

Radcliffe Hall CE/ Methodist Primary School
Music Curriculum Progression

	EYFS	Key Stage One		Key Stage Two			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pitch singing skills	<ul style="list-style-type: none"> • Begin to build a repertoire of songs • Explore different sounds of instruments 	<ul style="list-style-type: none"> • Distinguish between the speaking, chanting & singing voice • Take turns using echo and response and being the singing leader • Begin to internalise short melodic phrases • Distinguish between high and low sounds 	<ul style="list-style-type: none"> • Use different voices with confidence • Pitch match phrases Sing individually responding to the shape of the melody with some accuracy • Begin to experience singing in parts using rounds/partner songs • Recognise and respond to high/low sounds 	<ul style="list-style-type: none"> • Sing simple songs with accuracy of pitch and some expression • Recognise a musical phrase • Sing in parts with confidence using rounds/partner songs • Sing individually with confidence • Distinguish between pitch changes using hand patterning (including steps/jumps/leap) 	<ul style="list-style-type: none"> • Begin to sing songs with a wider pitch range and greater intervals of pitch • Sing/Chant rhythmically with expression & energy • Sing part songs/rounds with increased confidence • Recognise the steps that make up a scale. • Use singing activities, pitched percussion instruments (glockenspiels/chi me bars) & hand patterning to demonstrate understanding • Recognise the impact of pitch as a device in descriptive music e.g. Carnival of the Animals • Follow simple notation identifying changes in pitch. 	<ul style="list-style-type: none"> • Perform songs individually and from memory • Sing with good posture, clear diction and an understanding of how to ensure that higher notes have a bright sound • Sing in parts with confidence, energy and expression • Identify and play a range of notes reading musical notation • Compose music using pitched percussion/instruments 	<ul style="list-style-type: none"> • Perform songs with an understanding of the importance of good posture, correct breath control, clear diction. • Perform with confidence, expression & energy and an awareness of the audience. • Accurately pitch an octave without fear of higher notes (D-D scale) • Recognise a range of intervals and can demonstrate pitch changes through hand patterning • Read simple musical notation with confidence

<p>Pulse</p>	<ul style="list-style-type: none"> • Copy/move to/maintain an action to a steady beat • Use body percussion to copy/continue short rhythmic patterns 	<ul style="list-style-type: none"> • Copy/move to/maintain an action to a steady beat • Respond appropriately to start/stop signals • Use body percussion to keep a steady beat • Tap/play a steady beat using unpitched/pitched percussion instruments 	<ul style="list-style-type: none"> • Maintain a steady beat throughout a song or piece of music • Identify the beat in a song/piece of music and play/clap/move to it • Maintain the beat whilst internalising a phrase 	<ul style="list-style-type: none"> • Consolidate understanding of a steady beat • Change the beat in a song/piece of music to alter the tempo • Through movement, songs and playing instruments begin to develop an understanding of metre (4 time=march time, 3 time= waltz time) 	<ul style="list-style-type: none"> • Keep a steady beat whilst internalising the song/music • Maintain a steady beat through tempo changes • Maintain a steady beat whilst others are playing a rhythmic pattern/s • Recognise 3 time, 4 time and 6/8 time 	<ul style="list-style-type: none"> • Keep a steady beat throughout a longer piece of music/song • Maintain a steady beat throughout a performance that includes tempo & dynamic changes, silences • Demonstrate confidence in maintaining the beat playing a range of instruments • Recognise the strong beat and play in 4 time, 3 time, 6/8 time 	<ul style="list-style-type: none"> • Internalise the pulse throughout a longer/more complex piece of music • Internalise the beat throughout a performance that includes tempo/dynamic changes & silences • Recognise & accent the strong beat in 2 time, 3 time, 4 time and 6/8 time
<p>Duration Musical Notation</p>	<p>Repeat short rhythmic phrases and patterns</p>	<ul style="list-style-type: none"> • Begin to recognise long/short patterns • Sing/play long/short sounds • Repeat short rhythmic phrases/patterns 	<ul style="list-style-type: none"> • Distinguish between rhythm & beat • Begin to internalise long/short sounds • Use/create rhythm patterns in echo/response activities • Perform simple rhythms to a steady beat 	<ul style="list-style-type: none"> • Understanding ostinato by using/creating/improvising rhythm patterns • Maintain a simple ostinato throughout a song or piece of music using the voice/body percussion and musical instruments • Play/read simple rhythmic patterns using unpitched instruments 	<ul style="list-style-type: none"> • Create, improvise and use simple rhythm patterns (ostinato) in songs and pieces of music with confidence • Maintain an ostinato as part of a musical performance using both rhythm and melody • Play/read simple rhythmic/melodic patterns using pitched/unpitched percussion instruments 	<ul style="list-style-type: none"> • Play, sing, improvise & maintain more complex rhythm patterns e.g. syncopated rhythms • Read more complex groups of beats • Perform a piece of music that includes more than one rhythm pattern, changes to tempo/dynamics / pitch and includes other 	<ul style="list-style-type: none"> • Improvise & compose more complex rhythmic and melodic patterns & phrases for a group performance • Develop ideas, adapt and combine patterns to create an effective performance piece • Perform significant sections from memory Perform sections from

						devices e.g. a bridge <ul style="list-style-type: none"> • Play a solo rhythm section with confidence 	notation Lead others/take a solo as part of the performance
Dynamics	To begin exploring some musical elements - singing or playing loudly and quietly	<ul style="list-style-type: none"> • Identify & respond to loud/quiet through singing games • Be silent • Repeat and create loud/quiet body/vocal/instrumental sounds 	<ul style="list-style-type: none"> • Begin to understand changes in dynamics; getting louder/quieter • Use body/vocal sounds & musical instruments to create loud/quiet sounds • Follow directions getting louder/quieter using body/vocal sounds and musical instruments 	<ul style="list-style-type: none"> • Sing songs and play music with dynamic changes • Understand getting louder/quieter Identify where the music/song is getting louder/quieter • Use the terms crescendo/decrescendo to describe the dynamic changes. • Recognise and maintain silence when required 	<ul style="list-style-type: none"> • Demonstrate the impact of silence within a musical piece/performance a musical piece • Begin to use dynamic changes to develop the expression & colour in a piece of music/song • Demonstrate greater control of dynamics whilst singing and playing • Select sounds/instruments as appropriate to create louder/quieter accompaniment in a piece of music/song 	<ul style="list-style-type: none"> • Play and sing more complex pieces with dynamic changes throughout. • Control sounds expressively using louder/quieter sounds in a performance • Maintain quiet/loud singing/playing throughout a performance • Recognise the musical symbols for loud/quiet (f/p) 	<ul style="list-style-type: none"> • Improvise, compose, play & sing more complex pieces with dynamic changes. • Develop ideas, adapt & combine sounds using louder/quieter throughout • Recognise the musical symbols (f/p, mf/mp, ff/pp) • Control sounds & follow musical directions
Structure	Use actions to consolidate learning of phrases/structure of the song.	<ul style="list-style-type: none"> • Recognise beginning, middle & end in a song/piece of music. • Recognise where the melody/lyrics are repeated e.g. chorus 	<ul style="list-style-type: none"> • Recognise beginning, middle & end in a piece of music. • Recognise repeats, silences and changes to the structure e.g. clap, click, stamp. Sing & play echo and response games with a secure 	<ul style="list-style-type: none"> • Recognise a musical phrase in a song. • Identify how many phrases there are in the song. • Recognise which phrases are the same and which are different. 	<ul style="list-style-type: none"> • Begin to sing songs, create and play pieces of music with 'Question & Answer' sections/rhythmic patterns. • Improvise a middle section of a song/piece of music. 	<ul style="list-style-type: none"> • Perform songs and compositions that include 'an instrumental bridge' and/or improvisation. • Include repeated & solo sections. • Describe the structure of their piece of music. 	<ul style="list-style-type: none"> • Perform part songs and compositions that include a range of devices. • Demonstrate a confident understanding of the structure of the piece. • Listen to a range of genres of

		<ul style="list-style-type: none"> Recognise rhyming words at the ends of phrases throughout the song Use actions to consolidate learning of phrases/structure of the song. 	<p>understanding of the structure.</p> <ul style="list-style-type: none"> Recognise a verse – chorus structure. 	<ul style="list-style-type: none"> Recognise the structure of a round. Sing a range of rounds and partner songs to consolidate & extend learning. 	<ul style="list-style-type: none"> Recognise that improvisation is a device that can be used to enhance a musical performance. Understand and identify the structure of music using A-B-A (e.g. Chorus – Verse – Chorus) 	<ul style="list-style-type: none"> Listen to a range of genres of music and describe the structure in terms of A-B-A. 	<p>music and discuss how the structure has been organised to create an effective performance.</p> <ul style="list-style-type: none"> Create & improvise music for different audiences & with different foci e.g. adverts, tour guides, descriptive music. How does this affect the structure?
Tempo	To begin exploring some musical elements - singing or playing quickly and slowly	<ul style="list-style-type: none"> Copy/move to/maintain actions with different tempi (fast/slow) Respond appropriately to start/stop signals Use body percussion to demonstrate different tempi Tap/play a range of tempi playing unpitched /pitched percussion instruments 	<ul style="list-style-type: none"> Change tempi of simple songs or piece of music Identify faster/slower beat in a simple song/piece of music and play/clap/move to it Select tempo changes and maintain beat 	<ul style="list-style-type: none"> Play, with accuracy, a pulse & simple rhythmic/melodic patterns with quicker tempi Demonstrate understanding of faster/slower & gradual changes in tempi through co-ordinated movement & dance 	<ul style="list-style-type: none"> Identify & select appropriate tempi for different genres/songs Maintain a steady beat through tempo changes Maintain a steady beat whilst others are playing a rhythmic pattern/s Recognise 3 time (waltz) time, 4 time (marching beat) 	<ul style="list-style-type: none"> Keep a steady beat throughout a longer piece of music/song Maintain a steady beat throughout a performance that includes tempo & dynamic changes, silences Demonstrate confidence in maintaining the beat playing a range of instruments Recognise the strong beat and play in 4 time, 3 time, 6/8 time (see-saw). 	<ul style="list-style-type: none"> Internalise the pulse throughout a longer/more complex piece of music Internalise the beat throughout a performance that includes tempo/dynamic changes & silences Recognise & accent the strong beat in 2 time, 3 time, 4 time and 6/8 time

Texture	<ul style="list-style-type: none"> Take part in echo and response games recognising when to participate and when to listen. 	<ul style="list-style-type: none"> Take part in echo and response games recognising when to participate and when to listen. Recognise when it is the leader's turn and when everyone/the individual plays/sings. Make the same sounds/sing the same melody altogether at the same time (unison) 	<ul style="list-style-type: none"> Play games/sing songs where the leader is making different sounds to the rest of the group. Introduce a simple accompaniment e.g. drum beat to a song. Play listening games to focus awareness on layers of sound. Sing a song where layers build i.e. a soloist, a small group, whole class. 	<ul style="list-style-type: none"> Introduce a steady beat and simple rhythmic patterns (ostinato) to develop the texture of the music/song. Sing/play a part in a group where other groups are performing other patterns e.g. a round 	<ul style="list-style-type: none"> Describe the layers of sounds in a piece of music/song Create, improvise and use texture to develop & enhance the class performance 	<ul style="list-style-type: none"> Play, sing, improvise & maintain more complex rhythm patterns e.g. syncopated rhythms Create, improvise and use more complex patterns & sounds (and silence) in layers Listen to a range of genres of music and describe the texture in terms of 'dense', 'rich', 'light' 'sparse' Discuss how effective the use of texture is in the class performance using pupil appraisal to improve the composition. 	<ul style="list-style-type: none"> Improvise & compose more complex texture with rhythmic and melodic patterns & phrases using voices & instruments/instruments Develop ideas, adapt and combine patterns to create an effective performance piece that includes solos, groups and whole class with accompaniment Record, appraise & improve the performance
Timbre	<p>Begin to recognise different body sounds; taps, claps, clicks</p>	<ul style="list-style-type: none"> Listen, explore & identify different vocal sounds; squeaky, cowboy, witch, ogre etc. Explore & recognise different body sounds; taps, claps, clicks 	<ul style="list-style-type: none"> Explore & identify sounds made by a range of percussion instruments; wooden, metal, and similar instruments of different sizes. Explore different playing techniques and how they change/ 	<ul style="list-style-type: none"> Explore, identify & select instruments with timbres that will enhance the performance. How can the sounds be improved? Could they be played differently? Describe different sounds using the word 'timbre'. 	<ul style="list-style-type: none"> Begin to use timbre to describe a mood or particular genre of music. Make choices as to the instruments/body percussion/vocal sounds that would develop and enhance a piece of music/song. 	<ul style="list-style-type: none"> Extend understanding of timbre through combining & blending a wider range of instrumental/vocal sounds. Record their improvised and composed music and appraise the effectiveness of 	<ul style="list-style-type: none"> Improvise, compose, play & sing more complex pieces with a focus on timbre. Develop ideas, adapt & combine sounds using all the inter-related dimensions Demonstrate control of sounds

						<p>the use of timbre.</p> <ul style="list-style-type: none">• Discuss/explore ways to improve the performance.	<p>& follow musical directions as part of the classroom/group ensemble</p>
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