



Higher Walton CE Primary School – Music Curriculum Progression



RECEPTION				
	AUTUMN			
	Development Matters Statements	Progression of knowledge and skills	Linked texts	Key vocabulary
Early Years	<p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Listening</p> <p>Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> <p>Exploring the story behind the lyrics or music.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Considering whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and matching them to the object or instrument.</p> <p>Listening to sounds and identifying high and low pitch.</p> <p>Listening to and repeating a simple rhythm.</p> <p>Listening to and repeating simple lyrics.</p> <p>Understanding that different instruments make different sounds and grouping them accordingly</p> <p>Listening appropriately to someone leading a short musical phrase, song or rhyme.</p> <p>Exploring spontaneous movement with different parts of their body in response to music.</p> <p>Expressing different spontaneous emotional reactions to music, (smiling, movement, body language).</p> <p>Identifying and imitating sounds from a variety of music</p> <p>Listening to music from a wide variety of cultures and historical periods.</p>		<p><u>Exploring sound</u></p> <p>voice, voice sounds, sound, instrument, loud, quiet, high, low, squeaky, soft, deep, body sounds, body percussion, sound, tempo, fast, slow, rhythm, beat, instrumental sounds, tempo, fast, quickly, slowly, dynamic, loudly, quietly, environmental sounds, pitch, middle, nature sounds</p> <p><u>Celebration music</u></p> <p>music, dance, tempo, move, Diwali, celebration, traditional, Hanukkah, Hora, kinnor, harp, flute, Jewish, trumpet, cymbals, tambourine, shofar, Kwanzaa, Africa, culture, call, response, drum, rhythm, beat, instrument, Christmas, Christian, sleigh bells, actions, action songs, voice sounds, body percussion</p>



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		<p><u>Composing</u> Playing untuned percussion ‘in time’ with a piece of music. Selecting classroom objects to use as instruments. Experimenting with body percussion and vocal sounds to respond to music. Selecting appropriate instruments to represent action and mood. Experimenting with playing instruments in different ways Singing short, rhythmic rhymes and songs. Exploring different ways of making sound with everyday objects and instruments. Using instruments expressively to music. Using instruments to begin to follow a beat, with guidance. Exploring and imitating sounds. Selecting classroom objects to use as instruments. Selecting sounds that make them feel a certain way or remind them of something.</p> <p><u>Performing</u> Using their voices to join in with well-known songs from memory. Remembering and maintaining their role within a group performance. Moving to music with instruction to perform actions. Participating in performances to a small audience. Stopping and starting playing at the right time.</p>		
SPRING				
Development Matters Statements	Progression of knowledge and skills	Linked texts	Key vocabulary	
<p><u>Expressive arts and design</u> Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p><u>Listening</u> Listening appropriately to someone leading a short musical phrase, song or rhyme. Exploring spontaneous movement with different parts of their body in response to music.</p>		<p><u>Transport</u> car, boat, train, beat, fast, slow, speed, cruise, rowing, water, symbols, slower, faster, stopping, journey, score</p> <p><u>Musical stories</u></p>	



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	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p> <p>ELG: Being imaginative and expressive: Sing a range of well-known nursery rhymes and songs.</p> <p>ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Expressing different spontaneous emotional reactions to music (smiling, movement, body language). Identifying and imitating sounds from a variety of music. Considering whether background music and sound effects can enhance storytelling.</p> <p>Composing Singing short, rhythmic rhymes and songs. Exploring different ways of making sound with everyday objects and instruments. Exploring and imitating sounds from their environment and in response to events in stories. Exploring and imitating sounds. Selecting sounds that make them feel a certain way or remind them of something.</p> <p>Performing Exploring different ways of holding a range of instruments. Starting to show a preference for a dominant hand when playing instruments. Using instruments expressively to music. Finding a comfortable static position when playing instruments or singing. Experimenting with creating sound in different ways using instruments, body percussion and voices. Playing sounds at the relevant point in a storytelling. Facing the audience when performing. Spontaneously expressing feelings around performing. Performing actively as part of a group. Demonstrating being a good audience member, by looking, listening and maintaining attention. Using both speaking and singing voices. Unconsciously beginning to sing to the pulse of a song.</p>	<p>classical music, pitch, high, low, tempo, fast, slow, dynamic, loud, quiet, musical story, lyrics, melody, character, instrument, song, actions, percussion, compose, perform, performance</p>
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		<p>Exploring vowel sounds through call and response activities.</p> <p>Exploring different ways of holding a range of instruments.</p> <p>Starting to show a preference for a dominant hand when playing instruments.</p> <p>Finding a comfortable static position when playing instruments or singing.</p> <p>Exploring and imitating sounds from their environment and in response to events in stories.</p> <p>Exploring and imitating sounds.</p> <p>Experimenting with creating sound in different ways using instruments, body percussion and voices.</p> <p>Beginning to say what they liked about others'</p>		
SUMMER				
Development Matters Statements	Progression of knowledge and skills	Linked texts	Key vocabulary	
<p><u>Expressive arts and design</u></p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>ELG: Being imaginative and expressive: Sing a range of well-known nursery rhymes and songs.</p> <p>ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p><u>Listening</u></p> <p>Listening appropriately to someone leading a short musical phrase, song or rhyme.</p> <p>Exploring spontaneous movement with different parts of their body in response to music.</p> <p>Expressing different spontaneous emotional reactions to music, (smiling, movement, body language).</p> <p>Identifying and imitating sounds from a variety of music.</p> <p><u>Composing</u></p> <p>Singing short, rhythmic rhymes and songs.</p> <p>Exploring and imitating sounds.</p> <p>Exploring different ways of making sound with everyday objects and instruments.</p> <p>Experimenting with creating sound in different ways using instruments, body percussion and voices.</p> <p>Selecting classroom objects to use as instruments.</p>		<p><u>Music and movement</u></p> <p>actions, action songs, sign language, Makaton, deaf, communication, communicating, understand, lyrics, verse, beat, music, heartbeat, pulse, steady, repeat, constant, drum, piece, composer, tempo, fast, moderate, medium, slow, dance, pitch, high, low, sound, whistle, triangle, siren, cello, perform, performance, audience</p> <p><u>Big band</u></p> <p>music, musical instrument, band, sound, shake, tap, bang, strum, jingle, tempo, dynamic, pitch, beat, orchestra, sound, rhythm, beat, conductor, wind, strings, percussion, brass</p>	

		<p>Selecting sounds that make them feel a certain way or remind them of something.</p> <p>Performing Facing the audience when performing. Spontaneously expressing feelings around performing. Performing actively as part of a group. Demonstrating being a good audience member, by looking, listening and maintaining attention. Exploring different ways of holding a range of instruments. Starting to show a preference for a dominant hand when playing instruments Using instruments expressively to music. Using instruments to begin to follow a beat, with guidance. Finding a comfortable static position when playing instruments or singing. Exploring and imitating sounds from their environment and in response to events in stories.</p>		
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KEY STAGE ONE

Listening	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music 	
	<p>Expectation by the end of:</p>	
	<p>Year 1</p> <ul style="list-style-type: none"> Recognising and understanding the difference between pulse and rhythm. Understanding that different types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. Describing the differences between two pieces of music. 	<p>Year 2</p> <ul style="list-style-type: none"> Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work.



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	<ul style="list-style-type: none"> Expressing a basic opinion about music (like/dislike). Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. 	
Composing	Pupils should be taught to: <ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music 	
	Expectation by the end of:	
	<u>Year 1</u> <ul style="list-style-type: none"> Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Creating simple melodies using a few notes. Choosing dynamics, tempo and timbre for a piece of music. Creating simple melodies using a few notes. Creating a simple graphic score to represent a composition. Beginning to make improvements to their work as suggested by the teacher. 	<u>Year 2</u> <ul style="list-style-type: none"> Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes. Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work.
Performing	Pupils should be taught to: <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically 	
	Expectation by the end of:	
	<u>Year 1</u> <ul style="list-style-type: none"> Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. Copying back short rhythmic and melodic phrases on percussion instruments. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. Performing from graphic notation 	<u>Year 2</u> <ul style="list-style-type: none"> Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.
LOWER KEY STAGE TWO		
Listening	Pupils should be taught to: <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 	
	Expectation by the end of:	
	<u>Year 3</u>	<u>Year 4</u>



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	<ul style="list-style-type: none"> • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). • Understanding that music from different parts of the world has different features. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Beginning to show an awareness of metre. • Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	<ul style="list-style-type: none"> • Recognising the use and development of motifs in music. • Identifying gradual dynamic and tempo changes within a piece of music. • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). • Identifying common features between different genres, styles and traditions of music. • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	
Composing	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the inter-related dimensions of music 		
	<p>Expectation by the end of:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><u>Year 3</u></p> <ul style="list-style-type: none"> • Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). • Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). • Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. • Suggesting and implementing improvements to their own work, using musical vocabulary. </td> <td style="width: 50%; padding: 5px;"> <p><u>Year 4</u></p> <ul style="list-style-type: none"> • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style. • Developing melodies using rhythmic variation, transposition, inversion, and looping. • Creating a piece of music with at least four different layers and a clear structure. • Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. • Suggesting improvements to others' work, using musical vocabulary. </td> </tr> </table>		<p><u>Year 3</u></p> <ul style="list-style-type: none"> • Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). • Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). • Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. • Suggesting and implementing improvements to their own work, using musical vocabulary.
<p><u>Year 3</u></p> <ul style="list-style-type: none"> • Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). • Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). • Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. • Suggesting and implementing improvements to their own work, using musical vocabulary. 	<p><u>Year 4</u></p> <ul style="list-style-type: none"> • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style. • Developing melodies using rhythmic variation, transposition, inversion, and looping. • Creating a piece of music with at least four different layers and a clear structure. • Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. • Suggesting improvements to others' work, using musical vocabulary. 		
Performing	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Sing and play musically with increasing confidence and control 		
	<p>Expectation by the end of:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><u>Year 3</u></p> <ul style="list-style-type: none"> • Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. </td> <td style="width: 50%; padding: 5px;"> <p><u>Year 4</u></p> <ul style="list-style-type: none"> • Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. • Singing and playing in time with peers with accuracy and awareness of their part in the group performance. • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. • Playing syncopated rhythms with accuracy, control and fluency. </td> </tr> </table>		<p><u>Year 3</u></p> <ul style="list-style-type: none"> • Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.
<p><u>Year 3</u></p> <ul style="list-style-type: none"> • Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. 	<p><u>Year 4</u></p> <ul style="list-style-type: none"> • Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. • Singing and playing in time with peers with accuracy and awareness of their part in the group performance. • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. • Playing syncopated rhythms with accuracy, control and fluency. 		
The History of Music	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop an understanding of the history of music <p>Expectation by the end of:</p>		



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	<p>Year 3</p> <ul style="list-style-type: none"> Understanding that music from different times has different features. 	<p>Year 4</p> <ul style="list-style-type: none"> Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
UPPER KEY STAGE TWO		
Listening	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 	
	Expectation by the end of:	
	<p>Year 5</p> <ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. 	<p>Year 6</p> <ul style="list-style-type: none"> Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.
Composing	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music Use and understand staff and other musical notations 	
	Expectation by the end of:	
	<p>Year 5</p> <ul style="list-style-type: none"> Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Using staff notation to record rhythms and melodies. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. 	<p>Year 6</p> <ul style="list-style-type: none"> Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.



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		<ul style="list-style-type: none"> Recording own composition using appropriate forms of notation and/or technology and incorporating. Constructively critique their own and others' work, using musical vocabulary.
Performing	Pupils should be taught to: <ul style="list-style-type: none"> Sing and play musically with increasing confidence and control 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 inter-related dimensions of music 	
	Expectation by the end of:	
	<u>Year 5</u> <ul style="list-style-type: none"> Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Performing with accuracy and fluency from graphic and simple staff notation. Playing a simple chord progression with accuracy and fluency. 	<u>Year 6</u> <ul style="list-style-type: none"> Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy, fluency from graphic, and staff notation and from their own notation. Performing by following a conductor's cues and directions.
The History of Music	Pupils should be taught to: <ul style="list-style-type: none"> Develop an understanding of the history of music 	
	Expectation by the end of:	
	<u>Year 5</u> <ul style="list-style-type: none"> Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. 	<u>Year 6</u> <ul style="list-style-type: none"> Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.