

Music Curriculum Progression Map



This progression map details the skills and knowledge that children at The Free School Norwich will gain at each stage of the curriculum.

Music map of progression: Singing							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
<p><i>Learners will be able to:</i></p> <p>Sing collectively and remember the words for simple rhymes and songs.</p> <p>Develop turn taking by copying song phrases after the teacher.</p> <p>Extend vocabulary and communication.</p> <p>Express themselves by performing songs with actions and develop understanding of song moods, eg. singing a quiet lullaby.</p>	<p><i>Learners will be able to:</i></p> <p>Sing simple songs from memory with a range of mi-so.</p> <p>Sing collectively and develop pitch mimicry to sing the same note.</p> <p>Respond to simple visual directions and be able to count in.</p> <p>Sing a wide range of call and response songs.</p> <p>Control vocal pitch and match pitch with accuracy.</p>	<p><i>Learners will be able to:</i></p> <p>Sing songs from memory with a pitch range of mi-so. Sing with increasing vocal control and be able to accurately pitch.</p> <p>Understand the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause).</p>	<p><i>Learners will be able to:</i></p> <p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so.</p> <p>Sing tunefully and with expression.</p> <p>Perform forte and piano, loud and soft.</p> <p>Perform actions confidently and in time to a range of action songs.</p> <p>Perform as a choir in school assemblies.</p>	<p><i>Learners will be able to:</i></p> <p>Sing a broad range of unison, round and partner songs with the range of an octave (do-do) and pitch the voice accurately.</p> <p>Follow directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>Sing songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part (eg. a drone) to introduce vocal harmony.</p>	<p><i>Learners will be able to:</i></p> <p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. Sing with the range of an octave (do-do).</p> <p>Observing phrasing, accurate pitching and appropriate style.</p> <p>Sing three-part rounds, partner songs and songs with a verse and a chorus.</p> <p>Develop understanding of triads and chord progression to aid singing in harmony.</p>	<p><i>Learners will be able to:</i></p> <p>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. Sing a range of an octave (do-do).</p> <p>Observe rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Sing three and four part rounds or partner songs. Sing in harmony and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening</p>	<p>Children may be assessed as being greater depth if they are able to meet the expected outcomes of the year group above their chronological age securely. Year 6s may be judged as greater depth if they are able to notice and emphasise where a phrase starts and ends and harmonise without as much direction. They will also be able to change singing parts and lead a group of singers.</p>

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Develop appreciation for singing.		Play a range of singing games based on the cuckoo interval (so-mi, matching voices accurately. Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).		Perform a range of songs in school assemblies.	Perform a range of songs in school assemblies and in school performance opportunities.	skills, balance between parts and vocal independence. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.	
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Music map of progression: Listening and Appraising

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
<i>Learners will be able to:</i> Express their ideas and feelings in response to listening to a piece of music. Describe sounds in their immediate environment. Develop understanding of different	<i>Learners will be able to:</i> Share knowledge and understanding of the stories, history and context of the music they are listening to. Begin to identify higher and lower pitches between a choice of two notes.	<i>Learners will be able to:</i> Share knowledge and understanding of the stories, history and context of the music they are listening to. Develop identification of higher and lower pitches between a choice of three notes.	<i>Learners will be able to:</i> Share knowledge and understanding of the stories, history and context of the music they are listening to. Identify different pitches accurately. Have a secure knowledge of instrument families to recognise when	<i>Learners will be able to:</i> Share knowledge and understanding of the stories, history and context of the music they are listening to. Identify different pitches, recognise solo and more than one instruments/voice and predict	<i>Learners will be able to:</i> Share knowledge and understanding of the stories, history, traditions and context of the music they are listening to. Identify different pitches, recognise solo and more than one instruments/voice	<i>Learners will be able to:</i> Share knowledge and understanding of the stories, traditions, history and context of the music they are listening to. Listen to recorded performances and experience live music making.	Children may be assessed as being greater depth if they are able to meet the expected outcomes of the year group above their chronological age securely. Year 6s may be judged as greater depth if they are able to analyse

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<p>places/cultures when listening to a wide range of music.</p> <p>Begin to move in time to music they listen to. Hear a rhythm and perform it back.</p> <p>Listen to recorded performances and experience live music making.</p>	<p>Begin to identify loud and quiet dynamics. Hear a rhythm and play it back.</p> <p>Explain the different sections of the orchestra.</p> <p>Listen to sounds in the local school environment, comparing high and low sounds. Sing familiar songs in both low and high voices and talk about the difference in sound.</p> <p>Listen to recorded performance and experience live music making.</p>	<p>Develop listening to dynamics and recognising loud and quiet dynamics from a range of styles of music. Hear a rhythm and perform it back.</p> <p>Explain the different sections of the orchestra and where they sit. Identify instrument families by listening.</p> <p>Listen to recorded performances and experience live music making.</p>	<p>listening to music. Identify solo playing and more than one instrument/voice.</p> <p>Identify dynamics and use musical vocabulary to describe as <i>forte</i> and <i>piano</i>.</p> <p>Walk, move, clap or play a steady beat with others, changing the speed as the tempo of the music changes. Playback rhythms and identify rhythms within multi-layered music.</p> <p>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.</p> <p>Listen to recorded performances and</p>	<p>instruments playing the sound.</p> <p>Recognise the pulse of a piece of music and walk, move, clap or play a steady beat with others, changing the speed as the tempo of the music changes. Playback rhythms and identify rhythms within multi-layered music.</p> <p>Identify <i>staccato</i> and <i>legato</i> articulation when listening to music.</p> <p>Recognise getting louder <i>crescendo</i> and getting softer <i>decrescendo</i>.</p> <p>Begin to identify major and minor keys in different musical pieces.</p> <p>Listen to recorded music and experience live music making.</p>	<p>and predict instruments playing the sound. Recognise soprano and bass voices.</p> <p>Recognise the pulse of a piece of music and walk, move, clap or play a steady beat with others, changing the speed as the tempo of the music changes. Hear and playback a range of rhythms and begin to recognise syncopated rhythms.</p> <p>Identify the verses and chorus within a piece of music.</p> <p>Identify <i>staccato</i> and <i>legato</i> articulation when listening to music.</p> <p>Identify a wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte</p>	<p>Identify different pitches, recognise solo and more than one instruments/voice and predict instruments playing the sound. Recognise soprano, alto and bass voices.</p> <p>Recognise the pulse of a piece of music and walk, move, clap or play a steady beat with others, changing the speed as the tempo of the music changes. Hear and playback a range of rhythms and begin to recognise syncopated rhythms.</p> <p>Identify a wider range of articulation including. Getting faster (<i>accelerando</i>), getting slower (<i>rallentando</i>).</p>	<p>music with increasing discernment and detailed observation. They will refer to tonality (recognising major and minor keys) as well as texture. They will describe the techniques used to communicate the music's expressive intent. and how their personal reaction compares with any objective meaning that the music might have.</p>
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			<p>experience live music making.</p>		<p>(moderately loud) and mezzo piano (moderately quiet).</p> <p>Listen to recorded performances and experience live music making.</p>	<p>Identify a wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>Identify ternary form structure and the verses and chorus within a piece of music.</p> <p>Discuss how musical contrasts are achieved.</p> <p>Listen to recorded performances and experience live music making.</p>	
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Music map of progression: Composing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
<p><i>Learners will be able to:</i></p> <p>Make musical patterns by sequencing shapes in an order.</p> <p>Recognise a sound matches a visual (shape). Change the order to create new compositions.</p>	<p><i>Learners will be able to:</i></p> <p>Improvise simple vocal chants, using question and answer phrases.</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing instruments.</p> <p>Compose rhythm and pitch patterns and understand the difference.</p> <p>Use music technology to capture, change and combine sounds.</p>	<p><i>Learners will be able to:</i></p> <p>Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).</p> <p>Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</p> <p>Invent rhythms for others to copy on untuned percussion. Use word phrases as a starting point.</p> <p>Use simple graphic symbols, dot/stick notation to keep a record of composed pieces.</p>	<p><i>Learners will be able to:</i></p> <p>Develop more complex improvisation using voices, melodic and non-melodic percussion and instruments in whole class teaching.</p> <p>Inventing short 'on-the-spot' responses using a limited note-range.</p> <p>Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end.</p> <p>Compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.</p> <p>Combine known rhythmic notation with letter names to create rising and falling phrases using three notes (do, re and mi/ C, D, E).</p>	<p><i>Learners will be able to:</i></p> <p>Gain confidence improvising with a range of 5 pitches and play on an instrument taught in whole class provision. Make use of musical features including smooth (legato) and detached (staccato).</p> <p>Make compositional decisions on pitch rises and falls, rhythms and overall structure.</p> <p>Combine known rhythmic notation with letter names to create short pentatonic phrases. Sing and play these phrases as self-standing compositions.</p> <p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p>	<p><i>Learners will be able to:</i></p> <p>Develop improvisation skills using an increasing range of pitches. Improvise freely over a drone, using tuned percussion and melodic instruments.</p> <p>Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.</p> <p>Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).</p> <p>Compose melodies made from pairs of phrases in either C</p>	<p><i>Learners will be able to:</i></p> <p>Improvise solo and as part of an ensemble, improvising over drones and simple grooves.</p> <p>Develop a chordal accompaniment by choosing appropriate triads to accompany a melody.</p> <p>Create music with multiple sections that include repetition and contrast.</p> <p>Use chord changes as part of an improvised sequence.</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</p> <p>Plan and compose an 8- or 16-beat melodic</p>	<p>Children may be assessed as being greater depth if they are able to meet the expected outcomes of the year group above their chronological age securely. Year 6s may be judged as greater depth if they are able to compose chord sequences on a keyboard or guitar in C major or A minor. They will also explore D minor and the pentatonic minor starting on D. They will be able to expand on structural ideas to create more complex compositions for multiple voices/instruments. They will explore adding harmonies to their compositions. They</p>

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	<p>Recognise how simple graphic notation can represent created sounds. Explore and invent own symbols.</p>	<p>Use music technology to capture, change and combine sounds</p>	<p>Compose song accompaniments on untuned percussion.</p> <p>Begin to write crotchets, paired quavers and minims and understand their values.</p>	<p>Compose music to create a specific mood, for example accompanying a short film clip.</p> <p>Play a variety of instruments to expand scope and range of sound palette available for composition work.</p> <p>Capture and record compositions using graphic symbols, rhythm notation, time signatures on staff notation and technology.</p>	<p>major or A minor or a key suitable for the instrument chosen. Enhance melodies with rhythmic or chordal accompaniment. Compose a short ternary piece.</p> <p>Compose music to evoke a specific mood or to accompany a silent film/scene in a story.</p> <p>Capture and record compositions using time signatures, staff notation and technology.</p>	<p>phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</p> <p>Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Enhance melodies with rhythmic or chordal accompaniment.</p> <p>Compose a ternary piece and use music software to record it.</p>	<p>will utilize use of digital software in compositions.</p>
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Music Curriculum Progression Map



Musicality and Performance							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
<p><i>Learners will be able to:</i></p> <p>Make musical patterns by sequencing shapes in an order. Recognise a sound matches a visual (shape). Change the order to create new compositions.</p>	<p><i>Learners will be able to:</i></p> <p>Perform short copycat rhythm patterns accurately.</p> <p>Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</p> <p>Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.</p> <p>Explore percussion sounds to enhance storytelling, e.g. o ascending xylophone notes to suggest Jack</p>	<p><i>Learners will be able to:</i></p> <p>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>Mark the beat/pulse of a listening piece by tapping or clapping and recognising tempo and tempo changes.</p> <p>Know the difference between left and right to support walking in time to the beat of a piece of music and performing shared movements to develop musicality.</p>	<p><i>Learners will be able to:</i></p> <p>Develop facility in playing tuned percussion or a melodic instrument such as a recorder.</p> <p>Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).</p> <p>Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.</p>	<p><i>Learners will be able to:</i></p> <p>Develop facility in the basic skills of a selected musical instrument over a sustained learning period.</p> <p>Play and perform melodies following staff notation using a small range (e. Middle C–G/do–so) as a whole-class or in small groups.</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching.</p> <p>Copy short melodic phrases</p>	<p><i>Learners will be able to:</i></p> <p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range. Pupils initially play as part of a whole class and with greater independence gained each lesson through smaller group performance.</p> <p>Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards.</p> <p>Perform simple,</p>	<p><i>Learners will be able to:</i></p> <p>Play a melody following staff notation written on one stave and using notes within an octave range (do–do).</p> <p>Play a range of dynamics - very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).</p> <p>Accompany melodies using block chords or a bass line using keyboards/online keyboards, tuned percussion.</p> <p>Engage with others through ensemble playing,</p>	<p>Children may be assessed as being greater depth if they are able to meet the expected outcomes of the year group above their chronological age securely. Year 6s may be judged as greater depth if they are able to find notes on the keyboard and play rhythmically simple melodies following staff notation. They will be able to play melodies on brass instruments. They can read and play short rhythmical notation phrases by sight.</p>

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	<p>climbing the beanstalk.</p> <p>Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.</p>	<p>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p> <p>Identify the beat groupings in familiar music. Play copycat rhythms and repeating ostinato rhythms. Copy a leader and read and respond to chanted rhythm patterns. Represent them with stick notation including crotchets, quavers and crotchets rests.</p> <p>Recognise dot notation and match it to 3-note tunes played on tuned percussion.</p>	<p>Read notation and begin to understand placing on the stave lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p> <p>Introduce and understand the differences between crotchets and paired quavers.</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p>	<p>including those using the pentatonic scale (e.g. C, D, E, G, A). Understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Read and perform pitch notation within a defined range (C-G/do-so). Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture.</p>	<p>chordal accompaniments to familiar songs.</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles.</p> <p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p> <p>Read notation and further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time</p>	<p>taking on melody or accompaniment roles.</p> <p>Read notation and further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p> <p>Further develop the skills to read and perform pitch notation within an octave (C-C/ do-do).</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores. Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>	
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					signatures. Read and perform pitch notation within an octave (C–C'/do–do). Read and play short rhythmic phrases at sight.		
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