



## Music Curriculum Progression Map

### Curriculum Concepts:

1. Dimensions of music (pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation)
2. History of music
3. Listening, composing and performing music

### Intended Outcomes - by the end of key stage 2:

- Our curriculum, supported by the Charanga scheme of work for music, aims to ensure that all pupils:
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
  - improvise and compose music for a range of purposes using the interrelated dimensions of music
  - listen with attention to detail and recall sounds with increasing aural memory
  - use and understand staff and other musical notations
  - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
  - develop an understanding of the history of music

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pulse	Move with the pulse of the music	Keep a steady pulse in a group and be able to pick out two different tempos in music NC1.3/ NC1.4	Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4) NC1.3/ NC1.4	Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, 3/4 and 4/4 using at least 3 different tempos NC2.1/ NC2.3	On a tuned instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures and using different tempos with other pupils playing another ostinato to accompany NC2.1/ NC2.3	On a tuned instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures and using different tempos with other pupils playing another ostinato to accompany NC2.1/ NC2.3	On a tuned instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures and using different tempos with other pupils playing another ostinato to accompany NC2.1/ NC2.3
Rhythm	Copy clap basic rhythms	Repeat back short basic rhythms and perform rhythmic ostinatos NC1.2/ NC1.4	Repeat back longer basic rhythms (at least 2 bars); performing notation (using crotchets, quavers and minims). NC1.2/ NC2.1/ NC2.3	Perform rhythms that are longer than 2 bars using crotchets, quavers, minims and their rests NC2.1/ NC2.4	Perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests NC2.1/ NC2.3	Perform pieces which use off-beat and dotted rhythms and single quaver rests NC2.1	Perform pieces which use offbeat and syncopated rhythms in: 3 different time signatures 3 different tempos NC2.1
Melody (and notation)	Sing along with a pre-recorded song	Sing back short melodies that use 2 pitched notes and develop the concept of pattern work in music using rhythm grids NC1.1/ NC1.2/ NC1.4	Sing back short melodies that use around 3 pitched notes; Perform from rhythmic notation including crotchets and minims NC1.1/ NC1.2/ NC1.4	Perform from and compose using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests) NC2.1/ NC2.2/ NC2.3/ NC2.4	Perform from and compose using 5 pitched notes (or 4 chords) NC2.1/ NC2.2/ NC2.3/ NC2.4	Perform from and compose using 5-8 pitched notes; capture the work in different formats so it can be recreated NC2.1/ NC2.2/ NC2.3/ NC2.4	Perform from and compose using 8 pitched notes; Capture the work in different formats including staff notation so it can be recreated NC2
Active listening	Enjoy listening to the music and responding to music through dancing or other movement.	Identify musical features in a range of high quality live and recorded music;	Identify where elements change (e.g. music gets faster or louder); replicate these	Identify and describe musical features in pieces from different traditions; sing or play	Compare pieces of music in different traditions; perform music heard aurally that contains 2+	Whilst listening, pick out and perform syncopated and off-beat rhythms; be able to explain why the	Talk about the key features of music including: • Tempo • Metre • Instrumentation • Melody Understand the



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		replicate basic rhythms heard NC1.3/ NC1.4	changes in a simple performance NC1.3/ NC1.4	back simple melodies that are heard NC2.3/ NC2.5/ NC2.6	different parts at the same time NC2.1/ NC2.3/ NC2.5/ NC2.6	music uses those types of rhythms NC2.2/ NC2.5/ NC2.6	key features of at least four different types/ genres of music NC2.1/ NC2.3/ NC2.5/ NC2.6
Composing and listening	Play a 1-note pattern in time with the pulse	Improvise simple rhythms based on given stimuli (e.g. rhythm grids) NC1.4	Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms NC1.4	Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests NC2.2	Improvise and compose tunes using 5 notes. Create more developed rhythmic patterns (around 4 bars) NC2.2	Create four bar melodies (in different tempos and time signatures that can be performed and include some off-beat rhythms NC2.2/ NC2.5/ NC2.6	Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures NC2.2/ NC2.5/ NC2.6
Performing	Perform songs and add actions	Play basic rhythms on untuned percussion instruments and using body percussion NC1.2	Play longer phrases on untuned percussion instruments and body percussion NC1.2	Use tuned percussion/ melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms NC2.1	Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments NC2.1	Perform 5-8 note melodies or developed chord progressions (e.g. 2+ chords per bar) and more complex rhythms NC2.1	Perform confidently and accurately individually and as part of a group NC2.1/ NC2.4
Singing	Sing or rap nursery rhymes and simple songs from memory	Sing simple folk tunes in unison both with and without accompaniment or backing tracks NC1.1	Sing simple songs and folk songs in rounds NC1.1	Sing songs and folk rounds whilst accompanied by ostinatos from the group. NC2.1	Sing pieces in two parts that have contrasting melodies and counter melodies NC2.1	Sing pieces, including those from the western classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts NC2.1	Sing musically, responding to the performance directions of the piece e.g. phrasing; sing more extended harmony parts NC2.1/ NC2.4



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>Me!</b> Musical style: Nursery rhymes and action songs	<b>Nativity Performance</b> Musical style: Christmas Songs and carols	<b>My Stories</b> Musical style: Nursery rhymes and action songs	<b>Everyone!</b> Musical style: Nursery rhymes and action songs	<b>Our World</b> Musical style: Nursery rhymes and action songs	<b>Big Bear Funk</b> Musical style: Funk
Year 1	<b>Hey you!</b> Musical style: Old School Hip Hop	<b>Rhythm In The Way We Walk &amp; The Banana Rap</b> Musical style: Reggae	<b>In the Groove</b> Musical style: Blues, Bhangra, Latin, Folk, Funk	<b>Round and Round</b> Musical style: Bossa Nova	<b>Your Imagination</b> Musical style: Pop	<b>Reflect, rewind, Replay</b> Musical style: Classical
Year 2	<b>Hands, Feet, Heart</b> Musical style: Afropop, South African	<b>Ho, Ho, Ho</b> Musical style: Rapping and improvising for Christmas	<b>I Wanna Play in a Band</b> Musical style: Rock	<b>Zootime</b> Musical style: Reggae	<b>Friendship Song</b> Musical style: Pop	<b>Y2 Musical</b> Musical style: Musical Theatre
Year 3	<b>Let Your Spirit Fly</b> Musical style: RnB	<b>Glockenspiel Stage 1</b> Musical style: Mixed Styles	<b>Whole Class Ensemble</b> Recorders	<b>Three Little Birds</b> Musical style: Reggae	<b>Bringing Us Together</b> Musical style: Disco	<b>Reflect, rewind, Replay</b> Musical style: Classical
Year 4	<b>Mamma Mia</b> Musical style: Pop	<b>Glockenspiel 2</b> Musical style: Mixed styles	<b>Lean On Me</b> Musical style: Gospel	<b>Black Bird</b> Musical style: The Beatles/ Pop	<b>Whole Class Ensemble</b> Violin	<b>Whole Class Ensemble</b> Violin
Year 5	<b>Living on a Prayer</b> Musical style: Rock	<b>Classroom Jazz 1</b> Musical style: Bossa Nova and Swing	<b>Make You Feel My Love</b> Musical style: Pop ballads	<b>The Fresh Prince of Bel-Air</b> Musical style: Old School Hip-Hop	<b>Dancing in the Street</b> Musical style: Motown	<b>Local Composer Study - Holst</b> Musical style: Classical (post-romantic)
Year 6	<b>The Music of WW2</b> Musical style: swing, big band, blues	<b>Classroom Jazz 2</b> Musical style: Bacharach and Blues	<b>Happy</b> Musical style: Pop/ Neo Soul	<b>You've Got a Friend</b> Musical style: 70s Ballad/ Pop	<b>Music and Me</b> Musical style: Create own music inspired by their identity	<b>Y6 Musical</b> Musical style: Musical Theatre