



Music Curriculum Progression Map 2024 - 2025

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Singing</p> <p>Exploring the speaking voice, shouting voice, whispering voice, singing voice and thinking voice</p> <p>Sing loudly and quietly</p> <p>Sing and recognise s, m, l</p>	<p>Singing</p> <p>Use the singing voice to explore long and short sounds</p> <p>Recognise pitch</p> <p>To sing songs to include rests</p>	<p>Singing</p> <p>Sing higher pitched melodies</p> <p>Use voices to create soundscapes, explore plosive consonants</p> <p>Begin to use phrasing and diction</p>	<p>Singing</p> <p>Controlled breathing when singing in order to produce the highest quality sounds</p> <p>Sing more complicated melodic pieces in rounds</p>	<p>Singing</p> <p>Sing clearly with good diction</p> <p>Sing whilst playing simple drumming rhythms</p> <p>Sing songs in 2 or 3 parts</p>	<p>Singing</p> <p>Sing in simple harmonies in two and three parts</p> <p>Sing pentatonic songs</p> <p>Learn songs from WW2</p>
<p>Instruments</p> <p>Body percussion to create repeated patterns.</p> <p>Clap simple rhythms together</p> <p>Use instruments for simple accompaniments</p> <p>Play instruments together in groups</p>	<p>Instruments</p> <p>Naming and sorting instruments</p> <p>Sort and recognise pitched and non-pitched percussion</p> <p>Recognise instruments which make long and short sounds</p>	<p>Instruments</p> <p>Creating high and low melodies using pitched and non-pitched percussion</p> <p>Begin to recognise orchestral instruments</p> <p>The role of the conductor</p>	<p>Instruments</p> <p>Name orchestral instruments and recognise the different sound they make</p> <p>Show how different instruments vibrate</p> <p>Discover what sounds are made by different materials</p>	<p>Instruments</p> <p>Analyse Ceremonial music</p> <p>Notate core rhythms</p> <p>Learn tabla rhythms</p>	<p>Instruments</p> <p>Compose music using pentatonic scales</p> <p>Explore the theatre movies</p> <p>Play simple harmonic accompaniments</p>
<p>Technical</p> <p>Use loud/quiet, slow/fast as part of composition</p> <p>Create simple notation (colours etc) for these patterns</p> <p>Create musical effects and short sequences of sounds in response to stimuli.</p> <p>Learn how to create simple patterns using body percussion and instruments.</p>	<p>Technical</p> <p>Create high and low melodies</p> <p>Beat the pulse of a 3 or 4 beat time signature</p> <p>March in time to a beat Recognise rests</p> <p>Begin to recognise different keys</p>	<p>Technical</p> <p>Use crescendo and diminuendo</p> <p>Use technology to compare and contrast</p> <p>Use plosive constants and vowels to make musical compositions</p> <p>Recognise the time signatures used in different dance music</p> <p>Recognise structure in music</p>	<p>Technical</p> <p>Continue to use 3 and 4 beat patterns and begin to use 5 and 7 beats.</p> <p>Differentiate between major and minor keys</p> <p>Compose and structure music to tell a story</p> <p>Recognise timbre and textures in music</p>	<p>Technical</p> <p>Create and use 4 beat ostinato patterns.</p> <p>Create pentatonic melodies and ostinato accompaniments</p> <p>Learn about chords and triads and recognise Tonic and Dominant Chords</p>	<p>Technical</p> <p>Recognise and use syncopated rhythms in compositions</p> <p>Recognise simple harmonic progressions</p> <p>Notate simple rhythms and pentatonic melodies</p>
<p>Performance</p> <p>Perform for an audience</p> <p>Play core rhythms on non-pitched percussion</p> <p>Learn how to start and stop together</p> <p>Create sound effects for stories</p>	<p>Performance</p> <p>Perform complex patterns and sequences on non-pitched percussion</p> <p>Perform a song which has a change of key</p> <p>Sing in very simple parts in an ensemble and as a soloist</p>	<p>Performance</p> <p>Learn the song <i>Mammoth Hunters</i></p> <p>Learn how to make Fire Music, using body sounds, onomatopoeia and alliteration (using words from the song), and compare this with using instruments</p>	<p>Performance</p> <p>Compose and perform river music for a trip along a river</p> <p>Learn and perform songs about the Vikings and compare these with British Sea Shanties</p>	<p>Performance</p> <p>Learn American Spirituals and Native American Music</p> <p>Learn and perform songs from the Caribbean</p> <p>Learn and sing the song <i>Drumming Music</i></p>	<p>Performance</p> <p>Sing and perform using good diction, phrasing and dynamics</p> <p>Sing and perform complicated accompaniments</p> <p>Perform with confidence and joy</p>

