <p>Plan, compose and play an 8 or 16 beat melodic phrase using the pentatonic scale and incorporate rhythmic variety.</p> <p>Compose melodies made from pairs of phrases in (e.g.) G major/E minor</p> <p>Compose a ternary piece</p>
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Music Progression Map: Listening/Musical Features
NB See Model Music Curriculum for listening suggestions

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>Imitate movements in response to music</p> <p>Join in with dances and ring games</p>	<p>Listen for different sounds in music</p> <p>Move to different music</p> <p>Use musical terms such as loud/quiet, fast/slow, high/low</p> <p>Develop pupils' understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing</p>	<p>Describe what they can hear (e.g. different instrument sounds)</p> <p>Use vocabulary high/low, loud/quiet, fast/slow</p> <p>Introduce pitch, dynamics, tempo and some Italian terms e.g. Allegro/Adagio</p> <p>Develop pupils' understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing</p>	<p>Listen to and describe recorded music describing instruments used.</p> <p>Listen to examples of fast (allegro), and slow (adagio) music using word pulse.</p> <p>Describe music as loud (forte) or quiet (piano)</p> <p>Listen for examples of unison music and layered harmonic music and music with a drone.</p> <p>Describe music and high or low, rising or falling.</p> <p>Describe simple structure eg different sections of music and repetition.</p> <p>Develop pupils' understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing</p>	<p>Describe/compare different kinds of music listening for instruments used - including rounds, partner songs and duets.</p> <p>Listening for examples of static and moving harmony.</p> <p>Listen for/describe examples of music getting faster (accelerando) getting slower (rallentando), getting louder (crescendo) and getting softer (decrescendo),</p> <p>Describe music as legato (smooth) or staccato (detached)</p> <p>Experience major, minor, pentatonic tonality.</p> <p>Develop pupils' understanding of the stories, origins, traditions, history and social context of the music they are listening to,</p>	<p>Listen for layers of sound and how they create an effect - music in 3 parts and music in 4 parts.</p> <p>Experience playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant).</p> <p>Listen for triads and chord progressions</p> <p>Listen to diatonic scales in different keys.</p> <p>Develop pupils' understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing</p>	<p>Listen to different styles/genres of music for Instruments used</p> <p>Experience ternary form, verse and chorus form, music with multiple sections</p> <p>Experience simple time, compound time and syncopation</p> <p>Wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet)</p> <p>Develop pupils' understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing</p>
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