

Progression of Music Curriculum (Based on Charanga)

Purpose of Study			
Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.			
Aims			
The national curriculum for music aims to ensure that all pupils:			
<ul style="list-style-type: none"> perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations 			
Foundation	Key Stage One	Key Stage Two	
<p>In Reception children should be taught to:</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Combine different movements with ease and fluency. Expressive Arts and Design. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p> <p>(ELG)</p> <p>Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>In KS1 pupils should be taught to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality pieces experiment with, create, select & combine sounds using the inter-related dimensions of music 	<p>In KS2, pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>In KS2 pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimension of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 	
Progression of Knowledge and Skills - Understanding Music			
Foundation	By the end of KS1 (Year 1 and Year 2)	By the end of LKS2 (Year 3 and Year 4)	By the end of UKS2 (Year 5 and Year 6)
Copy and clap a rhythm.	In the key centres of: C major, F major, G major and A minor.	In the key centres of: C major, F major, G major and A minor.	In the key centres of: C major, F major, D major, G major, A minor and D minor.
		Find and keep a steady beat together.	
		In the time signatures of: 2/4, 3/4 and 4/4.	In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.
	Understand the difference between creating a rhythm pattern and a pitch pattern	Develop understanding of pitch and rhythmic patterns.	Confidently understand the difference between creating a rhythm pattern and a pitch pattern.
	Copy back simple rhythmic patterns using long and short.	Listen and copy rhythmic patterns made of semibreves , minims, dotted crotchets , crotchets, quavers, semiquavers and their rests, by ear or from notation.	Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.
	Copy back simple melodic patterns using high and low.	Copy back melodic patterns using the notes: C, D, E C, D, E, G, A G, A, B, D, E F, G, A A, B, C, D, E, F, G	Copy back melodic patterns using the notes: D, E, F, G, A C, D, E, F, G, A, B D, E, F#, G, A, B, C# A, B, C, D, E, F#, G F, G, A, Bb, C, D, E G, A, B, C, D, E, F# A, B, C, D, E, F, G
		Complete vocal warm-ups	
	Sing short phrases independently		
Progression of Knowledge and Skills - Listening			
Foundation	By the end of KS1 (Year 1 and Year 2)	By the end of LKS2 (Year 3 and Year 4)	By the end of UKS2 (Year 5 and Year 6)
<p>Move and dance with the music confidently.</p> <p>Find different steady beats. Walk in time to the beat of a piece of music. Mark the beat of a listening piece (e.g. Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.</p> <p>Identify the beat groupings in the music you sing and listen to e.g. 2-time, 3-time etc.</p> <p>Talk about how music makes you feel.</p> <p>Recognise some band and orchestral instruments.</p> <p>Describe tempo as fast or slow.</p> <p>Describe dynamics as loud and quiet.</p> <p>Discuss the structure of a song with support. Identify: verse and chorus.</p> <p>Identify a musical introduction.</p> <p>Know what a main theme is.</p> <p>Identify male and female voices in a song.</p> <p>Begin to understand and start to talk about where the music fits into the world.</p> <p>Begin to understand and start to talk about different styles of music.</p>	<p>Move and dance with the music confidently.</p> <p>Find different steady beats. Walk in time to the beat of a piece of music. Mark the beat of a listening piece (e.g. Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.</p> <p>Identify the beat groupings in the music you sing and listen to e.g. 2-time, 3-time etc.</p> <p>Talk about how music makes you feel.</p> <p>Recognise some band and orchestral instruments.</p> <p>Describe tempo as fast or slow.</p> <p>Describe dynamics as loud and quiet.</p> <p>Discuss the structure of a song with support. Identify: verse and chorus.</p> <p>Identify a musical introduction.</p> <p>Know what a main theme is.</p> <p>Identify male and female voices in a song.</p> <p>Begin to understand and start to talk about where the music fits into the world.</p> <p>Begin to understand and start to talk about different styles of music.</p>	<p>Invent different actions to move in time with the music.</p> <p>Find the beat or groove of the music. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Identify the 2/4, 3/4 and 4/4 metre.</p> <p>Talk about what the song or piece of music means, talk about the words of a song and think about why the song or piece of music was written.</p> <p>Identify instruments you can hear playing.</p> <p>Identify the tempo as fast, slow or steady.</p> <p>Describe legato and staccato and major and minor tonality.</p> <p>Discuss the structure of songs. Identify: call and response; a solo vocal or instrumental line and the rest of the ensemble; a change in texture; articulation on certain words; programme music.</p> <p>Know and understand what a musical introduction is and its purpose.</p> <p>Explain what a main theme is and identify when it is repeated.</p> <p>Identify if it's a male or female voice singing the song and recall by ear memorable phrases heard in music.</p> <p>Begin to justify a personal opinion about a musical piece/song.</p> <p>Recognise the sound and notes of the pentatonic scale by ear and from notation.</p> <p>Recognise the style of music that you are listening to. Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Funk and Electronic Dance Music.</p>	<p>Find and demonstrate a steady beat.</p> <p>Identify the 2/4, 3/4, 4/4, 6/8 and 5/4 metre.</p> <p>Talk about the feelings created by the music.</p> <p>Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind, and strings, electric organ, congas, pianos and synthesizers and vocal techniques such as scat singing.</p> <p>Identify the tempo as fast, slow or steady.</p> <p>Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale.</p> <p>Discuss the structure of music with reference to verse, chorus, bridge, repeat, chorus and final chorus, improvisation, call and response, AB form and an instrumental break.</p> <p>Know and understand what a musical introduction and outro is and its purpose.</p> <p>Explain the role of a main theme and bridge passage (with its position) in musical structure.</p> <p>Recall by ear memorable phrases heard in music.</p> <p>Justify a personal opinion with reference to Musical Elements.</p> <p>Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.</p> <p>Recognise the sound and notes of the pentatonic and Blues scale, by ear and from notation.</p> <p>Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock 'n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Fink, Romantic, Musicals, Soul, Jazz, Swing, Rock, Disco, Zimbabwean Pop R&B, Folk, Gospel and Salsa.</p>

Progression of Knowledge and Skills - Singing			
Foundation	By the end of KS1 (Year 1 and Year 2)	By the end of LKS2 (Year 3 and Year 4)	By the end of UKS2 (Year 5 and Year 6)
<p>Sing or rap nursery rhymes and simple songs.</p> <p>Sing or rap nursery rhymes and simple songs from memory.</p> <p>Sing along with a backing track.</p> <p>Sing along with a pre-recorded song and add actions.</p> <p>Know that songs have sections.</p>	Sing, rap, rhyme, chant and use spoken word, using these skills to sing as part of a choir.	Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.	Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.
	Demonstrate good singing posture.	Demonstrate good singing posture.	Demonstrate and maintain good posture and breath control whilst singing.
	Sings songs from memory and/or from notation.	Rehearse and learn songs from memory and/or with notation.	Rehearse and learn songs from memory and/or with notation.
	Sing in unison and sometimes in parts, and with more pitching accuracy.	Sing in unison and parts, and with increased pitching accuracy.	Sing in unison and in parts, and as part of a smaller group (including a second part in a song).
	Sing to communicate the meaning of words.	Sing expressively, with attention to the meaning of the words, breathing, phrasing, staccato and legato.	Sing expressively, with clear attention to dynamics and articulation, breathing and phrasing.
	Begin to sing with awareness of following the beat.	Sing with awareness of following the beat.	Sing 'on pitch' and 'in time', with or without accompaniment.
		Sing in different time signatures: 2/4, 3/4 and 4/4.	Sing in: 2/4, 3/4, 4/4 and 6/8 time.
		Self-correct if lost or out of time.	Sing syncopated melodic patterns.
		Sing with attention to clear diction, demonstrating vowel sounds, blended sounds and consonants.	Develop confidence as a soloist.
		Sing a widening range of unison songs, of varying styles and structures.	Sing with clear attention to clear diction, demonstrating vowel sounds, blended sounds and consonants.
	Copy back intervals of an octave and fifth (high, low)	Copy back simple melodic phrases using the voice.	Sing a widening range of unison songs, of varying styles and structures.
	Add actions to a song.	Perform actions confidently and in time to a range of action songs.	Copy back more complex melodic phrases using the voice.
	Join in sections of the song, e.g. chorus, call and response..	Join in sections of the song, e.g. call and response.	Perform actions confidently and in time to a range of action songs.
	Understand and follow the leader or conductor.	Understand and follow the leader or conductor and respond to them.	Join in a wider range of sections of the song, e.g. chorus, verse, bridge, call and response.
	Begin to know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to the leader's directions and by visual symbols (e.g. crescendo, decrescendo, pause)	Know the meaning of dynamics (loud/quiet) and tempo (fast/slow/steady) and be able to demonstrate these when singing by responding to the leader's directions and by visual symbols (e.g. crescendo, decrescendo, pause)	Respond to a leader or conductor and lead a singing rehearsal.
	Talk about the different styles of singing used for different styles of song.	Know the meaning of dynamics (loud/louder/quiet/quieter) and tempo (fast/faster/slow/slower/steady) and confidently be able to demonstrate these when singing by responding to the leader's directions and by visual symbols (e.g. crescendo, decrescendo, pause)	
	Talk about how the songs and their styles connect to the world.	Talk about the different styles of singing used for different styles of song.	
		Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.	
Progression of Knowledge and Skills - Notation			
Foundation	By the end of KS1 (Year 1 and Year 2)	By the end of LKS2 (Year 3 and Year 4)	By the end of UKS2 (Year 5 and Year 6)
<p>Explore the use of graphics/symbols to portray sounds and create a score.</p> <p>Begin to explore notes: D + C C, C + D D, D + E G, G + A F, F + G</p>	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.	Explore standard notation using crotchets, quavers, minims, dotted crotchets, semiquavers and semibreves and simple combinations of: C, D, E, F, G, A, B F, G, A G, B, D D, E, F#, G, A D, A, C G, A, B, C, D, E, F# F, G, A, Bb, C, D, E A, B, C, D, E	Explore standard notation using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, Bb, C, D, E G, A, B, C, D, E, F# C, G, Ab, Bb G, G#, A, Bb, C D, E, F, G, A, B, C Eb, F, G, Ab, Bb, C, Db F, G, Ab, Bb, C, D, Eb G, A, Bb, C, D, E, F D, E, F#, A, B, C# E, F#, G, G#, A, B, C, C# Eb, F, G, Ab, Bb, C, D
	Identify hand signals as notation and recognise music notation on a staff of five lines.	Read and respond to semibreves, minims, crotchets, paired quavers, dotted crotchets, and semiquavers..	Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.
		Identify: staff; treble clef; time signature; lines and spaces on the staff	Identify: staff; treble clef; time signature.
		Identify and understand the differences between minims, crotchets, paired quavers and rests.	Continue to develop understanding of the differences between semibreve, minims, crotchets and crotchet first, paired quavers and semi quavers.
		Recognise how notes are grouped when notated.	
		Read and perform pitch notation within a range.	Name the notes on lines and in spaces, barlines, a flat sign and a sharp sign.
		Apply spoken word to rhythms, understanding how to link each syllable to one musical note.	Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.
			Understand the difference between 2/4, 3/4 and 4/4 time signatures.
			Read and perform pitch notation within an octave.
Progression of Knowledge and Skills - Playing Instruments			
Foundation	By the end of KS1 (Year 1 and Year 2)	By the end of LKS2 (Year 3 and Year 4)	By the end of UKS2 (Year 5 and Year 6)
<p>Play percussion instruments by tapping, blowing, scraping, shaking, rattling etc. with a sense of purpose.</p> <p>Keep the beat of a song.</p> <p>Play patterns using a combination of any of the three notes C, D and E.</p>	Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major, D minor and G major.	Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, E major and D major.	Rehearse and learn to play a simple melodic instrumental part or one of four differentiated instrumental part by ear or from notation in C major, F major, G major, C minor, D minor, D major, E major, A major and F minor.
		Develop facility in playing tuned percussion or a melodic instrument such as a recorder.	Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the middle C-C'/do-do range or an octave range (do-do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). Whole class initially, leading to group performance.
	Playing the Recorder		
	Rehearse and learn a simple instrumental part by ear or from notation using the notes G, A, B, Bb, C, E and F.	Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation in the tonal centres of C major, F major, G major and D major.	Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation on the tonal centres of C major, F major, G major, Eb major, C major, D minor, D major, E major, A major and F minor.

Progression of Knowledge and Skills - Creating (Improvising)			
Foundation	By the end of KS1 (Year 1 and Year 2)	By the end of LKS2 (Year 3 and Year 4)	By the end of UKS2 (Year 5 and Year 6)
Explore high sounds and low sounds on a glockenspiel. Invent a pattern to go with a song using one note. Use a starting note to explore melodic patterns using one or two notes.	Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G C, G, A G, A, B	Explore improvisation within a major scale using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D D, E, F#, A, B D, E, F, G, A	Explore improvisation within a major scale using the notes: C, D, Eb, F, G C, D, E, F, G C, D, E, G, A F, G, A, Bb, C D, E, F, G, A G, A, Bb, C, D G, A, B, C, D F, G, A, C, D
	Work with a partner and in the class to improvise simple 'Question and Answer' phrases to be sung and played on untuned percussion creating a musical conversation.	Become more skilled in improvisation (using voices, tuned and untuned percussion, and instruments played in whole-class / group / individual / instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range and making use of musical features including smooth (legato) and detached (staccato) articulation.	Experiment with using a wider range of dynamics including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano)
	Understand the difference between creating a rhythm pattern and a pitch pattern.	Improvise over a groove.	Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape with varied dynamics and articulation.
		Improvise over a drone or simple chord progression.	Improvise over a drone or more complex chord progression.
	Structure musical ideas (e.g. using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.	Structure musical ideas more confidently (e.g. using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.	

Progression of Knowledge and Skills - Creating (Composing)			
Foundation	By the end of KS1 (Year 1 and Year 2)	By the end of LKS2 (Year 3 and Year 4)	By the end of UKS2 (Year 5 and Year 6)
Create a sequence of different sounds in response to a given stimuli. Explore and create musical activities that embed pulse, rhythm and pitch. Add pitched notes to the rhythm of words and phrases in a song. Add chosen sound effects at an appropriate moment in a story or song. Use graphics/symbols to portray the sounds they have made.	Explore and create graphic scores.	Explore and create more complex graphic scores and begin creating scores with notation.	Explore and create graphic scores and scores with notation.
	Create musical sound effects and short sequences of sounds in response to music and video stimulus.	Create music and/or sound effects in response to music and video stimulus.	Create music and/or sound effects in response to music and video stimulus.
	Create a story, choosing and playing classroom instruments and/or sound makers.	Start to use simple structures within compositions e.g. introduction, verse, chorus or AB form.	Start to use structures within compositions e.g. introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Compose a ternary piece.
	Recognise how graphic notation can represent created sounds. Explore and invent your own symbols. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.	Begin using notation to keep a record of composed pieces.	Use notation to keep a record of composed pieces.
	Create and perform your own rhythm patterns with stick notation, including crochets, quavers and minims.	Compose song accompaniments on tuned and untuned percussion using known rhythms and notes values.	Compose song accompaniment using basic chords.
		Compose over a simple chord progression.	Create a simple chord progression.
		Compose over a groove.	Understand how chord triads are formed and play then on tuned percussion, melodic instruments, or keyboards. Perform simple, chordal accompaniments.
		Compose over a drone.	Compose over a more complex groove.
		Use simple dynamics.	Compose over a more complex drone.
	Use music technology (if available) to capture, change and combine sounds.	Use music technology (if available) to capture, change and combine sounds.	Use a wider range of dynamics including fortissimo, pianissimo, mezzo forte and mezzo piano.
	Use simple notation if appropriate.	Combine rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt.	Use music technology (if available) to capture, change and combine sounds.
			Plan and compose an 8 or 16-beat melodic phrases using the pentatonic scale and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.
			Use rhythmic variety.
		Use full scales in different keys.	
	Create a simple melody using crochets and minims and paired quavers and their rests. Use a pentatonic scale: C,D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C) C,D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) F, G F, G, A F, G, A, Bb F, G, A, Bb, C Start and end on the note F (F major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) A, B A, B, C A, B, C, D A, B, C, D, E Start and end on the note A (A minor) D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor)	Create a melody using crochets, minims, quavers, semibreves and semiquavers, plus all equivalent rests. Use a pentatonic scale and a full scale. Use major and minor tonality. F, G F, G, A F, G, A, Bb F, G, A, Bb, C Start and end on the note F (F major) G, A G, A, B G, A, B, C G, A, B, C, D Start and end on the note G (G major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor) Eb, F Eb, F, G Eb, F, G, Bb Eb, F, G, Bb, C Start and end on the note Eb (Eb major) C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor) F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (Pentatonic on F) F, G F, G, Ab F, G, Ab, Bb F, G, Ab, Bb, C Start and end on the note F (F minor)	

Progression of Knowledge and Skills - Performing			
Foundation	By the end of KS1 (Year 1 and Year 2)	By the end of LKS2 (Year 3 and Year 4)	By the end of UKS2 (Year 5 and Year 6)
Know that performing is sharing music. Perform nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about.	Practise, rehearse and share a song that has been learned in the lesson from memory or with notation, and with confidence.	Rehearse and enjoy the opportunity to share what has been learned in lessons.	Create, rehearse, present a holistic performance for a specific purpose, for a friendly but unknown audience.
		Practise, rehearse and share a song that has been learned in the lesson from memory or with notation, and with confidence. Explain why the song was chosen including its composer and the historical and cultural context of the song.	Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles. Explain why the song was chosen including its composer and the historical and cultural context of the song. Have a detailed understanding of the musical, cultural and historical contexts and use this to present a holistic performance.
	Talk about what the song means and why it was chosen to share.	Talk about what the song means and why it was chosen to share. Communicate the meaning of the words and articulate them clearly.	Talk about what the song means and why it was chosen to share. Communicate the meaning of the words and articulate them clearly.
	Add actions to the song. Play some simple instrumental parts. Decide any actions, instrumental parts / improvisatory ideas / composed passages to be practised and included in the performance.	Include any actions, instrumental parts / improvisatory ideas / composed passages within the rehearsal and in the performance.	Include instrumental parts / improvisatory sections / composed passages within the rehearsal and performance.
		Play and perform melodies following staff notation using a small range, as a whole class or in small groups.	Perform in smaller groups or as well as the whole class in school and to a wider audience.
		Understand how the individual fits within the larger group ensemble.	A pupil or group of pupils leads part of the rehearsal and part of the performance.
		Perform with confidence, a song from memory.	Perform from memory or with notation, with confidence and accuracy.
			Understand the value of choregraphing any aspect of a performance.
			Understand the importance of the performing space and how to use it.
	Talk about the difference between rehearsing a song and performing it.	Reflect on feelings about sharing and performing. E.g. excitement, nerves, enjoyment. Talk about what the rehearsal and performance has taught them.	Reflect on feelings about sharing and performing. E.g. excitement, nerves, enjoyment. Talk about what the rehearsal and performance has taught them.
		Record the performance and compare to a previous performance; explain how well the performance communicated the mood of each piece.	
	Reflect on the performance and how well in suite date occasion.	Discuss and talk musically about the strengths and weaknesses of a performance and discuss how the performance might change if it was repeated in a larger/smaller performance space.	
	Discuss and respond to any feedback, consider how future performances might be different.	Collect feedback from an audience, reflect how the audience believed in the performance and how future performances might be different.	

Progression of Knowledge and Skills - Musical Elements			
Foundation	By the end of KS1 (Year 1 and Year 2)	By the end of LKS2 (Year 3 and Year 4)	By the end of UKS2 (Year 5 and Year 6)
Pulse / Beat / Metre			
Explore the difference between the pulse (steady beat) and rhythm.	Watch, follow, feel and move to a steady beat with others.	Recognise and move in time with a steady beat.	Recognise and move in time with the changing speed of a steady beat.
	Find and enjoy moving to music in different ways. Understand that the speed of a beat can change, creating a faster or slower pace (tempo).	Play in time with a steady beat on percussion instruments in 2/4, 4/4 and 3/4 identifying the metres.	Play in time with a steady beat and identify the metre 2/4, 4/4, 3/4, 5/4 and 6/8.
	Respond to the pulse in recorded / live music through movement and dance.	Recognise a 'strong' beat and respond to the 'offbeat' or 'backbeat'.	Respond to the 'offbeat' or 'backbeat' and identify syncopation and swing.
Rhythm			
Explore the difference between the pulse (steady beat) and rhythm. Explore long and short sounds. Explore the use of words and syllables to represent rhythms.	Recognise and clap long sounds, short sounds and simple combinations and match them to syllables and movement.	Recognise by ear and notation: semibreves, minims, crotchets, quavers and semiquavers, dotted minims, dotted crotchets and their rests.	Recognise by ear and notation: semibreves, minims, crotchets, quavers and semiquavers; dotted minims and dotted crotchets.
			Recognise by ear and notation: 6/8 rhythm patterns; dotted crotchets, triplet quavers, dotted quavers and their rests.
			Recognise dotted rhythm in melodies.
	Perform short, copycat rhythm patterns accurately, led by the teacher or copying a leader and invent rhythms for others to copy on untuned and tuned percussion.	Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and their rests.	Copy more complex rhythm patterns created from semibreves, minims, crotchets, quavers and their rests.
	Perform short, repeating rhythm patterns (ostinato and riffs) and use word phrases while keeping in time to a steady beat.	Create simple rhythm patterns by ear and using simple notation from semibreves, minims, crotchets, quavers and their rests,	Create rhythm patterns by ear and using simple notation that use the above rhythm patterns.
	Understand and explain the difference between beat and rhythm.	Understand, explain and describe the difference between beat and rhythm.	
	Recall the most memorable rhythms in a song or piece of music.	Recall the most memorable rhythms in a song or piece of music.	
Melody			
Perform simple melodic patterns comprising of one or two notes.	Recognise, sing and play and identify high and low pitched notes in a melody.	Show the shape of a melody as rising and falling in pitch. Identify and explain what a melody is and understand melodic movement up and down as pitch.	Identify and explain step, jumps and leaps in the pitch of a melody and major and minor tonality by ear and from notation.
	Join in part of a melody.	Learn to sing and follow a melody by ear or from notation.	Learn to sing and follow a melody by ear and from notation.
	Explore singing and playing C D E for the C major scale. Rehearse and play a simple instrumental melody as a part to go with a song.	Learn to rehearse and play a melodic instrumental part or one of four melodic instrumental parts by ear or from notation.	Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation.
	Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C	Identify the names of the pitched notes on a staff: C, D, E, Eb, F, F#, G, A, B, Bb, C, C#, D.	Identify the names of the pitched notes on a staff: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D.
	Identify and play by ear notation notes in the tonality of C major.	Identify the scales by ear or from notation: C major, G major, F major, A minor and identify if a scale is major or minor.	Identify the following scales by ear or from notation: C major, F major, D minor, G major, Eb minor, C minor, A minor, D major.
		Explore intervals 3rd, 5th and 7th.	Identify intervals 3rd, 5th and 7th. Identify an interval of a major triad: 3rd, 5th.
		Identify and explain: harmony (two or more notes heard at the same time); second part (a second musical part, usually a melodic that creates harmony).	Identify tone or an octave by ear or notation.
		Explore chords I, IV and V in instrumental accompaniments.	Add new chords II and VI from a given tonality. Use chords C, F, G and A minor by ear or from notation.
			Copy simple melodies by ear or from reading notation. Create melodies by ear and notate them.
		Explore and play by ear or from notation a 5-note scale and a pentatonic scale. Identify the following tonal centres by ear or from notation: C major, F major, G major, A minor.	Identify the tonal centres of : C major, C minor, F major, D minor and D major, Eb major, A minor, G major, D major.
	Identify and demonstrate a major and minor scale.	Identify and demonstrate the following scales by ear and from notation: major scale, minor scale, pentatonic scale and blues scale.	
Tempo			
Explore fast and slow sounds.		Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.	
	Change the speed of a steady beat, moving from fast to slow, slow to fast.		Change the speed of a steady beat, moving from fast to slow, slow to fast.
	Understand that the speed of a beat can change, creating a faster or slower pace (tempo).		Control the speed of a steady beat, getting faster and getting slower.
			Direct the class in controlling the speed of a steady beat in a class performance.
			Recognise the connection between tempo and musical styles. Recognise an effective use of tempo at the end of a song.
Dynamics			
Explore loud and quiet sounds.	Understand the meaning of loud and quiet and identify loud and quiet sections of music and discuss what makes the music loud and quiet.	Listen out and respond to forte sections of music. Identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo.	Identify how dynamics change the mood and feel of music using vocabulary: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.
		Identify instruments playing loud dynamics when listening to the music.	Identify how dynamics can support the structure of a song or piece of music e.g. diminuendo leading into a new section and change of mood.
		Use dynamics to help communicate the meaning of a song.	Identify the connection between dynamics and texture, e.g. adding more players and / or singers makes the music louder.
Timbre			
Explore different sounds made by the voice, body and classroom percussion. Explore the way in which instruments are played (tapped, blown, scraped, shaken etc.). Explore how different materials create different sounds (such as wood, metal and skin).	Identify different sounds in the environment and friends from the sound of their voice.	Choose particular instruments for rehearsal and performing. Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities.	Recognise tone colour, rapping and instruments that add a particular colour to a song/piece of music.
	Identify the sounds of instruments played in school.	Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet, trombone, trumpet, piano, keyboard, bass, drums, tuba, piccolo, bass guitar, synthesizer and electric guitar.	Identify the following instruments by ear and through a range of media: band instruments e.g. keyboard, Hammond or electric organ, saxophone, trumpet, electric guitar, electric bass guitar, drum kit, vocals, drum machine and synthesizer; instruments of the orchestra from the strings, woodwind, brass and tuned and untuned percussion families particularly violin, cello, double bass, flute, clarinet, oboe, saxophone, trumpet, trombone, French horn, tuba, drums (timpani), glockenspiel, xylophone and piano; other instruments such as steel pans, harmonica, banjo and accordion.
	Identify some of the sounds of the instruments heard when listening to music.	Recognise the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and strings.	Recognise the following ensembles: Gospel choir and soloist; rock band; symphony orchestra, A Cappella group; pop group.
	Know the difference between a speaking voice and a singing voice.	Recognise the difference between the sound of male and female voices. Understand the importance of the vocal warm-up and its impact on the tone of voice.	Recognise the difference between the sound of male and female voices. Understand the importance of the vocal warm-up and its impact on the tone of voice.
Texture			
Explore thick and thin textures.	Understand that singing and playing together creates musical texture.	Identify and explain texture: the number of voices/instruments playing and the richness of the sound they	Understand, identify and explain how texture builds throughout a piece as voices are layered.
	Listen out for combinations of instruments together. Add body percussion accompaniments.	Listen to the accompaniment to a song and add body percussion accompaniments. Understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs / ostinati) have on the texture of a piece of music.	Talk about the different textures created by intervals and chords. Refer to repeated rhythmic or melodic patterns as riffs / ostinati.
		Identify male and female solo voices and backing vocals. Talk about the different textures they create. Explain the term 'unison' and the difference between unison and solo.	Identify solos and instrumental breaks in songs and music. Talk about solo voices, backing vocals and different vocal textures.
Structure (Form)			
Explore how some sections of songs are the same (repeat) and some are different.	Add movement to key sections of a song. Join in with a repeated section of a song: the chorus, the response.	Show the different sections of a song structure or piece of music through actions. Recognise patterns and repeated sections.	Recognise patterns and repeated sections and that changing the tonality at different points within the song creates different sections to the structure.
	Understand when to sing in a verse and a chorus. Join in with the main tune when it is repeated.	Identify and explain the following structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.	Identify and explain the following structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.
		Identify the instrumental break and its purpose in a song. Discuss the purpose of a bridge section.	Talk about how musical styles often have the same musical structure e.g. Folk music: verse and chorus; Rock and Pop music: verse, chorus, bridge and instrumental break. Talk about the purpose of musical structures.