

Music Curriculum Progression

Red = specifically mentioned in the new curriculum that is more than/different than old curriculum

	Key Stage 1	Key Stage 2
Performing skills	<ul style="list-style-type: none"> • Sing songs, speak chants and rhymes • Play tuned and untuned instruments • Rehearse and perform with others – start and finish together, keeping to a steady pulse 	<ul style="list-style-type: none"> • Sing songs in unison or in two parts with clear diction, control of pitch and musical expression • Play and perform in solo and ensemble contexts • Play tuned and untuned instruments with control and rhythmic accuracy • Practise, rehearse and present performances with an awareness of the audience
Composing skills	<ul style="list-style-type: none"> • Create musical patterns • Explore, chose and organise sounds and musical ideas 	<ul style="list-style-type: none"> • Improvise, develop rhythmic and melodic material when performing • Explore, chose, combine and organise musical ideas
Appraising skills	<ul style="list-style-type: none"> • Explore and express ideas and feelings about music through movement, dance and use of musical language • Make improvements to their own work 	<ul style="list-style-type: none"> • Analyse and compare sounds • Explore and explain their own feelings about music using movement, dance, expressive language and musical vocabulary • Improve their own and others' work
Listening and applying knowledge and understanding	<ul style="list-style-type: none"> • Listen to sounds and recall them with aural memory • Start to understand the meaning of the terms: pitch, duration, dynamics, tempo, timbre, texture and start to understand how these can be used together in music eg. a beginning, middle and end • Understand how sounds can be made 	<ul style="list-style-type: none"> • Listen (with attention to detail) and recall sounds with increasing aural memory • Understand the meaning of the terms: pitch, duration, dynamics, tempo, timbre, texture and understand how these can be used together in music to communicate different moods and effects

	<p>in different ways eg. singing, clapping, instruments etc.</p> <ul style="list-style-type: none"> • Start to understand that music can be represented as invented signs and symbols • Understand how music is used for particular purposes eg. as a dance, as a lullaby etc. 	<ul style="list-style-type: none"> • Understand how music is produced in different ways eg. ICT and is described through established notations. Use and understand musical notations • Understand how time and place can influence the way music is created, performed and heard
<p>Breadth of study</p>	<ul style="list-style-type: none"> • Take part in a range of activities that involve performing, composing and appraising • Work in their own, in groups of different sizes and as a class • Be exposed to a range of live and recorded music from different times and cultures. Listen with concentration and understanding to a range of high quality live and recorded music 	<ul style="list-style-type: none"> • Take part in a range of activities that involve performing, composing and appraising • Work in their own, in groups of different sizes and as a class • Be exposed to a range of live and recorded music from different times and cultures. Appreciate and understand a wide range of high quality live and recorded music from different traditions and from great musicians and composers • Use ICT to capture, change and combine sounds • Develop and understand a history of music

Attainment in Music

*the term 'musical elements' refers to aspects such as tempo, pitch, dynamics, duration, timbre

*musical 'structures' or 'notations' can refer to notes used to read music or invented symbols used to instruct children on how to sing or play an instrument

Year	Performing	Composing	Appraising
1	<ul style="list-style-type: none"> • Recognise that sounds change • Can speak, sing or chant • Has an awareness of others when performing 	<ul style="list-style-type: none"> • Repeat short patterns • Create and choose own sounds 	<ul style="list-style-type: none"> • Can notice different moods and changes in sounds and music • Can identify simple repeated patterns and notice musical instructions
2	<ul style="list-style-type: none"> • Recognise and explore how sounds can be organised • Can sing with a sense of melody • Perform simple patterns • Keep a steady pulse 	<ul style="list-style-type: none"> • Choose carefully and order sounds within a simple structure eg. a beginning, middle and end 	<ul style="list-style-type: none"> • Represent sounds using symbols • Recognise how different musical elements are used to create different moods and effects eg. tempo, pitch etc. • Can improve their own work
3	<ul style="list-style-type: none"> • Sounds combined expressively • Sing in tune with expression • Perform rhythmically 	<ul style="list-style-type: none"> • Improvise repeated patterns • Combine layers of sounds with an awareness of the effect 	<ul style="list-style-type: none"> • Recognise how musical elements are combined and used expressively • Make improvements to their own work commenting on the intended effect
4	<ul style="list-style-type: none"> • Identify and explore relationship between sounds and how music 	<ul style="list-style-type: none"> • Improvise melodic and rhythmic phrases as part of a group performance 	<ul style="list-style-type: none"> • Can describe, compare and evaluate different kinds of music using

	<p>reflects different intentions</p> <ul style="list-style-type: none"> • Performing by ear • Performing from simple notations • Appreciate the need to achieve an overall effect for the audience 	<ul style="list-style-type: none"> • Compose and develop ideas using musical structures/notations 	<p>appropriate music vocabulary</p> <ul style="list-style-type: none"> • Suggest improvements to their own and others work
5	<ul style="list-style-type: none"> • Identify and explore musical devices eg. , melody, rhythms, chords, IT devices too • i/d how music reflects time and place • perform from memory • perform from notations • lead others, take a solo part and/or provide rhythmic support 	<ul style="list-style-type: none"> • improvise melodic and rhythmic material within given structures • use a variety notations • compose music for different occasions using appropriate musical devices such as melody, rhythm, chords 	<ul style="list-style-type: none"> • analyse and compare musical features • evaluate how venue, occasion, purpose affects the way music is created, performed and heard • refine and improve their work
6	<ul style="list-style-type: none"> • i/d and explore different musical genres and styles • make expressive use of tempo, dynamics, phrasing and timbre • make suitable adjustments to fit their own part within a group performance 	<ul style="list-style-type: none"> • improvise and compose in different genres and styles • use harmonic and non harmonic devices where relevant • sustain and develop musical ideas and achieve different intended effects • use relevant notations to plan, revise and refine material 	<ul style="list-style-type: none"> • analyse, compare and evaluate how music reflects the contexts in which it is created, performed and heard • make improvements to their own and others' work in light of the chosen style