

Music Curriculum Progression

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

- *The ability to listen with concentration to a variety of music from different styles, traditions and times and identify different style indicators and different instruments and their sounds.*
- *The ability to appropriately and confidently, using the correct musical language, to discuss the dimensions of music and how they relate to the music being listened to.*
- *The ability to sing together with confidence, with increasingly difficult melodies and words, sometimes in two parts.*
- *The ability to play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression and maintaining an appropriate pulse.*
- *The ability to use various forms of notation to record music.*
- *The ability to improvise and perform in solo and ensemble contexts.*
- *The ability to confidently create their own melodies within the context of the song that is being learnt. Start to choose, combine and organise patterns and musical ideas within musical structures and do this with understanding.*
- *The ability to demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter(dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo), describe the quality of sounds and how they are made (timbre).*

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and appraise	<p>Listen and respond to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, improvising leading to playing classroom instruments and, share and perform the learning that has taken place.</p>	<p>Begin to recognise styles, find the pulse, recognise instruments, listen, and discuss other dimensions of music.</p> <p>The children will listen to a variety of musical styles from different times, traditions and composers. Learn to recognise the sound of musical instruments and basic features of key musical styles. Encourage discussions using musical language.</p>	<p>Begin to recognise styles, find the pulse, recognise instruments, listen, and discuss other dimensions of music.</p> <p>The children will continue to listen to a variety of musical styles from different times, traditions and composers. Learn to recognise the sound of musical instruments and basic features of key musical styles. Encourage discussions using musical language.</p>	<p>Begin to recognise styles, find the pulse, recognise instruments, listen, and discuss other dimensions of music.</p> <p>The children will understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage discussion using more accurate musical language. The children will understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage discussion using more accurate musical language.</p>	<p>Begin to recognise styles, find the pulse, recognise instruments, discuss, listen, and discuss other dimensions of music.</p> <p>The children will continue to understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage more confident discussion using accurate musical language</p>	<p>Recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music</p> <p>The children will continue to listen to a variety of musical styles from different times and traditions. Recognise instruments and features of key musical styles. Encourage confident discussion using accurate musical language.</p>	<p>Recognise styles, find the pulse, recognise instruments, listen, and discuss all dimensions of music.</p> <p>The children will continue to listen to a variety of musical styles from different times and traditions. Recognise instruments and features of key musical styles. Encourage confident discussion using accurate musical language.</p>

Singing	Learning to sing or sing along with nursery rhymes and action songs,	Start to sing, learn about singing and vocal health. Begin to learn about working in a group/ band/ ensemble.	Continue to sing, learn about singing and vocal health. Continue to learn about working in a group/ band/ ensemble.	Continue to sing, learn about singing and vocal health. Continue to learn about working in a group/ band/ ensemble.	Continue to sing, learn about singing and vocal health. Continue to learn about working in a group/ band/ ensemble.	Sing, learn about singing and vocal health. Continue to learn about working in a group/ band/ ensemble.	Sing, learn about singing and vocal health. Continue to learn about working in a group/ band/ ensemble.
Playing	Explore a variety of instruments and the sounds they make. Following instructions and playing together.	Start to play a classroom instrument in a group /band/ ensemble	Continue to play a classroom instrument in a group/ band/ ensemble.	Continue to play a classroom/ band instrument in a group/ band/ ensemble. Eventually explore the link between sound and symbol.	Continue to play a classroom/ band instrument in a group/ band/ ensemble. Start to explore the link between sound and symbol.	Play in a classroom/ band instrument in a group/ band/ ensemble. Explore the link between sound and symbol.	Play a classroom/ band instrument in a group/ band/ ensemble. Explore the link between sound and symbol.
Improvisation	improvising leading to playing classroom instruments	Begin to explore and create your own responses, melodies and rhythms.	Continue to explore and create your own responses, melodies and rhythms.	Continue to explore and create simple responses, melodies and rhythms independently and in partners	Continue to explore and create your own responses melodies and rhythms.	Explore and create your own responses, melodies and rhythms trying to make them reflect the genre of music	Create your own more complex responses, melodies and rhythms appropriate for the music genre.
Composition		Begin to create your own responses, melodies and rhythms and record them in some way.	Continue to create your own responses, melodies and rhythms and record them in some way.	Continue to create your own responses, melodies and rhythms and record them in some way. Eventually explore the link between sound and symbol.	Continue to create your own responses, melodies and rhythms and record them in some way. Start to explore the link between sound and symbol.	Create your own responses, melodies and rhythms and record them using some form of notation. Explore the link between sound and symbol.	Create your own responses, melodies and rhythms and record them using some form of notation. Explore the link between sound and symbol.
Perform/Share	share and perform the learning that has taken place.	Begin to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.	Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.	Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.	Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.	Work together in different groups/ bands/ ensembles to perform to each other and an audience. Discuss/respect/improve your work together.	Work together in different groups/ bands/ ensembles to perform to each other and an audience. Discuss/respect/improve your work together.