



Curriculum Progression Document – Music

<u>Year Group</u>	<u>Listen and Appraise</u>	<u>Singing</u>	<u>Composition</u>	<u>Performing</u>
<u>Reception</u>	<ul style="list-style-type: none"> To learn that music can touch your feelings To enjoy moving to music by dancing, marching, being animals or pop stars 	<ul style="list-style-type: none"> Sing along to a pre-recorded song and add actions 	<ul style="list-style-type: none"> Find the pulse by copying Copy basic rhythm patterns Explore high and low voices Invent a pattern 	<ul style="list-style-type: none"> Perform any nursery rhyme by singing and adding actions Record a performance to talk about.
<u>Year 1</u>	<ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars 	<ul style="list-style-type: none"> Learn about singing notes of different pitches Learn then can make different types of sounds with their voices Learn to start and stop singing when following a leaders 	<ul style="list-style-type: none"> Play a tuned instrumental part with the song they perform Help create a simple melody using 1,2 or 3 notes Learn how the notes of composition can be written down and changed if needed. 	<ul style="list-style-type: none"> Add ideas to a performance Record the performance and say how they felt
<u>Year 2</u>	<ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars To learn how songs can tell a story of describe an idea 	<ul style="list-style-type: none"> Learn about singing notes of different pitches Learn then can make different types of sounds with their voices Learn to start and stop singing when following a leaders Learn to find a comfortable singing position 	<ul style="list-style-type: none"> Help create simple melodies using 1,3, or 5 different notes Learn how the notes of a composition can be written down and changed if needed Play a part in time with a steady pulse. 	<ul style="list-style-type: none"> Add ideas to a performance Record the performance and say how they felt



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<p><u>Year 3</u></p>	<ul style="list-style-type: none"> • To identify and move to the pulse • To think about what the words of a song mean • To take it in turns to discuss how the song makes them feel 	<ul style="list-style-type: none"> • To sing with awareness of being 'in tune' • To have an awareness of the pulse when singing 	<ul style="list-style-type: none"> • To rehearse and perform their part within the context of the composition • Help create at least one simple melody using 1,3 or 5 notes • Talk about how the composition was created • Listen and reflect on how the composition was created 	<ul style="list-style-type: none"> • Choose what to perform • To record and evaluate their performance.
<p><u>Year 4</u></p>	<ul style="list-style-type: none"> • To identify and move to the pulse • To talk about how the musical dimensions work together • Talk about the music and how it makes them feel • To try and use musical vocabulary to appraise 	<ul style="list-style-type: none"> • To sing with awareness of being 'in tune' • To rejoin the song if lost • To listen to the group when singing 	<ul style="list-style-type: none"> • To experience leading the playing • To help create a simple melody of 1,3,or 5 notes • Plan and create a section of music • Talk about how the composition was created • Listen and reflect upon developing the composition using musical vocabulary • To begin to record their compositions connecting sound and symbol 	<ul style="list-style-type: none"> • To choose what to perform • Present a musical performance to capture the audience • To record and evaluate their performance
<p><u>Year 5</u></p>	<ul style="list-style-type: none"> • Identify and move to the pulse with ease • To compare two songs in the same style using musical vocabulary • To listen to and respect other people's thoughts about the music • To use musical vocabulary to appraise 	<ul style="list-style-type: none"> • To listen to the group when singing • To experience solo singing 	<ul style="list-style-type: none"> • Create simple melodies using all 5 notes • To create simple rhythms • Listen and reflect upon the developing composition and how the melody connects with the song • Record the composition in a way that recognises the 	<ul style="list-style-type: none"> • To choose what to perform • To record the performance and compare it to a previous performance.



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	<ul style="list-style-type: none"> To talk about the music and how it makes you feel 		<p>connection between sound and symbol</p>	
<u>Year 6</u>	<ul style="list-style-type: none"> To identify and move to the pulse with ease To think about the message of a song Compare to songs in the same style talking about what stands out musically in each of them, their similarities and differences To use musical vocabulary to appraise Talk about music and how it makes you feel using musical language to describe 	<ul style="list-style-type: none"> To sing in unison To listen to each other and be aware of how you fit into the group 	<ul style="list-style-type: none"> Create simple melodies using all 5 notes To create simple rhythms Listen and reflect upon the developing composition and how the melody connects with the song Record the composition in a way that recognises the connection between sound and symbol Explain the structure of the melody 	<ul style="list-style-type: none"> To choose what to perform To record the performance and compare it to a previous performance. To discuss and talk musically about a performance- 'What went well' and 'it have been better if..'