

Music Curriculum Progression

By the end of year 6 children at RAB should demonstrate the following essential characteristics of musicians:

- 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 dimensions 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.
- Understand and use music technology confidently to create original ideas.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	<p>Listen to and show awareness of different genres.</p> <p>Start to identify instruments by name and sound.</p> <p>Describe music using adjectives, spooky, sad, happy etc.</p> <p>Identify where inter-related dimensions of music (e.g. pitch).</p>	<p>Listen to and appreciate a variety of musical genres.</p> <p>Recognise groups of instruments.</p> <p>Identify where inter-related dimensions of music change (e.g. the music gets faster or louder).</p>	<p>Listen to and appreciate a variety of musical genres. Start to place these in context.</p> <p>Recognise and describe how different sounds are made on different instruments.</p> <p>Identify and describe different textures (e.g. solo and duet).</p>	<p>Listen to and appreciate a variety of musical genres. Start to place these in context.</p> <p>Recognise and describe how different sounds are made on different instruments and how this groups them into families.</p> <p>Show an awareness of the inter-related dimensions of music through appraising and use of key vocabulary.</p>	<p>Listen to and appreciate a variety of musical genres. Start to place these in context and identify musical features of a particular genre.</p> <p>Identify orchestral instruments by sound.</p> <p>Continue to develop an awareness of the inter-related dimensions of music through appraising and application of key vocabulary.</p>	<p>Listen to and appreciate a variety of musical genres. Start to place these in context and identify musical features of a particular genre.</p> <p>Continue to develop an awareness of the inter-related dimensions of music through appraising and application of key vocabulary.</p> <p>Compare and discuss differences in performances of the same piece of music.</p>
Singing	<p>Learn how to sing and vocal health: warming up, awareness of breathing and good posture. Sing and chant songs in unison. Begin to sing in tune using melodies that move by step and include small intervals. Recognise visual signs from leader. Use Makaton signs when singing.</p>	<p>Learn about singing and vocal health: warming up, awareness of breathing and good posture. Sing in tune within a limited range (up to an octave). Develop an awareness of diction. Sing in unison, in the round and with a simple second part. Use Makaton signs when singing.</p>	<p>Show knowledge of vocal health, warming up, awareness of breathing, good posture and dictation. Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control. Maintain a second part (partner songs and rounds). Use Makaton/BSL when singing.</p>	<p>Show knowledge of vocal health, warming up, good posture, breathing and dictation. Demonstrate knowledge of the inter-related dimensions of music when singing and vocal health. Maintain a third part in a vocal piece showing an understanding of texture. Use Makaton/BSL when singing.</p>	<p>Sing confidently warming up, showing good posture, breathing and dictation. Demonstrate knowledge of the inter-related dimensions of music when singing and vocal health. Maintain a third part in a vocal piece showing an understanding of texture. Use Makaton/BSL when singing.</p>	<p>When singing, show greater mastery and control of tone, diction, posture and breathing consistently. Use the inter-related dimensions of music when singing and playing in a variety of styles. Sing a harmony part to a main melody. Use Makaton/BSL when singing.</p>
Composing & Improvising	<p>Say words/rhythms/clap to create simple rhythmic patterns. Improvise a sound/rhythm over a given number of beats. Add sounds effects to a story. Respond to music through movement. Understand simple graphic notation.</p>	<p>Use simple pitch and rhythm patterns to develop a structure for a short piece. Improvise a rhythm/sound over a given number of beats. Recognise use contrasts in dynamics, tempo or pitch. Use simple graphic notation and stick notation.</p>	<p>Create four-bar rhythms in groups, pairs or individually. Improvise a melody using 2-3 notes. Add pitch names to rhythmic notation to make melodies. Understand how changes in pitch can be shown on either graphic score or stave notation.</p>	<p>Improvise with increasing confidence using 2-5 notes. Construct a piece with a simple structure (binary AB or ternary ABA). Add pitch names to rhythmic notation to make more complex melodies. Show an awareness of how changes in pitch can be shown on a stave. Use music technology to compose.</p>	<p>Improvise with increasing confidence using a scale. Construct a piece with a simple structure (AB, ABA or verse/chorus). Use scale patterns to construct melodies, understand pitch direction, movement by leap and leap and knowing the names of notes. Use music technology to compose.</p>	<p>Construct a piece using more complex structures (e.g. 12 bar blues). Improvise with increasing confidence on a given scale. Notate compositions using a variety of methods, incorporating the inter-related dimensions of music. Work independently within a group composition showing thought in selection of instruments and ideas. To create a piece using IT (YuStudio or GarageBand).</p>
Playing & Performing	<p>Explore making sounds with the voice and instruments. Show an understanding of pulse. Follow a leader when performing as a group. Recognise visual signs to start, stop etc as directed. Putting actions to songs.</p>	<p>Perform a simple melody. Have a strong sense of pulse. Understand the difference between pulse and rhythm. Demonstrate dynamics, pitch and tempo. Play simple rhythms. Perform a piece using simple notation.</p>	<p>Play a simple melody with technical control to create a pleasing sound. Perform, changes in dynamics, pitch, tempo and articulation. Demonstrate the difference between pulse and rhythm. Maintain a second part in a vocal or instrumental piece. Start to read stave notation.</p>	<p>Sing and play with an awareness of how the interrelated dimensions of music affect the performance. Maintain a third part in a vocal or instrumental piece showing an understanding of texture. Perform using a range of rhythmic/melodic notation. Self and peer assessment of outcome.</p>	<p>Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience. Maintain a third part in a vocal or instrumental piece showing an understanding of texture. Perform using a range of rhythmic and melodic notation combining the inter-related dimensions of music. Direct others to start and stop. Perform a solo as part of a group.</p>	<p>Use the inter-related dimensions of music when singing and playing in a variety of styles. Maintain a third part in a vocal or instrumental piece showing an understanding of texture and harmony. Perform using a range of rhythmic/melodic notation to perform a variety of simple pieces/songs. Direct others to start and stop using gestures or counting in with greater accuracy.</p>