

# Curriculum Progression Map



KEY TOPIC/VALUE	SINGING AND PLAYING	IMPROVISE AND COMPOSE	LISTEN AND APPRAISE			
NURSERY	<p>Sing a tune with 'stepping' and 'leaping' notes.</p> <p>Sing with a sense of pitch, following the shape of the melody with their voices.</p> <p>Play a steady beat on percussion instruments.</p> <p>Play along with percussion instruments</p> <p>Sing in call-and-response.</p> <p>Play different instruments with control.</p>	<p>Explore making sound with voices and percussion instruments to create different feelings and moods.</p> <p>Make up a simple accompaniment using percussion instruments</p> <p>Explore making sound with voices and percussion instruments to create different feelings and moods.</p> <p>Explore the range and capabilities of voices through vocal play.</p> <p>Invent and perform actions for new verses.</p>	<p>Respond to music in a range of ways (e.g. movement, talking, writing)</p> <p>Enjoy moving freely and expressively to music.</p>			

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RECEPTION	<p>Sing with a sense of pitch, following the shape of the melody with their voices</p> <p>Mark the beat of the song with actions.</p> <p>Match the pitch of a 4-note (la-so-mi-do) call-and response son</p> <p>Play a steady beat on percussion instruments</p> <p>Sing an action song with changes in speed</p>	<p>Explore making sound with voices and percussion instruments to create different feelings and moods.</p> <p>Make up a simple accompaniment using percussion instruments.</p> <p>Make up new lyrics and accompanying actions</p> <p>Compose a 3-beat body percussion pattern and perform it to a steady beat</p>	<p>Identify and describe contrasts in tempo and dynamics.</p> <p>Begin to use musical terms (louder/quieter, faster/slower, higher/lower).</p> <p>Listen to music and show the beat with actions</p> <p>Use appropriate hand actions to mark a changing pitch.</p> <p>Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles.</p>			

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	<p>Sing and play a rising and falling melody, following the shape with voices and on tuned percussion</p> <p>Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo</p> <p>With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E).</p> <p>Play different instruments with control</p> <p>Play a two-note accompaniment, playing the beat, on tuned or untuned percussion</p>		<p>Listen actively to music in 3/4 time.</p> <p>Find the beat and perform a clapping game with a partner.</p>			

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YEAR 1	<p>Sing a cumulative song from memory, remembering the order of the verses.</p> <p>Play classroom instruments on the beat</p> <p>Copy a leader in a call and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do.</p> <p>Sing a unison song rhythmically and in tune</p> <p>Chant together rhythmically, marking rests accurately.</p> <p>Play a simple ostinato on untuned percussion.</p>	<p>Compose music to march to using tuned and untuned percussion</p> <p>Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C)</p> <p>Improvise question-and answer conversations using percussion instruments.</p> <p>Attempt to record compositions with stick and other notations.</p>	<p>Listen and move in time to the song.</p> <p>Listen and move in time to the song.</p> <p>Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips)</p> <p>Recognise the difference between a pattern with notes (pitched) and without (unpitched).</p> <p>Listen actively by responding to musical signals and musical themes using appropriate movement.</p> <p>Recognise how graphic symbols can represent sound.</p>			

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	<p>Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable</p> <p>Create, interpret, and perform simple graphic scores</p> <p>Perform actions to music, reinforcing a sense of beat.</p> <p>Sing either part of a call and-response song.</p> <p>Play the response sections on tuned percussion using the correct beater hold.</p>		<p>Develop awareness of duration and the ability to move slowly to music.</p> <p>Create art work, drawing freely and imaginatively in response to a piece of music</p> <p>Listen and copy rhythm patterns.</p> <p>Listen and copy call-and response patterns on voices and instruments.</p>			

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YEAR 2	<p>Play the melody on a tuned percussion instrument.</p> <p>Sing with good diction.</p> <p>Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation</p> <p>Sing and play, performing composed pieces for an audience</p> <p>Learn a simple rhythm pattern and perform it with tempo and volume change</p> <p>Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto.</p> <p>Follow signals from a conductor</p>	<p>Compose call-and response music.</p> <p>Invent simple patterns using voices, body percussion, and then instruments</p> <p>Improvise and compose, structuring short musical ideas to form a larger piece</p> <p>Begin to understand duration and rhythm notation.</p> <p>Compose a soundtrack to a clip of a silent film</p> <p>Understand and use notes of different duration and pitch</p> <p>Understand and use dynamics.</p>	<p>Recognise and play echoing phrases by ear.</p> <p>Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance</p> <p>Identify different qualities of sound (timbre) (e.g. smooth, scratchy, clicking, ringing, and how they are made)</p> <p>Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement.</p>			

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	<p>Demonstrate an internalised sense of pulse through singing games.</p> <p>Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern</p>		<p>Show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers).</p> <p>Listen and appraise, with focus and attention to detail, recalling sounds and patterns.</p> <p>Listen to and analyse four pieces of music inspired by travel/vehicles</p> <p>Listen actively and mark the beat by tapping, clapping, and swinging to the music.</p> <p>Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty').</p> <p>Understand and explain how beats can be grouped into patterns and identify them in familiar songs.</p> <p>Listen and match the beat of others and recorded music, adapting speed accordingly.</p>			

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KEY TOPIC/VALUE	SINGING AND PLAYING	IMPROVISE AND COMPOSE	LISTEN AND APPRAISE			
YEAR 3	<p>Sing a call-and-response song in groups, holding long notes confidently.</p> <p>Play melodic and rhythmic accompaniments to a song</p> <p>Sing by improvising simple melodies and rhythms.</p> <p>Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure.</p> <p>Play a one-note part, contributing to the chords accompanying the verses.</p> <p>Learn a part on tuned percussion and play as part of a whole-class performance</p>	<p>Compose a pentatonic ostinato.</p> <p>Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment</p> <p>Compose a 4-beat rhythm pattern to play during instrumental sections of a song.</p> <p>Working in small groups, sing a call-and-response song with an invented drone accompaniment</p> <p>Explore ways to communicate atmosphere and effect.</p> <p>Invent simple patterns using rhythms and notes C-D-E</p> <p>Compose music, structuring short ideas into a bigger piece</p> <p>Notate, read, and follow a 'score'</p>	<p>Listen and identify where notes in the melody of the song go down and up. Begin to develop an understanding and appreciation of music from different musical traditions. Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can use some musical vocabulary to describe these things. Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features. Develop active listening skills by responding to musical themes through movement.</p>			



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	<p>Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing.</p> <p>Play repeating rhythmic patterns</p> <p>Count musically.</p> <p>Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments.</p> <p>Perform vocal percussion as part of a group.</p> <p>Play chords on tuned percussion as part of a whole-class performance</p> <p>Sing solo or in a pair in call-and-response style.</p>		<p>Experience call-and-response patterns through moving with a partner.</p> <p>Listen and compare how different composers have approached creating word-based compositions</p> <p>Recognise and copy rhythms and pitches C-D-E</p> <p>Move in time with the beat of the music</p> <p>Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.</p>			

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KEY TOPIC/VALUE	SINGING AND PLAYING	IMPROVISE AND COMPOSE	LISTEN AND APPRAISE			
YEAR 4	<p>Sing Part 1 of a partner song rhythmically</p> <p>Sing swung rhythms lightly and accurately</p> <p>Sing with expression and a sense of the style of the music.</p> <p>Play an instrumental part as part of a whole-class performance.</p> <p>Sing a part in a partner song, rhythmically and from memory</p>	<p>Compose a pentatonic melody</p> <p>Improvise and create pentatonic patterns.</p> <p>Use notation to represent musical ideas</p> <p>Create ostinatos.</p> <p>Layer up different rhythms.</p> <p>Create and follow a score.</p>	<p>Listen and appraise, recognising elements of the music that establishes the mood and character (e.g. the rhythm).</p> <p>Talk about the effect of particular instrument sounds (timbre).</p> <p>Understand that instruments can be used individually and in combination to create different effects of timbre and texture.</p>			

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KEY TOPIC/VALUE	SINGING AND PLAYING	IMPROVISE AND COMPOSE	LISTEN AND APPRAISE			
YEAR 5	<p>Play bass notes, chords, or rhythms to accompany singing</p> <p>Sing in unison while playing an instrumental beat (untuned).</p> <p>Develop and practise techniques for singing and performing in a Gospel style</p> <p>Sing a song in two parts with expression and an understanding of its origins.</p> <p>Sing a round and accompany themselves with a beat.</p> <p>Play a drone and chords to accompany singing</p> <p>Sing/chant a part within a vocal performance.</p>	<p>Create fragments of songs that can be developed into fully fledged song</p> <p>Improvise freely over a drone.</p> <p>Show understanding of how a drum pattern, bassline, and riff fit together to create a memorable and catchy groove</p> <p>Compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group.</p>	<p>Recognise individual instruments and voices by ear</p> <p>Listen to a selection of Gospel music and spirituals, and identify key elements that give the music its unique sound.</p> <p>Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.)</p> <p>Understand techniques for creating a song, and develop a greater understanding of the songwriting process</p> <p>Listen and copy back simple rhythmic and melodic patterns.</p>			

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	<p>Sing and play the melody of Kis nay banaayaa</p>		<p>Identify drum patterns, basslines, and riffs, and play them using body percussion and voices.</p> <p>Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement.</p> <p>Listen and match vocal and instrumental sounds to each other, and to notation.</p> <p>Listen, appraise, and respond to music using drawings and words. Recognise that music can describe feelings and tell a story.</p>			

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Year 5		<p>Engage the imagination, work creatively in movement in small groups,</p> <p>Compose a kecak vocal piece as part of a group</p> <p>Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo</p> <p>Notate their ideas to form a simple score to play from</p> <p>Compose a simple accompaniment using tuned instruments.</p> <p>Create and perform their own class arrangement.</p>				

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YEAR 6	<p>Sing a syncopated melody accurately and in tune.</p> <p>Sing and play a class arrangement of the song with a good sense of ensemble</p> <p>Sing a chorus in two-part harmony with dancing on the beat</p> <p>Decipher a graphic score</p> <p>Play Twinkle, twinkle, little star.</p> <p>Sing the chorus of Throw, catch in three-part harmony with dancing.</p>	<p>Compose a syncopated melody using the notes of the C major scale.</p> <p>Create their own song lyrics and fit them to a pulse, creating a chant.</p> <p>Write a melody and sing it</p> <p>Structure their ideas into a complete song.</p> <p>Use music vocabulary and knowledge to discuss similarities and differences in pieces of music.</p> <p>Create variations using a wide variety of composing techniques.</p> <p>Improvise on top of a repeating bassline</p> <p>Create an accompaniment</p>	<p>Listen to historical recordings of big band swing, and describe features of the music using music vocabulary</p> <p>Explore the influences on an artist by comparing pieces of music from different genres.</p> <p>Identify features of timbre, instrumentation, and expression in an extract of recorded music</p> <p>Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.</p> <p>Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak.</p>			

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		<p>Experiment with harmony.</p> <p>Create a rhythmic piece for drums and percussion instruments</p>	<p>Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.</p> <p>Identify ways songwriters convey meaning: through lyrics, the music, and the performance.</p> <p>Understand different ways that rhymes work in songs.</p> <p>Demonstrate coordination and keeping a steady beat by dancing to bhangra music.</p>			