

Music Progression Map

At Christ Church, Music helps children to listen, perform and create with growing confidence, control and understanding. Through a carefully sequenced curriculum from Reception to Year 6, pupils build secure musical knowledge through singing, movement, percussion, tuned instruments, listening, improvisation, composition, notation and performance.

Our Music curriculum is designed so that important ideas are revisited and deepened over time. Children begin by exploring sound, pulse, pattern and simple musical contrasts. As they progress, they develop increasingly precise understanding of rhythm, pitch, tempo, dynamics, timbre, texture, structure, harmony and notation, and use this knowledge to make purposeful musical choices.

Music at Christ Church also supports our school vision: "Together, we flourish." Children are encouraged to listen respectfully, perform with confidence, create with curiosity, persevere through rehearsal and value the contribution of others. They learn that becoming a musician involves both practical skill and remembered knowledge: hearing carefully, making connections, explaining choices and improving through practice.

Our Three Key Music Schemas

To help pupils make meaningful connections across year groups and musical contexts, our Music curriculum is organised around three key schemas. These act as threads through the curriculum, helping children to build, revisit and deepen their musical knowledge over time.

	'Listening & Understanding' develops pupils' ability to hear, identify, remember and explain what is happening in music. Children begin by noticing pulse, patterns and simple contrasts before developing increasingly precise understanding of rhythm, pitch, tempo, dynamics, timbre, texture, structure, harmony, notation and musical style. As they move through school, pupils use a growing musical vocabulary to compare music, explain how musical choices create effects and make connections between what they hear and what they perform or create.
	'Performing' develops confidence and control when singing, playing, moving and making music with others. Children learn to keep a steady pulse, follow cues, start and stop together and use voices and instruments with care. Over time they maintain increasingly independent parts, read and follow notation, control dynamics, articulation, tuning and ensemble balance, rehearse purposefully and perform with expression, awareness of audience and respect for the musical traditions they encounter.
	'Creating' develops pupils' ability to explore, improvise, compose, arrange and refine musical ideas. Children begin by choosing and ordering sounds, copying patterns and representing ideas with pictures or simple symbols. As their knowledge grows, they create rhythms and melodies, use musical dimensions deliberately, develop motifs and structures, work with harmony and lyrics, and record ideas through graphic and increasingly standard notation. They learn to make purposeful choices and improve their music through rehearsal, feedback and evaluation.

Working Like Musicians

Alongside the three schemas, pupils develop the disciplinary and procedural knowledge needed to work like musicians. They listen attentively, imitate and internalise musical ideas, sing and play, explore instruments, improvise, compose, arrange, rehearse, notate, perform and evaluate. They learn to use musical vocabulary to explain what they hear and to justify the choices they make.

As children progress through Christ Church, they become increasingly independent in maintaining a musical part, reading and creating notation, shaping music for a purpose, working as an ensemble and refining a performance or composition. By the end of Year 6, our aim is for pupils to leave Christ Church able to listen critically, perform confidently, create imaginatively and explain their musical thinking with accuracy and respect.

Whole-School Music Structure

	AUTUMN	SPRING	SUMMER
Reception	<u>My Musical Classroom:</u> How can we use our voices, bodies and instruments to make music together?	<u>Musical Patterns and Performing:</u> How can patterns help us make and perform music together?	<u>Sound Stories:</u> How can sounds, pitch and patterns help us tell a story?
Year 1	<u>Move To The Beat:</u> How can we find, feel and keep the beat in music?	<u>Exploring Sounds:</u> How can changing sounds help us show a character, mood or story?	<u>High or Low?:</u> How can pitch help us create and perform melodies?
Year 2	<u>Time To Play - Exploring Pulse and Rhythmic Patterns:</u> How can pulse and rhythm work together in music?	<u>Musical Moods and Pictures:</u> How can musicians use sound to create a mood or picture?	<u>Patterns with Pitch - Exploring Pitch and Melody:</u> How can pitch patterns become melodies?
Year 3	<u>Hear It, Play It! - Exploring Rhythmic Patterns:</u> How can rhythmic patterns help an ensemble play together?	<u>Painting Pictures With Sound:</u> How can the dimensions of music create mood and atmosphere?	<u>Sing, Play, Notate!:</u> How can notation help us remember, create and perform melodies?
Year 4	<u>Playing With Rhythm - Playing Together and Rhythmic Structures:</u> How can rhythmic layers make an ensemble performance more interesting?	<u>Musical Contrasts:</u> How can musicians create contrast and structure in music?	<u>Melody Builders - Exploring Melodies and Song Structures:</u> How can we build, record and arrange a melody?
Year 5	<u>Exploring Rhythmic Layers:</u> How can metre and layered rhythms create musical texture?	<u>Music and Words:</u> How can words inspire musical style, mood and improvisation?	<u>Song Ingredients - Exploring Melody, Harmony and Lyrics:</u> How do rhythm, melody, harmony and lyrics work together in a song?
Year 6	<u>We've Got Rhythm - Rhythmic Devices and Structure:</u> How can rhythmic devices and structure create an exciting performance?	<u>Musical Effects and Moods:</u> How can musicians manipulate sound and harmony to create an effect or mood?	<u>Celebrating Songs:</u> How can songs communicate a message and mark an occasion?



Progression in Music - Listening & Understanding



Reception

- I know that music is all around us and can be made with voices, bodies and instruments.
- I know that music can have a steady pulse and that musical patterns are groups of sounds that repeat.
- I know that sounds can be high or low, loud or quiet, fast or slow, and that different sounds can suit different stories, characters or events.
- I know how to listen carefully, notice changes and follow simple musical cues.



Year 1

- I know that the pulse is the steady beat in music and that rhythm is a pattern of long and short sounds.
- I know that sounds have different timbres and can be described using words such as loud, quiet, smooth, sharp, high and low.
- I know that pitch tells us whether a sound is high or low and that a melody can move up or down.
- I know how to listen for changes in tempo, pitch and sound quality and explain what I hear using simple musical vocabulary.



Year 2

- I know that pulse and rhythm are different and can work together in the same piece of music.
- I know that timbre, dynamics and tempo can change the mood or picture created by music.
- I know that pitch can move higher or lower by step or leap and that repeated pitch patterns can become melodies.
- I know how to listen to layered parts and describe how musical choices affect what a listener hears or feels.



Year 3

- I know how a rhythmic pattern fits against a steady pulse and how repeated patterns can create an ostinato.
- I know that adding or removing musical layers changes texture.
- I know that pitch, dynamics, tempo, timbre, duration and texture can be combined to create mood and atmosphere.
- I know that melodies can rise or fall and that simple notation can show rhythm and pitch.



Year 4

- I know the rhythmic values of semibreves, minims, crotchets and quavers and can recognise simple metre through grouped beats.
- I know the four main orchestral families and can describe contrasting instrumental timbres.
- I know that major and minor tonality, dynamics, tempo, articulation and recurring motifs can create contrast and structure.
- I know that melodies can move by step or leap and that songs can be organised into recognisable sections.



Year 5

- I know that music in 3/4 and 4/4 has a different metrical feel and that metre helps organise the pulse.
- I know that musical texture can be sparse or dense depending on how many layers are sounding.
- I know that musical dimensions and stylistic features, including improvisation in jazz and scat singing, shape expression.
- I know that songs combine rhythm, melody, harmony and lyrics and that intervals, scales, chords and drones help organise pitch.



Year 6

- I know that 6/8 has a different rhythmic feel from 3/4 and 4/4 and can compare rhythmic features from different musical traditions.
- I know that timbre, pitch, dynamics and articulation can be manipulated to create a specific effect or mood.
- I know that consonance, dissonance and recurring leitmotifs can shape atmosphere and represent a character or setting.
- I know that lyrics, verse, chorus, bridge, melodic patterns, harmony and accompaniment work together to communicate meaning in a song.



Progression in Music - Performing



Reception

- I know how to sing familiar songs and rhymes with others and join in with simple actions.
- I know how to keep a steady beat with my body or instruments and start and stop with a group.
- I know how to play classroom percussion with growing control and follow simple picture or performance cues.
- I know how to share a short song, pattern or sound story with others and say what worked well.

Year 1

- I know how to move, clap or play in time with a steady pulse and respond when the tempo changes.
- I know how to start and stop together and maintain a simple beat or rhythm as part of an ensemble.
- I know how to follow a simple graphic score and perform a rhythmic or melodic accompaniment.
- I know how to rehearse and perform a class piece and suggest one way the performance could improve.

Year 2

- I know how to maintain a steady pulse while singing, playing or taking part in a musical game.
- I know how to perform a rhythmic accompaniment or repeated ostinato while another part continues.
- I know how to sing and play expressively, changing dynamics, tempo or timbre to suit a mood.
- I know how to rehearse layered rhythmic or melodic parts and evaluate how well the group kept together.

Year 3

- I know how to maintain a beat, rhythm or ostinato while other pupils sing or play different parts.
- I know how to read and perform rhythms using minims, crotchets and quavers.
- I know how to sing or play simple pentatonic melodies and repeated tuned patterns with increasing control.
- I know how to rehearse, perform and evaluate an ensemble for accuracy, balance and control.

Year 4

- I know how to follow and lead simple musical directions while keeping an ensemble together.
- I know how to perform notated rhythms and maintain an independent repeated part within a layered texture.
- I know how to control dynamics, tempo and articulation to make a performance expressive.
- I know how to rehearse and perform a class arrangement with clear roles, secure tuning and ensemble awareness.

Year 5

- I know how to maintain an independent rhythmic part securely in 3/4 or 4/4.
- I know how to control timbre, dynamics and articulation so that a performance has a clear expressive style.
- I know how to sing a round or part song accurately and keep my part against overlapping melodies.
- I know how to combine melody with a chord, drone or bassline and refine an ensemble performance for accuracy and expression.

Year 6

- I know how to maintain an independent rhythmic part in 6/8 and combine contrasting rhythms into a secure layered texture.
- I know how to perform rhythmic material from different musical styles and traditions with accuracy, expression and respect.
- I know how to use vocal timbre, dynamics, movement and instrumental control to communicate mood or lyrical meaning.
- I know how to rehearse, perform to an audience and evaluate timing, balance, expression and communication.



Progression in Music - Creating



- I know how to explore different sounds using my voice, body and classroom instruments.
- I know how to copy, repeat and create simple sound or movement patterns.
- I know how to choose sounds for a purpose and organise them into a simple beginning, middle and end.
- I know how to use pictures or simple symbols to help remember a musical idea.



- I know how to copy, improvise and create short rhythmic or high-and-low pitch patterns.
- I know how to choose timbre, dynamics and tempo to match a character, mood or story.
- I know how to order sounds into a short musical sequence and use simple graphic symbols to record it.
- I know how to create and perform a short musical story or melody and explain how my choices communicate an idea.



- I know how to compose a repeated four-beat rhythm using sound and silence and record it with graphic notation.
- I know how to choose and vary timbre, dynamics and tempo to create a mood, picture or weather soundscape.
- I know how to organise sounds into a simple structure and record musical ideas using graphic symbols.
- I know how to improvise and create short melodies that rise, fall, move by step or use a small set of tuned notes.



- I know how to create a musical question and answer and use repeated rhythms or ostinati in a composition.
- I know how to combine musical layers and dimensions deliberately to create mood and atmosphere.
- I know how to organise a composition with a clear beginning, middle and end and represent it using a graphic score.
- I know how to improvise and compose a short pentatonic melody and record it using dot, letter or rhythmic notation.



- I know how to create a rhythmic motif within a framework and organise it using a rhythm grid.
- I know how to compose contrasting musical sections and use structures such as AB or a simple rondo.
- I know how to improvise and compose a melody using a small note range, clear phrase shape and movement by step or leap.
- I know how to record melodic ideas and create lyrics or a simple arrangement that fits a song structure.



- I know how to adapt a rhythmic motif and combine repeated rhythms to create a multi-layered composition.
- I know how to use graphic notation to represent changes in sound and to develop music from words or poetry.
- I know how to improvise rhythmic or melodic ideas over a steady pulse and use musical dimensions deliberately to shape a style or mood.
- I know how to compose a short song section using lyrics, melody and simple harmony, recording pitch with suitable notation.



- I know how to organise rhythmic ideas into a clear four-bar or 16-beat structure using independent layered parts.
- I know how to manipulate musical elements and compose a recurring motif, soundtrack or mood piece for a specific purpose.
- I know how to use graphic and standard notation to record and refine increasingly complex musical ideas.
- I know how to compose a song section or fanfare that combines lyrics, melody, harmony and accompaniment for a clear occasion or message.