



St Peter's CE (VA) Primary School

Curriculum Progression Map - Music

Key Stage 1

Objectives	Year 1	Year 2
To use voices expressively and creatively by singing songs and speaking chants and rhymes	<ul style="list-style-type: none"> I can sing with a sense of the shape of the melody I can start and finish performing together realising the need for silence before and afterwards I can perform with awareness of others and realise that some songs can be sung softly and some loudly using body actions to convey meaning 	<ul style="list-style-type: none"> I can sing a wide range of songs, rhymes and styles, with expression and appropriate actions I can sing in parts and rounds keeping my awareness of what others are singing I realise when to sing during rounds or part singing I can sing songs that help me with my learning of a topic which will help me with my knowledge and understanding (e.g. days of the week, months of the year, seasons)
To play tunes and untunes instruments musically	<ul style="list-style-type: none"> I can respond to given starting points such as an animal of character I am able to make up simple musical patterns, copy rhythms and work cooperatively as part of a group I can experiment with a range of ways to create sounds using the same instrument (scrapping, tapping shaking) 	<ul style="list-style-type: none"> I can order sounds within a simple structure such as the beginning, middle and end I can rehearse and improve my musical ideas when working on my own, in pairs or in a small group I can create and choose sounds in response to a picture or idea (e.g. a forest or balloon journey)
To listen with concentration and understanding to a range of high quality live and recorded music	<ul style="list-style-type: none"> I can listen to a range of stimuli, expressing how it makes me feel and what sort of mood it is and explain whether the music is fast or slow, or loud or soft. I can describe some of the pictures that come into my mind created by some of the music I hear. I can name some of the instruments that I hear. 	<ul style="list-style-type: none"> I can listen to a range of pieces of music and musical ideas and notice key elements such as beat, rhythm, speed, dynamics and the instruments used I can hear music from other cultures and styles and compare them to more familiar ones and that of our own culture I can talk about how a piece of music makes me feel and compare it to another that I've heard.
To experiment with, create, select and combine sounds using the interrelated dimensions of music (musical elements) <i>(pitch, duration, dynamics, tempo, timbre, texture and structure)</i>	<ul style="list-style-type: none"> I can imitate some elements of a particular style or take influence from pieces of music I have listened to I can combine simple musical elements to create a piece of music based on a theme (e.g. the sea) I can analyse my performance saying what I like about it and what I could improve I can review and improve my ideas 	<ul style="list-style-type: none"> I can create my own musical sequences using varying speed, dynamics, beat and rhythm using a range of instruments in a group or on my own I can draw signs, symbols and pictures to represent my music I know how the musical elements can be used to create different moods and effects and to communicate ideas I can talk about what I was aiming to do and whether I think I have achieved it



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Curriculum Progression Map - Music

Key Stage 2

Objectives	Year 3 and 4 Skills are developed in year 3 and mastered in year 4	Year 5 and 6 Skills are developed in year 5 and mastered in year 6
To sing, play and perform in solo and in groups using voices and playing musical instruments with increasing accuracy, fluency, control and expression	<ul style="list-style-type: none"> I can sing in unison, rounds and partner songs (call and response) maintaining my own part while others are being performed I can perform an ostinato (continuous repeated pattern) I can sing with developing understanding of expression and dynamics I can perform simple rhythmic and melodic patterns on a variety of instruments 	<ul style="list-style-type: none"> I can confidently sing in unison, rounds and partner songs (call and response) with control, expression, phrasing and dynamics I can play a variety of percussion instruments with an understanding of pitch; with either 2,3 or 4 beats in the bar and able to copy rhythms I can maintain an independent vocal or instrumental part in a group, performing with control, dynamics and an awareness of others I can read and play up to 5 notes on an instrument (recorder) with accuracy and independence with control, dynamics and an awareness of others
To create music for a range of purposes using the interrelated dimensions of music (musical elements) <i>(pitch, duration, dynamics, tempo, timbre, texture and structure)</i> and use and understand a traditional staff and other musical notations and symbols	<ul style="list-style-type: none"> I can create a sound picture in response to a stimulus e.g. a river using pitched and unpitched percussion I can represent my musical creation graphically (producing a graphic score) using symbols for a group performance I can understand and respond to Italian musical terminology for speed and dynamics and start to use it in my compositions I can attempt to improvise short phrases both vocally and instrumentally in response to an idea with gaining confidence 	<ul style="list-style-type: none"> I can create a sound picture (symphonic poem) in response to a stimulus e.g. a hot air balloon journey using carefully chosen instruments to convey meaning as part of a group or on my own and perform following a conductor I can represent my music making on a graphic score showing differences in tempo and dynamics I can improvise both vocally or instrumentally with an awareness of beat, pitch and rhythm in response to a stimulus I can read notes on staff notation and perform simple pieces using them on a recorder I can compose up to a 4 bar phrase writing my music using staff notation with the notes I have learnt on the recorder



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Curriculum Progression Map - Music

Key Stage 2

Objectives	Year 3 and 4 <i>Skills are built on from those learnt in Key stage 1 and then developed in year 3 and mastered in year 4</i>	Year 5 and 6 <i>Skills are built on from those learnt in years 3 and 4 and then are developed during year 5 and mastered in year 6</i>
To listen carefully to pieces of music and then describe my listening by detailing and recalling sounds from memory	<ul style="list-style-type: none"> While listening to music, I can begin to recognise the family groups of instruments within an orchestra and understand the importance of the conductor I can describe the effect of the music I listen to and give my opinions on what I think the composer wanted the audience to understand I can describe the emotional impact from a piece of music I can start to describe the structure of a piece of music in terms of beginning, middle and end 	<ul style="list-style-type: none"> While listening to a piece or extract of music, I can identify the role of different instruments within an ensemble collection of instruments; e.g. to explain which instrument is playing the tune or which instrument is supporting the melody or which instrument is providing an ostinato and then giving my ideas on what the emotional intentions of the composer might be in different sections of the music I can describe and give opinions on a variety of musical styles with a confident use of musical terminology demonstrating a growing knowledge of Italian musical vocabulary
To appreciate and understand a wide range of high quality live and recorded music drawn from different world traditions and from great composers and musicians while developing an understanding of the history of music	<ul style="list-style-type: none"> I can talk about music I have heard by a variety of different composers from different times in history and start to name prominent composers I can describe similarities and differences in music from my own culture and that of others in terms of instruments used, rhythms and melodies I can describe when in history a piece of music might be from in terms of "music from nowadays, music from the past of music from long ago" and explain my reasons I can describe my preferences to music written for electronic instruments and that of traditional orchestral instruments 	<ul style="list-style-type: none"> I can compare and contrast music of different styles that I listen to and group them in different genres e.g. blues, classical, jazz, pop I can start to differentiate between the eras in classical music in terms of medieval, classical, romantic 20th century and modern making my judgement based on the instruments used and the style in which the music is performed I can suggest composers for extracts of music that I listen to I can show an awareness of what era certain instruments are from, e.g. a harpsichord used in Tudor times compared with a piano used in the romantic era contrasted with a keyboard from the 20th century.



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The development of the musical dimensions and elements from Key stage 1 to Key stage 2

All music should be taught within the context of the 7 musical elements: *Pitch, duration, dynamics, tempo, timbre, texture, structure*

Dimensional element	Key stage 1	Years 3 and 4 <i>Elements learnt in Key stage 1 are developed further and mastered</i>	Years 3 and 4 <i>Elements learnt in previous years are developed further and mastered</i>
Pitch <i>The varying degrees of high and low</i>	<ul style="list-style-type: none"> I can recognise and respond to high, low and middle sounds 	<ul style="list-style-type: none"> I can recognise and respond to higher and lower sounds and general shapes of a melody. I can begin to recognise steps, leaps and repeated notes 	<ul style="list-style-type: none"> I can identify steps, leaps and repeated notes I can identify a major scale and use my pitch knowledge to recreate a short phrase on a recorder
Duration <i>The length of a sound and the time groups of a piece of music (number of beats in a bar)</i>	<ul style="list-style-type: none"> I can recognise and play a long sound and a short sound 	<ul style="list-style-type: none"> I can understand the difference between the beat and the rhythm I can understand that a rhythm pattern fits to a beat I can identify a 4-beat pattern 	<ul style="list-style-type: none"> I can identify 2, 3 or 4 beats in a bar in a piece of music and incorporate it into a composition I can recognise an "off beat" or syncopated rhythm and use it in music making
Dynamics <i>The volume of sounds</i>	<ul style="list-style-type: none"> I can understand what is meant by loud, soft or quiet and silent and apply it to my singing and playing 	<ul style="list-style-type: none"> I can understand when music gets louder and softer in graduations and apply it to my singing and music making 	<ul style="list-style-type: none"> I understand how a wider and contrasting range of dynamics can be used for varying effects and apply it to compositions
Tempo <i>The speed of music</i>	<ul style="list-style-type: none"> I understand what is meant by fast and slow and apply it to my singing and playing 	<ul style="list-style-type: none"> I understand what is meant by getting slower and faster in graduations and apply it to my music making 	<ul style="list-style-type: none"> I understand how a range of tempo can be used for expressive effect and apply it to my compositions
Timbre <i>Types of sound and their quality</i>	<ul style="list-style-type: none"> I can recognise different percussion sounds and how they can be made e.g. by shaking, striking, scraping 	<ul style="list-style-type: none"> I can identify a range of instruments by their sound and describe how they are played 	<ul style="list-style-type: none"> I can describe the quality of a voice or instrument identifying instrumental families and ensemble combinations
Texture <i>The different layers in a piece of music</i>	<ul style="list-style-type: none"> I understand how 1 sound then leads to another (one layer - voice or instrument on its own) 	<ul style="list-style-type: none"> I can recognise more than 1 layer in a piece of music e.g. where there is more than 1 voice or instrument playing a different line to another 	<ul style="list-style-type: none"> I can start to hear different harmonies in singing I can hear more than one musical family playing in harmony
Structure <i>How a piece of music is put together</i>	<ul style="list-style-type: none"> I can understand what is meant by the beginning, middle and end and if something is repeated 	<ul style="list-style-type: none"> I understand what is meant by a repeated pattern (ostinato) a verse and a repeated chorus 	<ul style="list-style-type: none"> I can understand and use some conventional musical structures such as repeat signs, coda, theme and variations

