



MUSIC CURRICULUM PROGRESSION

Yr	PERFORMING	COMPOSING	RESPONDING & REVIEWING	LISTENING & APPLYING
6	<p>Sing or play from memory with confidence.</p> <p>Maintain own part in a round / sing a harmony / play accurately with awareness of what others are playing.</p> <p>Play more complex instrumental parts.</p>	<p>Compose and perform melodies using 5+ notes.</p> <p>Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea.</p> <p>Create music reflecting given intentions and record using standard notation.</p>	<p>Use musical vocabulary confidently to describe music.</p> <p>Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions.</p> <p>Refine and improve own/ others' work.</p>	<p>Use knowledge of musical dimensions to know how to best combine them.</p> <p>Know and use standard musical notation to perform and record own music (adding dotted quavers).</p> <p>Describe different purposes of music (history/culture).</p>
5	<p>Show control, phrasing and expression in singing.</p> <p>Hold part in a round (pitch/structure).</p> <p>Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.</p>	<p>Compose and perform melodies using 4/5 notes.</p> <p>Use a variety of different musical devices including melody, rhythms and chords.</p> <p>Create own songs (raps- structure).</p>	<p>Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo).</p> <p>Use these words to identify strengths and weaknesses in own and others' music.</p>	<p>Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure).</p> <p>Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion.</p>
4	<p>Sing in tune, breathe well, & pronounce words.</p> <p>Sustain a rhythmic riff (e.g. to accompany singing) on an instrument.</p> <p>Perform with control and awareness of what others are singing/ playing.</p>	<p>Compose and perform melodies using 3/4 notes.</p> <p>Make creative use of the way sounds can be changed, organised and controlled (including ICT).</p> <p>Create accompaniments (e.g. rhythmic patterns) with awareness of timbre and duration.</p>	<p>Listen to several layers of sound (texture) and talk about the effect on mood and feelings.</p> <p>Use more musical vocabulary to describe music: duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.</p>	<p>Combine sounds expressively (all dimensions).</p> <p>Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests).</p> <p>Know that sense of occasion affects performance.</p>
3	<p>Sing songs from memory with accurate pitch / in tune.</p> <p>Show control in voice and pronounce the words in a song clearly (diction).</p> <p>Play notes on instruments clearly and including steps/ leaps in pitch.</p>	<p>Compose and perform melodies using 2/3 notes.</p> <p>Create/ improvise repeated patterns (ostinati) with a range of instruments.</p> <p>Effectively choose, order, combine and control sounds (texture/ structure).</p>	<p>Know the difference between pulse and rhythm.</p> <p>Internalise the pulse in music.</p> <p>Start to use musical vocabulary to describe music: duration, timbre, pitch, dynamics, tempo, texture, structure. Use these words to identify where music works well/ needs improving.</p>	<p>Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration).</p> <p>Use silence for effect and know symbol for a rest (duration).</p>
2	<p>Sing songs in ensemble following the tune (melody).</p> <p>Use voice to good effect understanding the importance of warming up first.</p> <p>Make and control long and short sounds using voices and instruments (duration).</p>	<p>Carefully choose & order sounds to achieve an effect.</p> <p>Create sequences of long and short sounds- rhythmic patterns (duration).</p> <p>Start to compose with two or three notes. Create short musical patterns.</p>	<p>Identify the pulse in music.</p> <p>Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud & quiet), tempo (fast & slow) and pitch (high & low).</p> <p>Start to recognise wider range of different instruments.</p>	<p>Listen carefully and recall short rhythmic and melodic patterns.</p> <p>Make own sounds and symbols to make/record music.</p> <p>Know music can be played or listened to for a variety of purposes.</p>
1	<p>Follow instructions on how and when to sing/play an instrument.</p> <p>Take notice of others when performing.</p> <p>Imitate changes in pitch– high and low.</p>	<p>Make a sequence of long and short sounds (duration).</p> <p>Clap longer rhythms.</p> <p>Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling).</p>	<p>Hear the pulse in music.</p> <p>Identify texture– one sound or several sounds?</p> <p>Hear different moods in music. Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</p>	<p>Listen for different types of sounds.</p> <p>Know how sounds are made and changed.</p> <p>Use voice in different ways to create different effects.</p>

ELG: **Expressive Arts & Design** Children sing songs and make music, and experiment with ways of changing them. They represent their own ideas, thoughts and feelings through music.