



Curriculum Progression Map

Subject area: Music

Curriculum Leader: Dan Stuckey

KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6
Controlling sounds through singing and playing (Play and Perform).							
Use voices expressively	Use voices in different ways such as speaking, singing and chanting.	Use voices expressively and creatively.	Sing songs in unison and two parts.	To sing in unison becoming aware of pitch.	To sing in unison, maintaining the correct pitch and using increasing expression.	To sing in unison with controlled pitch and expression.	To sing in solo, unison and in parts with clear pitch and expression.
Play tuned and untuned instruments.	To create and choose sounds. To perform simple rhythmical patterns, beginning to show an awareness of pulse.	To create and choose sounds for a specific effect. To perform rhythmical patterns, keeping a steady pulse.	Play tuned and untuned instruments with control and accuracy.	To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.	To play and perform with accuracy, fluency, control and expression.
Rehearse and perform with others.	To think about others when performing.	To think about others when performing.	To practise, rehearse and present performances with an awareness of the audience.	To think about others when performing.	To think about others when performing.	To maintain my own part and be aware of how the different parts fit together.	To think about the audience when performing and how to create a specific effect.

Creating and developing musical ideas (Create and Compose)

Create musical patterns.	To know about and experiment with sounds.	Repeat short rhythmic patterns.	Improvise, developing rhythmic material when performing.	To create simple rhythmical patterns that use a small range of notes.	To create simple rhythmical patterns that use an increased range of notes.	To create increasingly complicated rhythmic phrases.	To create and improvise rhythmic phrases as part of a group performance and compose by developing ideas.
Explore, choose and organise sounds and musical ideas.	To recognise and explore how sounds can be organised. To identify and organise sounds using simple criteria. E.g. loud, soft, high, low.	To begin to explore, choose and order sounds using musical vocabulary. (Pitch, pulse, rhythm, dynamics, tempo, timbre, texture, structure).	Explore, choose, combine and organise musical ideas with musical structures.	To begin to join simple layers of a sound.	To join layers of sound. Thinking about musical dynamics of each layer and understanding the effect.		

Responding and reviewing appraising skills.

Explore and express ideas and feelings about music using movement, dance and expressive and musical language.	To talk about how music makes you feel or want to move.	To respond to different moods in music and explain thinking about changes in sound.	Analyse and compare sounds. Explore and explain ideas and feelings about music using movement, dance and expressive and musical language.	To explore and comment on the ways sounds can be used.	To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.	To describe, compare and evaluate different types of music using musical vocabulary.	To describe, compare and evaluate different types of music using a range of musical vocabulary.
To make improvements to my own work.	To think about and make simple suggestions about what could make their own work better. EG, play faster or louder.	To identify what improvements could be made to their own work and to make these changes.	To reflect on and improve my own and others work.	To comment on the effectiveness of their own work. Identify and make improvements.	To comment on the effectiveness of their own work. Identify and make improvements.	To comment on the effectiveness of their own and others work. Identify and make improvements.	Evaluate the success of their own and others work, suggesting specific improvements and how they can be achieved.

Listening and applying knowledge and understanding.

To listen with concentration and recall sounds within increasing aural memory.	To begin to identify simple repeated patterns and follow basic musical instructions.	To identify and repeated patterns and follow a wider range of musical instructions.	To listen with attention to detail and to internalise and recall sounds.	To listen with attention and begin to recall sounds.	To listen and recall patterns of sounds with increasing accuracy.	To listen to and recall a range of sounds and patterns of sounds confidently.	To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
To know how the combined musical elements of pitch, duration, dynamics, timbre, tempo, texture and silence can be organised and used expressively within simple structures.	To begin to understand that musical elements can be used to create different moods and effects.	To understand how musical elements create different moods and effects.	To know how the combined musical elements of pitch, duration, dynamics, timbre, tempo, texture and silence can be organised within musical structures and used to communicate different moods and effects.	To begin to understand how different musical elements are combined and used to create effect.	To begin to understand how different musical elements are combined and used to create effect.	To begin to identify the relationship between sounds and how music can reflect different meanings.	To identify and explore the relationship between sounds and how music can reflect different meanings.
To understand that sounds can be made in different ways and described using given and invented signs and symbols.	To begin to represent sounds with simple sounds including shapes and marks.	To confidently represent sounds with simple sounds including shapes and marks.	To know that music is produced in different ways and described through relevant, established and invented notations.	To begin to recognise simple notations to represent music, including pitch and volume.	To understand and begin to use established and invented musical notations to represent music.	To recognise and use musical notations including staff notation.	To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.
To know how music is used for particular purposes.	To listen to short simple pieces of music and talk about why they may hear it. EG,	To listen to pieces of music and discuss where and when they may be heard	To understand how time and place can influence the way music is created.	To listen to and begin to respond to music drawn from different traditions and	To listen to and understand a wide range of high quality live and recorded music	To listen to a range of high quality live music and recorded music from	To develop an understanding of the history of music from different

	church bells, Christmas music, theme tunes.	explaining why using simple musical vocabulary.		great composers and musicians.	drawn from different traditions and great composers and musicians.	different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.	cultures, traditions, composers and musicians; evaluating how venue, occasion and purpose affects the way that music is created and performed.
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR R OVERVIEW & PLANNING	Mel 1 2 3 4 5 6	My Stories 1 2 3 4 5 6	Everanel 1 2 3 4 5 6	Our World 1 2 3 4 5 6	Big Bear Funk 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 1 OVERVIEW & PLANNING	Hey You! 1 2 3 4 5 6	Rhythm In The Way We Walk and Banana Rap 1 2 3 4 5 6	In The Groove 1 2 3 4 5 6	Round And Round 1 2 3 4 5 6	Your Imagination 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 2 OVERVIEW & PLANNING	Hands, Feet, Heart 1 2 3 4 5 6	Ho Ho Ho 1 2 3 4 5 6	I Wanna Play In A Band 1 2 3 4 5 6	Zootime 1 2 3 4 5 6	Friendship Song 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 3 OVERVIEW & PLANNING	Let Your Spirit Fly 1 2 3 4 5 6	Glockenspiel Stage 1 1 2 3 4 5 6	Three Little Birds 1 2 3 4 5 6	The Dragon Song 1 2 3 4 5 6	Bringing Us Together 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 4 OVERVIEW & PLANNING	Mamma Mia 1 2 3 4 5 6	Glockenspiel Stage 2 1 2 3 4 5 6	Stop! 1 2 3 4 5 6	Lean On Me 1 2 3 4 5 6	Blackbird 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 5 OVERVIEW & PLANNING	Livin' On A Prayer 1 2 3 4 5 6	Classroom Jazz 1 1 2 3 4 5 6	Make You Feel My Love 1 2 3 4 5 6	The Fresh Prince Of Bel-Air 1 2 3 4 5 6	Dancing In The Street 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 6 OVERVIEW & PLANNING	Happy 1 2 3 4 5 6	Classroom Jazz 2 1 2 3 4 5 6	A New Year Carol 1 2 3 4 5 6	You've Got A Friend 1 2 3 4 5 6	New Unit (Preview) 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6

The curriculum map above has been taken from Charanga Musical School. KS1 and KS2 pupils are taught the Music National Curriculum with the support of Charanga Planning to ensure clear skills and knowledge progression. All teachers use the Charanga Musical School to underpin the correct teaching of music. Teachers use the range of musical instruments available to develop children's composition of music.

Vocabulary that children will learn in music lessons with the support of Charanga Musical School.

PULSE: the steady beat of a piece of a piece of music

PITCH: the melody and the way the notes change from low to high and vice versa.

RHYTHM: or duration is the pattern of long and short sounds in a piece of music

DYNAMICS: Loud and soft

TEMPO: Fast and slow

TIMBRE: The type of sound - whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)

TEXTURE: Layers of sound (number of instruments or voices playing together)

STRUCTURE: The way the music is laid out -e.g. Verse, chorus, verse.

NOTATION: the link between sound and symbol.