



Music Curriculum Progression Map

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