

Progression Framework – Music



Curriculum Themes

We follow a four-year curriculum cycle. Each topic theme falls under a termly category

- Autumn – Me and My World
- Spring – The Wider World
- Summer – Action and Adventure

The curriculum theme titles are listed in the table below. Teachers use the subject framework to inform the learning intent for their individual classes in the form of medium-term plans. These frameworks ensure that there is a clear progression in skills and knowledge for each subject area.

Autumn - Me and My World	Spring - The Wider World	Summer - Action and Adventure
Year 1		
<i>All About Me</i>	<i>Come Fly with Me</i>	<i>Pirates</i>
Year 2		
<i>Help is at Hand</i>	<i>Going Wild</i>	<i>Time Travel</i>
Year 3		
<i>Unity in the Community</i>	<i>Global Warning</i>	<i>To Infinity and Beyond</i>
Year 4		
<i>Law and Order</i>	<i>Under the Sea</i>	<i>Superheroes</i>

The Music curriculum is broken down into the following key areas:

- Performing
- Composing
- Appraising

When deciding on their termly learning intent, teachers should ensure that there are opportunities for pupils to learn and progress in all areas and this should be clearly referenced in medium term plans.

Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
Performing						
<p>P.1.1 - Use their voice to speak/sing/chant</p> <p>P.1.2 - Join in with singing</p> <p>P.1.3 - Clap short rhythmic patterns</p> <p>P.1.4 - Experiment with creating sounds with different instruments</p> <p>P.1.5 - Perform a rhythm</p>	<p>P.2.1 - Use their voice to speak/sing/chant</p> <p>P.2.2 - Join in with singing</p> <p>P.2.3 - Clap short rhythmic patterns</p> <p>P.2.4 - Use instruments to perform a simple piece</p> <p>P.2.5 - Respond to musical indications about when to play or sing</p> <p>P.2.6 - Respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse</p> <p>P.2.7 - Perform a rhythm to a steady pulse</p>	<p>P.3.1 - Follow the melody using their voice or an instrument</p> <p>P.3.2 - Sing songs as an ensemble following the tune (melody) well</p> <p>P.3.3 - Perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)</p> <p>P.3.4 - Play simple rhythmic patterns on an instrument</p> <p>P.3.5 - Sing/clap a pulse increasing or decreasing in tempo</p> <p>P.3.6 - Control when playing instruments</p> <p>P.3.7 - Perform musical patterns keeping a steady pulse</p> <p>P.3.8 - Can they understand the importance of a warm-up</p> <p>P.3.9 - Sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse?</p>	<p>P.4.1 - Sing songs from memory with increasing expression, accuracy and fluency</p> <p>P.4.2 - Do they maintain a simple part within an ensemble</p> <p>P.4.3 - Modulate and control their voice when singing and pronounce the words clearly</p> <p>P.4.5 - Play notes on tuned and un-tuned instruments with increasing clarity and accuracy</p> <p>P.4.6 - Improvise (including call and response) within a group using the voice?</p> <p>P.4.7 - Collaborate to create a piece of music</p> <p>P.4.8 - Describe music using appropriate vocabulary</p> <p>P.4.9 - Begin to compare different kinds of music</p> <p>P.4.10 - Recognise differences between music of different times and cultures</p> <p>P.4.11 - Sing/play rhythmic patterns in contrasting tempo; keeping to the pulse</p>	<p>P.5.1 - Perform a simple part of an ensemble rhythmically</p> <p>P.5.2 - Sing songs from memory with increasing expression, accuracy and fluency</p> <p>P.5.3 - Improvise using repeated patterns with increasing accuracy and fluency</p> <p>P.5.4 - Describe what they hear using a wider range of musical vocabulary</p> <p>P.5.5 - Recognise how the inter-related dimensions of music are used by composers to create different moods and effects</p> <p>P.5.6 - Understand the cultural and social meaning of lyrics</p> <p>P.5.7 - Appreciate harmonies, drone and ostinato</p> <p>P.5.8 - Explore ways the way in which sounds are combined towards certain effects</p> <p>P.5.9 - Understand the relationship between lyrics and melody</p> <p>P.5.10 - Use selected pitches simultaneously to produce simple harmony</p>	<p>P.6.1 - Sing and use their understanding of meaning to add expression</p> <p>P.6.2 - Perform 'by ear' and from simple notations</p> <p>Improvise within a group using melodic and rhythmic phrases</p> <p>P.6.3 - Recognise and use basic structural forms e.g. rounds, variations, rondo form</p> <p>P.6.4 - Maintain their part whilst others are performing their part</p> <p>P.6.5 - Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary</p> <p>P.6.6 - Analyse and compare features from a wide range of music</p> <p>P.6.7 - Discern and distinguish layers of sound and understand their combined effect</p>	<p>P.7.1 - Begin to sing a harmony part</p> <p>P.7.2 - Begin to perform using notations</p> <p>P.7.3 - Take the lead in a performance</p> <p>P.7.4 - Take on a solo part</p> <p>P.7.5 - Provide rhythmic support?</p> <p>P.7.6 - Perform parts from memory</p> <p>P.7.7 - Evaluate differences in live and recorded performances</p> <p>P.7.8 - Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion</p> <p>P.7.9 - Perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together</p>

Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
Composing						
<p>C.1.1 - Make a range of sounds with their voice</p> <p>C.1.2 - Make a range of sounds with instruments</p> <p>C.1.3 - Represent sounds pictorially</p> <p>C.1.4 - Begin to sequence sounds to create a rhythm or beat</p> <p>C.1.5 - Repeat (short rhythmic and melodic) patterns</p> <p>C.1.6 - Begin to read pictorial representations of music (e.g. color-coded bells, music story maps)</p>	<p>C.2.1 - Make a range of sounds with their voice</p> <p>C.2.2 - Make a range of sounds with instruments</p> <p>C.2.3 - Identify changes in sounds</p> <p>C.2.4 - Tell the difference between long and short sounds</p> <p>C.2.5 - Represent sounds pictorially</p> <p>C.2.6 - Make a sequence of sounds for a purpose</p> <p>C.2.7 - Repeat (short rhythmic and melodic) patterns</p> <p>C.2.8 - Give a reason for choosing an instrument</p>	<p>C.3.1 - Order sounds to create a beginning, middle and end</p> <p>C.3.2 - Represent sounds pictorially with increasing relevance</p> <p>C.3.3 - Choose sounds to achieve an effect (including use of technology)</p> <p>C.3.4 - Begin to compose short melodic patterns using two or three notes (tuned instruments/voice)</p> <p>C.3.5 - Create short, rhythmic patterns – sequences of long and short sounds</p> <p>C.3.6 - Control an instrument in order to create an intended effect</p> <p>C.3.7 - Create their own symbols to represent sounds</p> <p>C.3.8 - Choose sounds to create an effect on the listener</p> <p>C.3.9 - Use simple structures (e.g. repetition and order) in a piece of music</p> <p>C.3.10 - Know that phrases are where we breathe in a song</p>	<p>C.4.1 - Create repeated patterns using a range of instruments</p> <p>C.4.2 - Combine different sounds to create a specific mood or feeling</p> <p>C.4.3 - Understand how the use of tempo can provide contrast within a piece of music</p> <p>C.4.4 - Begin to read and write musical notation</p> <p>C.4.5 - Effectively choose, order, combine and control sounds to create different textures</p> <p>C.4.6 - Use silent beats for effect (rests)</p> <p>C.4.7 - Combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition?</p> <p>C.4.8 - Create accompaniments for melodies</p> <p>C.4.9 - Compose a simple piece of music that they can recall to use again</p> <p>C.4.10 - Understand metre in 4 beats; then 3 beats</p>	<p>C.5.1 - Use notations to record and interpret sequences of pitches</p> <p>C.5.2 - Use notations to record compositions in a small group or on their own</p> <p>C.5.3 - Use notation in a performance</p> <p>C.5.4 - Can they explore and use sets of pitches, e.g. 4 or 5 note scales</p> <p>C.5.5 - Show how they can use dynamics to provide contrast</p>	<p>C.6.1 - Begin to use standard notation</p> <p>C.6.2 - Use their notations to record groups of pitches (chords)</p> <p>C.6.3 - Choose the most appropriate tempo for a piece of music</p> <p>C.6.4 - Use technology to compose music which meets a specific criterion</p> <p>Identify cyclic patterns – verse and chorus, coda</p> <p>C.6.5 - Recognise how different inter-related dimensions of music are combined and used expressively in many different types of music</p> <p>C.6.6 - Identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre</p>	<p>C.7.1 - Recognise that different forms of notation serve different purposes</p> <p>C.7.2 - Combine groups of beats</p> <p>C.7.3 - Use a variety of different musical devices in their composition (e.g. melody, rhythms and chords)</p> <p>C.7.4 - Show how a small change of tempo can make a piece of music more effective</p> <p>C.7.5 - Use the full range of chromatic pitches to build up chords, melodic lines and bass lines</p>

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Appraising						
<p>A.1.1 - Say if they like or dislike a piece of music Identify and distinguish environmental sounds</p> <p>A.1.2 - Begin to describe the sounds (e.g. loud, quiet, high, low, fast, slow)</p> <p>A.1.3 - Begin to express how music makes them feel</p> <p>A.1.4 - Identify reasons why they like some music more than others</p>	<p>A.2.1 - Form an opinion to express how they feel about a piece of music</p> <p>A.2.2 - Recognise repeated patterns</p> <p>A.2.3 - Tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds</p> <p>A.2.4 - Hear the pulse in a piece of music</p> <p>A.2.5 - Tell the difference between loud and quiet sounds</p> <p>A.2.6 - Describe how sounds are made and changed</p> <p>A.2.7 - Respond to different moods in music and say how a piece of music makes them feel</p> <p>A.2.8 - Identify what different sounds could represent and give a reason why</p> <p>A.2.9 - Identify texture - listening for whether there is more than one sound at the same time</p> <p>A.2.10 - Identify musical structure in a piece of music (verse, chorus etc.)</p>	<p>A.3.1 - Identify particular features when listening to music</p> <p>A.3.2 - Begin to associate sounds they hear with instruments</p> <p>A.3.3 - Independently identify the pulse in a piece of music and tap along</p> <p>A.3.4 - Listen carefully to recall short rhythmic patterns</p> <p>A.3.5 - Begin to recognise changes in timbre, dynamics and pitch</p> <p>A.3.6 - Recognise and name different instruments by sight</p> <p>A.3.7 - Evaluate and improve their own work and give reasons</p> <p>A.3.8 - Verbally recall what they have heard with simple vocabulary – loud, soft, high, low</p> <p>A.3.9 - Begin to say what they like and dislike</p> <p>A.3.10 - Tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect</p>	<p>A.4.1 - Use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music</p> <p>A.4.2 - Evaluate and improve their work, explaining how it has improved using a success criterion</p> <p>A.4.3 - Know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)</p> <p>A.4.4 - Be able to recognise a range of instruments by ear</p> <p>Internalise the pulse in a piece of music</p> <p>A.4.5 - Identify the features within a piece of music</p> <p>A.4.6 - Recognise changes in sounds that move incrementally and more dramatically</p> <p>A.4.7 - Compare repetition, contrast and variation within a piece of music</p>	<p>A.5.1 - Explain why silence is used in a piece of music and say what effect it has</p> <p>A.5.2 - Start to identify the character of a piece of music</p> <p>A.5.3 - Describe and identify the different purposes of music</p> <p>A.5.4 - Use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition</p> <p>A.5.5 - Identify how a change in timbre can change the effect of a piece of music</p>	<p>A.6.1 - Describe, compare and evaluate music using musical vocabulary</p> <p>A.6.2 - Suggest improvements to their own or others' work</p> <p>A.6.3 - Choose the most appropriate tempo for a piece of music</p> <p>A.6.4 - Identify and begin to evaluate the features within different pieces of music</p> <p>A.6.5 - Contrast the work of established composers and show preferences</p> <p>A.6.6 - Explain how tempo changes the character of music</p> <p>A.6.7 - Identify where a gradual change in dynamics has helped to shape a phrase of music</p>	<p>A.7.1 - Refine and improve their work</p> <p>A.7.2 - Evaluate how the venue, occasion and purpose affects the way a piece of music is created</p> <p>A.7.3 - Compare and contrast the impact that different composers from different times will have had on the people of the time</p> <p>A.7.4 - Analyse features within different pieces of music</p> <p>A.7.5 - Appraise the introductions, interludes and endings for songs and compositions they have created</p>