



Music Curriculum Progression

	Year 1					
Topic	Autumn 1: A change over time	Autumn 2: Carnival of the animals	Spring 1: A Step in Time	Spring 2: Fe Fi Fo Fun	Summer 1: Very Victorian Values	Summer 2: Whole School Topic
NC singing	Use their voices creatively by singing songs and speaking chants and rhymes	N/A	Use their voices creatively by singing songs and speaking chants and rhymes	N/A	Use their voices creatively by singing songs and speaking chants and rhymes	Use their voices creatively by singing songs and speaking chants and rhymes
Hillcross Progression of singing	<ul style="list-style-type: none"> Singing simple songs and rhymes from memory singing collectively at the pulse. 		<ul style="list-style-type: none"> Using their voices expressively to make sounds. 		<ul style="list-style-type: none"> Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Using their voices expressively to sing and chant 	<ul style="list-style-type: none"> Singing short songs from memory. Using their voices expressively to sing and chant
NC Listen & appraise	Listen with concentration and understanding to high quality recorded music	Listen with concentration and understanding to high quality recorded music	Listen with concentration and understanding to high quality recorded music	Listen with concentration and understanding to high quality recorded music	Listen with concentration and understanding to high quality recorded music	Listen with concentration and understanding to high quality recorded music
Hillcross Progression of listen & appraise	<ul style="list-style-type: none"> Recognising basic elements of a song - when music starts and when it stops using auditory cues and thinking brain. 	<ul style="list-style-type: none"> Recognising basic tempo, (faster/slower) Describing the character from the music they listen to, both verbally & through movement. 	<ul style="list-style-type: none"> Understanding that different types of sounds are called timbres. 	<ul style="list-style-type: none"> Recognising basic tempo and dynamic changes e.g faster/slower ,louder/quieter Describing the character, mood, or 'story' of music they listen to, both verbally & through movement. 	<ul style="list-style-type: none"> Describing the similarities and differences between two pieces of music using appropriate vocabulary Recognising basic tempo and dynamic changes e.g faster/slower, louder/quieter 	<ul style="list-style-type: none"> Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group.
NC Play & perform	Perform in a group	Play untuned instruments	Perform in a group	Play untuned instruments musically	Play untuned instruments musically	Play untuned instruments musically
Hillcross Progression of play and perform	<ul style="list-style-type: none"> Maintaining the pulse (play on the beat) using hands and feet, and untuned instruments Responding to simple musical instructions such as when to start and stop. 	<ul style="list-style-type: none"> Responding to simple musical instructions such as tempo as part of a class performance. (Play instruments quickly and slowly) 	<ul style="list-style-type: none"> Responding to simple musical instructions such as when to start and stop when playing in part as a group. 	<ul style="list-style-type: none"> Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. (play fast and slow, loud and quiet) Performing from graphic notation. 	<ul style="list-style-type: none"> Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. (play fast and slow, loud and quiet) Maintaining the pulse (play on the beat) using hands 	<ul style="list-style-type: none"> Performing from graphic notation. Begin to make improvements to their work as suggested by their teacher.
Improvise & compose	Experiment with, create and select sounds using the inter-related dimensions of music.	Experiment with, create and select sounds using the inter-related dimensions of music.	Experiment with, create and select sounds using the inter-related dimensions of music.	Experiment with, create and select sounds using the inter-related dimensions of music.	Select sounds using the inter-related dimensions of music.	Experiment with and create sounds using the inter-related dimensions of music.
Progression of improvise and compose	<ul style="list-style-type: none"> Choose instruments to play the pulse. 	<ul style="list-style-type: none"> Selecting instruments to represent an animal. Choose whether to play the instrument quickly or slowly. 	<ul style="list-style-type: none"> Recognise and explore how sounds can be made and changed using voices and body percussion. Selecting and creating short sequences of sound with voices or instruments to represent a given idea. 	<ul style="list-style-type: none"> Selecting and creating short sequences of sound with voices or instruments to represent a character Choosing dynamics, tempo and timbre for a piece of music. 	<ul style="list-style-type: none"> Combining instrumental and vocal sounds within a given structure. Choosing dynamics, tempo and timbre for a piece of music 	<ul style="list-style-type: none"> Copying back short rhythmic phrases on percussion instruments Creating a simple graphic score to represent a composition.



Music Curriculum Progression

Year 2						
Topic	Autumn 1: London Landmarks	Autumn 2: Hearts and lanterns	Spring 1: Under the sea	Spring 2: Disaster strikes	Summer 1: A journey to discovery	Summer 2: Whole School Topic
NC singing	N/A	Use their voices creatively by singing songs and speaking chants and rhymes	N/A	Use their voices creatively by singing songs and speaking chants and rhymes	N/A	Use their voices creatively by singing songs and speaking chants and rhymes
Hillcross Progression of singing		<ul style="list-style-type: none"> Singing back short melodic patterns by ear. Listening to and repeating a short, simple melody by ear. 		<ul style="list-style-type: none"> Singing short songs from memory, with melodic and rhythmic accuracy and maintaining pulse Using their voices expressively when singing, including the use of basic dynamics (loud and soft). 		<ul style="list-style-type: none"> Playing short melodic patterns from letter notation.
NC Listen & appraise	Listen with concentration and understanding	Listen with concentration and understanding	listen with concentration and understanding to a range of high-quality recorded music.	listen with concentration and understanding	listen with concentration and understanding	listen with concentration and understanding to a range of high-quality recorded music.
Hillcross Progression of listen & appraise	<ul style="list-style-type: none"> Recognising and understanding the difference between pulse and rhythm. Clap simple rhythms they hear. 	<ul style="list-style-type: none"> Identify melodies which move in steps. (pitch) 	<ul style="list-style-type: none"> Listening to and recognising instrumentation. Suggesting improvements to their own and others' work. 	<ul style="list-style-type: none"> Recognising structural features in music they listen to (rounds) Listening to and repeating a short, simple melody by ear. 	<ul style="list-style-type: none"> Beginning to use musical vocabulary to describe music. Recognising tempo and rhythm changes in music they listen to. 	<ul style="list-style-type: none"> Listening to and recognising instruments. Identifying melodies that move in steps. Describing the timbre of the instruments they hear.
NC Play & perform	Play untuned instruments musically	Play tuned instruments musically	play tuned instruments musically	Play untuned instruments musically	Play untuned instruments musically	Play untuned instruments musically
Hillcross Progression of play and perform	<ul style="list-style-type: none"> Copying rhythmic patterns on untuned percussion instruments, keeping to a steady pulse. 	<ul style="list-style-type: none"> Performing expressively using different pitches. 	<ul style="list-style-type: none"> Performing expressively using dynamics and timbre to alter sounds as appropriate. 	<ul style="list-style-type: none"> Play the opening to a well known tune using rhythmic accuracy and maintaining a pulse. 	<ul style="list-style-type: none"> Performing expressively using tempo and rhythm to alter sounds as appropriate 	<ul style="list-style-type: none"> Performing expressively using timbre and structure to alter sounds as appropriate Playing short melodic patterns from letter notation.
NC Imprevise & compose	experiment with, create, select and combine sounds using the inter-related dimensions of music.	experiment with, create, select and combine sounds using the inter-related dimensions of music.	experiment with, create, select and combine sounds using the inter-related dimensions of music.	experiment with, create, select and combine sounds using the inter-related dimensions of music.	experiment with, create, select and combine sounds using the inter-related dimensions of music.	experiment with and combine sounds using the inter-related dimensions of music.
Hillcross Progression of improvise and compose	<ul style="list-style-type: none"> Choose rhythmic patterns which can be played with a pulse. 	<ul style="list-style-type: none"> Creating simple melodies from 5 notes moving in steps. (changes in pitch) Using letter name and graphic notation to 	<ul style="list-style-type: none"> Choosing appropriate Instruments to represent the creatures based on timbre. Play instruments with different dynamics as 	<ul style="list-style-type: none"> Successfully combining and layering several instrumental and vocal patterns within a given structure. Using letter name 	<ul style="list-style-type: none"> Choosing appropriate tempo changes for a piece of music. Selecting and creating longer sequences of appropriate 	<ul style="list-style-type: none"> Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
		<ul style="list-style-type: none"> represent the details of their composition. Beginning to suggest improvements to their own work. 	<ul style="list-style-type: none"> appropriate for the creature. Structure a composition to represent the sea. Beginning to suggest improvements to their own work. 	<ul style="list-style-type: none"> and graphic notation to represent the details of their composition. 	<ul style="list-style-type: none"> sounds with voices or instruments to represent a given idea. Beginning to suggest improvements to their own work. Copying longer rhythmic patterns on untuned percussion instruments. 	<ul style="list-style-type: none"> Successfully combining and layering several instrumental patterns within a given structure. Using letter name and graphic notation to represent the details of their composition.



Music Curriculum Progression

Year 3						
Topic	Autumn 1: Supermarket Sweep	Autumn 2: Rotten Romans	Spring 1: Settle Down	Spring 2: Secret Garden	Summer 1: Dig Deep	Summer 2: Whole School Topic
NC singing	<p>using voices with increasing accuracy, fluency, control and expression</p> <p>perform in solo and ensemble contexts singing with increasing accuracy, fluency, control and expression</p>	N/A	<p>using voices with increasing accuracy, fluency, control and expression</p> <p>perform in solo and ensemble contexts singing with increasing accuracy, fluency, control and expression</p>	N/A	N/A	<p>using voices with increasing accuracy, fluency, control and expression</p> <p>perform in solo and ensemble contexts singing with increasing accuracy, fluency, control and expression</p>
Hillcross Progression of singing	<ul style="list-style-type: none"> Singing in time with peers, with accuracy and awareness of their part in the group performance (rounds) 		<ul style="list-style-type: none"> Singing in time with peers, with accuracy and awareness of their part in the group performance. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. 			<ul style="list-style-type: none"> Singing in time with peers, with accuracy and awareness of their part in the group performance. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.
NC Listen & appraise	<p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music.</p>	<p>listen with attention to detail</p> <p>develop an understanding of the history of music.</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>listen with attention to detail</p>	<p>listen with attention to detail and recall sounds with increasing aural memory</p>	<p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music.</p>	N/A
Hillcross Progression of listen & appraise	<ul style="list-style-type: none"> Understand the history of a round. It's been an element in western music since 1100's Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. 	<ul style="list-style-type: none"> Understanding that music from different times has different features. Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary 	<ul style="list-style-type: none"> Beginning to show an awareness of <u>metre</u>. 	<ul style="list-style-type: none"> Beginning to show an awareness of <u>metre</u>. Recognising and beginning to discuss changes within a piece of music Describing the timbre, dynamic and textural details of a piece of music, both 	<ul style="list-style-type: none"> Describing the timbre, dynamic, structure and textural details of a piece of music, both verbally, and through movement. Recognising and explaining the changes within a piece 	<ul style="list-style-type: none"> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).
				<p>verbally, and through movement.</p>	<p>of music using musical vocabulary.</p> <ul style="list-style-type: none"> Understanding that music from different times has different features. 	<ul style="list-style-type: none"> Understanding that music from different parts of the world, and different times, have different features.



Music Curriculum Progression

NC Play & perform	<p>play and perform in solo and ensemble contexts</p> <p>perform in solo and ensemble contexts playing with increasing accuracy, fluency, control and expression</p>	<p>play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>use and understand staff and other musical notations</p>	<p>play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>use and understand staff and other musical notations</p>	<p>play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>use and understand staff and other musical notations</p>	N/A	<p>play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>use and understand staff and other musical notations</p>
Progression of play and perform	<ul style="list-style-type: none"> Singing and playing in time with peers, with accuracy and awareness of their part in the group performance. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. 	<ul style="list-style-type: none"> Playing in time with peers, with some degree of accuracy and awareness of their part in the group performance 	<ul style="list-style-type: none"> Performing from basic staff notation, incorporating rhythm. 	<ul style="list-style-type: none"> Playing in time with peers, with some degree of accuracy and awareness of their part in the group performance Performing from basic staff notation (rhythm) and be able to identify these symbols using musical terminology. 	<ul style="list-style-type: none"> Beginning to use musical vocabulary (related to the interrelated dimensions of music) when discussing improvements to their own and others' work 	<ul style="list-style-type: none"> Beginning to use musical vocabulary (related to the interrelated dimensions of music) when discussing improvements to their own and others' work
Improvise & compose	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	N/A	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>use and understand staff and other musical notations</p>	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>use and understand staff and other musical notations</p>	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>use and understand staff and other musical notations</p>
Progression of improvise and compose		<ul style="list-style-type: none"> Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). 	<ul style="list-style-type: none"> Using rhythmic notation (graphic and staff), and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary. 	<ul style="list-style-type: none"> Composing a piece of music in a given style with instruments Using rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Combining rhythms to compose a multilayered composition. 	<ul style="list-style-type: none"> Combining melodies and rhythms to compose a multilayered composition in a given style. 	<ul style="list-style-type: none"> Composing a piece of music in a given style with voices and instruments Suggesting and implementing improvements to their own work, using musical vocabulary. Using rhythmic notation (graphic or staff)



Music Curriculum Progression

	Year 4					
Topic	Autumn 1: Walk like an Egyptian	Autumn 2: Eurovision precision	Spring 1: Battle Station	Spring 2: Natural disasters	Summer 1: Playing cat and mouse	Summer 2: Whole School Topic
NC singing	N/A	using voices with increasing accuracy, fluency, control and expression perform in solo and ensemble contexts singing with increasing accuracy, fluency, control and expression	N/A	N/A	using voices with increasing accuracy, fluency, control and expression perform in solo and ensemble contexts singing with increasing accuracy, fluency, control and expression	using voices with increasing accuracy, fluency, control and expression perform in solo and ensemble contexts singing with increasing accuracy, fluency, control and expression
Progression of singing		<ul style="list-style-type: none"> Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing in time with peers, with accuracy and awareness of their part in the group performance. 			<ul style="list-style-type: none"> Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing in time with peers, with accuracy and awareness of their part in the group performance. 	<ul style="list-style-type: none"> Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing in time with peers, with accuracy and awareness of their part in the group performance.
NC Listen & appraise	develop an understanding of the history of music.	Listen to and understand a range of music	listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	appreciate and understand a wide range of high-quality recorded music drawn from different traditions and from great composers and musicians	appreciate and understand a wide range of high-quality recorded music drawn from different traditions and from great composers and musicians
Progression of listen & appraise	<ul style="list-style-type: none"> Identifying common features between different genres, styles and traditions of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary Identifying common features between different genres, styles and traditions of music. 	<ul style="list-style-type: none"> Using musical vocabulary to discuss the purpose of a piece of music. 	<ul style="list-style-type: none"> Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	<ul style="list-style-type: none"> Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying gradual dynamic and tempo changes within a piece of music Identifying scaled dynamics (crescendo/decrescendo) within a piece of music 	<ul style="list-style-type: none"> Using musical vocabulary to discuss the purpose of a piece of music. Recognising the use and development of motifs in music. Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	<ul style="list-style-type: none"> Using musical vocabulary to discuss the purpose of a piece of music. Identifying common features between different genres, styles and traditions of music Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary
						<ul style="list-style-type: none"> Recognising the use and development of motifs in music.



Music Curriculum Progression

NC Play & perform	play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression	N/A	play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression	play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression use and understand staff and other musical notations	N/A	play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression
Progression of play and perform	<ul style="list-style-type: none"> Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique 		<ul style="list-style-type: none"> Performing from basic staff notation, incorporating rhythm identifying these symbols using musical terminology 	<ul style="list-style-type: none"> Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique 		<ul style="list-style-type: none"> Playing syncopated rhythms with accuracy, control and fluency.
Improvise & compose	improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations	N/A	improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations	Compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations	Compose music for a range of purposes using the inter-related dimensions of music	improvise music for a range of purposes using the inter-related dimensions of music
Progression of improvise and compose	<ul style="list-style-type: none"> Know how to use FACE and graphic notation. Creating a piece of music with at least three different layers 		<ul style="list-style-type: none"> Creating a piece of music with at least four different layers 	<ul style="list-style-type: none"> Developing melodies using rhythmic variation and looping. 	<ul style="list-style-type: none"> Using rhythmic notation and key musical vocabulary to label and record their compositions. Composing a coherent piece of music in a given style with voices, bodies and instruments 	<ul style="list-style-type: none"> Composing a coherent piece of music in a given style with voices, bodies & instruments. Beginning to improvise musically within a given style



Music Curriculum Progression

	Year 5					
Topic	Autumn 1: We're the Kids in America.	Autumn 2: Third Rock from the Sun	Spring 1: It's all greek to me	Spring 2: Oh I do like to be beside the seaside	Summer 1: Marvellous Mayas	Summer 2: Whole School Topic
NC singing	<p>using voices with increasing accuracy, fluency, control and expression</p> <p>perform in solo and ensemble contexts singing with increasing accuracy, fluency, control and expression</p>	N/A	N/A	<p>using voices with increasing accuracy, fluency, control and expression</p> <p>perform in solo and ensemble contexts singing with increasing accuracy, fluency, control and expression</p>	N/A	<p>using voices with increasing accuracy, fluency, control and expression</p> <p>perform in solo and ensemble contexts singing with increasing accuracy, fluency, control and expression</p>
Progression of singing	<ul style="list-style-type: none"> Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. 			<ul style="list-style-type: none"> Singing and playing in time with peers, with accuracy and awareness of their part in the group performance. 		<ul style="list-style-type: none"> Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Singing and playing in time with peers, with accuracy and awareness of their part in the group performance.
NC Listen & appraise	<p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music</p>	<p>listen with attention to detail</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>listen with attention to detail</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music</p>	<p>listen with attention to detail.</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music</p>	<p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>
Progression of listen & appraise	<ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (North America). 	<ul style="list-style-type: none"> Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and 	<ul style="list-style-type: none"> Discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work Representing the features of 	<ul style="list-style-type: none"> Comparing, discussing and evaluating music using detailed musical vocabulary 	<ul style="list-style-type: none"> Comparing, discussing and evaluating music using detailed musical vocabulary Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time. (Romantic era). 	<ul style="list-style-type: none"> Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.
		<p>explaining how these have developed over time (TV themes).</p>	<p>a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p>			



Music Curriculum Progression

NC Play & perform	play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression use and understand staff and other musical notations	play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression use and understand staff and other musical notations	play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression use and understand staff and other musical notations	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression use and understand staff and other musical notations	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression use and understand staff and other musical notations	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression use and understand staff and other musical notations
Progression of play and perform	<ul style="list-style-type: none"> Performing with accuracy and fluency from graphic and simple staff notation. 	<ul style="list-style-type: none"> Performing with accuracy and fluency from graphic and simple staff notation. 	<ul style="list-style-type: none"> Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. 	<ul style="list-style-type: none"> Playing a simple chord progression with accuracy and fluency. 	<ul style="list-style-type: none"> Performing with accuracy and fluency from simple staff notation. 	<ul style="list-style-type: none"> Playing a simple chord progression with accuracy and fluency. Performing with accuracy and fluency from simple staff notation.
Improvise & compose	improvise and compose music for a range of purposes using the inter-related dimensions of music	improvise and compose music for a range of purposes using the inter-related dimensions of music	improvise and compose music for a range of purposes using the inter-related dimensions of music	improvise and compose music for a range of purposes using the inter-related dimensions of music	improvise and compose music for a range of purposes using the inter-related dimensions of music	improvise and compose music for a range of purposes using the inter-related dimensions of music
Progression of improvise and compose	<ul style="list-style-type: none"> Improvising coherently within a given style Combining rhythmic patterns (Ostinato) and call and response into a multi-layered composition using all the inter-related dimensions of music to add musical interest. 	<ul style="list-style-type: none"> Combining rhythmic patterns (ostinato) into a multi-layered composition using some inter-related dimensions of music to add musical interest. Using staff notation to record rhythms and melodies. Composing a detailed piece of music from a given stimulus with instruments 	<ul style="list-style-type: none"> Composing a detailed piece of music from a given stimulus with voices, bodies and instruments. Selecting, discussing and refining musical choices alone, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work 	<ul style="list-style-type: none"> Selecting, discussing and refining musical choices with others, using musical vocabulary with confidence. 	<ul style="list-style-type: none"> Composing a detailed piece of music from a given stimulus with voices, bodies and instruments. Selecting, discussing and refining musical choices alone, using musical vocabulary with confidence. Using staff notation to record rhythms and melodies. 	<ul style="list-style-type: none"> Improvising coherently within a given style. Composing a detailed piece of music from a given stimulus with voices, bodies & instruments Using staff notation to record rhythms and melodies. Suggesting and demonstrating improvements to own and others' work Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.



Music Curriculum Progression

Year 6						
Topic	Autumn 1: Everybody wants to rule the world	Autumn 2: A Class Act	Spring 1: War of the Worlds	Spring 2: Peace at Last	Summer 1: Game, Set and Match	Summer 2: Whole School Topic
NC singing	using their voices with increasing accuracy, fluency, control and expression	N/A	using their voices with increasing accuracy, fluency, control and expression	N/A	N/A	using their voices with increasing accuracy, fluency, control and expression
Progression of singing	<ul style="list-style-type: none"> Singing and playing in time with peers, with accuracy and awareness of their part in the group performance. 		<ul style="list-style-type: none"> Identifying the way that features of a song can complement one another to create a coherent overall effect 			<ul style="list-style-type: none"> Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Identifying the way that features of a song can complement one another to create a coherent overall effect
NC Listen & appraise	<p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music</p>	<p>listen with attention to detail appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>listen with attention to detail appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music</p>	<p>listen with attention to detail. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music</p>	<p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>
Progression of listen & appraise	<ul style="list-style-type: none"> Use musical vocabulary correctly when describing and evaluating the features of a piece of music Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. 	<ul style="list-style-type: none"> Use musical vocabulary correctly when describing and evaluating the features of a piece of music Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. 	<ul style="list-style-type: none"> Use musical vocabulary correctly when describing and evaluating the features of a piece of music Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. 	<ul style="list-style-type: none"> Use musical vocabulary correctly when describing and evaluating the features of a piece of music Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. 	<ul style="list-style-type: none"> Use musical vocabulary correctly when describing and evaluating the features of a piece of music Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. 	<ul style="list-style-type: none"> Use musical vocabulary correctly when describing and evaluating the features of a piece of music Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.



Music Curriculum Progression

NC Play & perform	<p>play and perform in ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>use and understand staff and other musical notations</p>	<p>play and perform in ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>use and understand staff and other musical notations</p>	<p>play and perform in ensemble contexts using their voices with increasing accuracy, fluency, control and expression</p>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>use and understand staff and other musical notations</p>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>use and understand staff and other musical notations</p>	<p>play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</p>
Progression of play and perform	<ul style="list-style-type: none"> Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, communicating with the group 	<ul style="list-style-type: none"> Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, beginning to keep in time with others and communicating with the group 	<ul style="list-style-type: none"> Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group 	<ul style="list-style-type: none"> Performing a solo or taking a leadership role within a performance 	<ul style="list-style-type: none"> Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group 	<ul style="list-style-type: none"> Performing a solo or taking a leadership role within a performance Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group
Improvise & compose	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>use and understand staff and other musical notations</p>	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>use and understand staff and other musical notations</p>	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>use and understand staff and other musical notations</p>	N/A
Progression of improvise and compose	<ul style="list-style-type: none"> Composing the composition of accompanying features, within a given structure. 	<ul style="list-style-type: none"> Composing the composition of accompanying features, within a given structure. Recording own composition using appropriate forms of notation. 	<ul style="list-style-type: none"> Recording own composition using appropriate forms of notation. Composing an original song, incorporating lyric writing and the composition of accompanying features, within a given structure. 	<ul style="list-style-type: none"> Recording own composition using appropriate forms of notation. 	<ul style="list-style-type: none"> Recording own composition using appropriate forms of notation and technology. 	