

## MUSIC – Curriculum objective progression overview and coverage

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creativity	Singing	<ul style="list-style-type: none"> <li>• Sing nursery rhythms</li> </ul>	<ul style="list-style-type: none"> <li>• Sing traditional songs, nursery rhymes and chants together</li> </ul>	<ul style="list-style-type: none"> <li>• Sing traditional songs, nursery rhymes and chants clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing simple songs and chants with a sense of melody and shape.</li> </ul>	<ul style="list-style-type: none"> <li>• Use their voice in different ways, including using a loud or soft voice, and identify simple repeated patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs accurately, both solo and as part of an ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain a part within an ensemble when singing in a round or in harmony.</li> </ul>	<ul style="list-style-type: none"> <li>• Use gesture and expression to create a finished, polished performance.</li> </ul>
	Performance	<ul style="list-style-type: none"> <li>• Sing nursery rhymes together.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing nursery rhymes together, starting and finishing at the same time.</li> </ul>	<ul style="list-style-type: none"> <li>• Play and sing pieces of music, starting and finishing together.</li> </ul>	<ul style="list-style-type: none"> <li>• Play tuned and untuned percussion instruments and use your voice with awareness of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Play or sing a part with increased control, fluency, expression and accuracy on tuned and untuned instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Play or sing music from notation and memory, with increasing accuracy, fluency, control and expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain their part in a performance with confidence, accuracy, fluency, control and expression, and with an awareness of what others are playing or singing.</li> </ul>	<ul style="list-style-type: none"> <li>• Take the lead in instrumental or singing performances and provide suggestions to others.</li> </ul>
	Pulse and rhythm	<ul style="list-style-type: none"> <li>• Listen to an adult clapping a rhythm</li> </ul>	<ul style="list-style-type: none"> <li>• Copy a simple rhythm</li> </ul>	<ul style="list-style-type: none"> <li>• Copy a simple rhythm by clapping or using percussion. Identify and keep a steady pulse.</li> </ul>	<ul style="list-style-type: none"> <li>• Play a range of rhythms and pulses and identify the differences between them.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a pulse in a piece of music, realising that two, three, four or more beats to the bar can be counted.</li> </ul>	<ul style="list-style-type: none"> <li>• Play and create repeated rhythmic patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and perform a short piece of music, using a range of musical techniques, including an ostinato.</li> </ul>	<ul style="list-style-type: none"> <li>• Play and create pieces of music with a clear understanding of pulse and rhythm.</li> </ul>
	Composition	<ul style="list-style-type: none"> <li>• In free play use instruments to create songs</li> </ul>	<ul style="list-style-type: none"> <li>• Children use a range of instruments to create their own songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Create, select and combine sounds and rhythms using a variety of instruments, objects and the voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Create, select and combine layers of sound and vocalisations with awareness of the effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise and compose sequences of sounds and vocals and record them using notes or pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise and compose a sequence of sounds and vocals for different instruments and record them using standard or invented notation.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a composition that combines layers of sound and vocalisations and shows an awareness of pitch, tempo, rhythm, melody and dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and perform a group score using a wide variety of timbres, textures, rhythms and motifs.</li> </ul>
	Notation	<ul style="list-style-type: none"> <li>• Use pictures to represent notation.</li> </ul>	<ul style="list-style-type: none"> <li>• Use symbols and pictures to represent notation.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that music can be written down and read.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and respond to simple notation.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and respond to invented musical notation and symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Play or sing simple melodies from standard and invented musical notation and symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Use musical notation to perform and write music.</li> </ul>	<ul style="list-style-type: none"> <li>• Use features of musical notation when composing.</li> </ul>
Investigation	Music appreciation	<ul style="list-style-type: none"> <li>• Listen to a range of music</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a range of musical genres</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond to a range of high-quality live and recorded music and songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond with movement, words and pictures to a range of high-quality live and recorded music that tell a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond to pieces of music written around the same theme.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and evaluate different genres of music using appropriate musical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Use descriptive words and relevant musical vocabulary when talking about the elements of live or recorded music within a piece.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain patterns and motifs in live and recorded music that provoke feelings in the listener.</li> </ul>
	Listening	<ul style="list-style-type: none"> <li>• Listen to a range of music and</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a range of music and</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to sounds or a piece of music, identifying basic</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how an instrument has been used to represent a</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and describe sounds and changes in a piece of</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how different instruments are used throughout a</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how pitch, tempo, rhythm, melody, dynamics and</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and comment on a wide range of genres and</li> </ul>

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		talk about what they like	talk about what they like	features.	sound, animal or object.	music using musical vocabulary.	piece of music to add interest and meaning.	major and minor tonality have been used to create particular feelings in the listener.	musical styles using a broad musical vocabulary.
Significance	Significant people	<ul style="list-style-type: none"> <li>• Talk about people who sing popular songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about singers and performers.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe, in simple terms, the lives of composers studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the lives and music of composers studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the lives and music of romantic composers.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the lives and music of famous popular musicians from the late 20th century.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the lives and music of famous Baroque composers.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the lives and music of famous classical composers</li> </ul>