

Curriculum Progression for Music

Reception Expectations		
By the end of Reception we expect pupils to be able to (based on Development Matters – September 2020): 🎵 play and explore, investigate and ‘have a go’ (e.g. listen to different styles of music) 🎵 be active in their learning (e.g. use ‘non-musical’/open-ended resources to create sound) 🎵 have and develop their own ideas, and make links between them (e.g. choosing an appropriate classroom instrument and adding sounds to known stories)		
Expressive arts and design focus for children in Reception:	Examples of how to support this:	KEY VOCABULARY
Listen attentively, move to and talk about music, expressing their feelings and responses	• Give children insight into new musical worlds. • Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain • Invite musicians in to play music to the children and talk about it • Encourage children to listen attentively to music • Discuss changes and patterns as a piece of music develops	pulse rhythm pitch melody beat lyrics patterns
Sing in a group or on their own, increasingly matching the pitch and following the melody	• Play pitch-matching games, humming or singing short phrases for children to copy • Use songs with or without words – children may pitch match more easily with sounds like ‘ba’ • Sing call-and-response songs, so that children can echo phrases of songs you sing • Introduce new songs gradually and repeat them regularly • Sing slowly, so that children can listen to the words and the melody of the song	
Explore and engage in music making and dance, performing solo or in groups	• Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers • Play movement and listening games that use different sounds for different movements, e.g. march to the sound of the drum or creep to the sound of the maraca • Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song • Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example • Encourage children to create their own music	

N.B. Although at present the Charanga Music School does not provide clear progression of skills for Reception, the key learning areas for the scheme are: Listening and responding to different styles of music; embedding foundations of the interrelated dimensions of music; learning to sing or sing along with nursery rhymes and action songs; improvising leading to playing classroom instruments; share and perform the learning that has taken place. As updated documents become available this Progression document will be amended.

Curriculum Progression for Music

Year 1 Expectations

By the end of Year 1 we expect pupils to be able to (through the Charanga Music School scheme): ♪ know that music has a steady pulse, like a heartbeat.

♪ know that we can create rhythms from words, our names, favourite food, colours and animals ♪ create their own rhythms

The units within Charanga Music School will develop the following musical strands, skills and vocabulary during Year 1:

MUSICAL STRAND	MUSICAL SKILLS	KEY VOCABULARY	
Listening and Appraising	- Listen to a variety of music from different styles, traditions and times - Start to recognise musical styles, and some of the different instruments used	pulse	keyboard
Embedding Interrelated Dimensions of Music*	Begin to understand, through activity and feeling more than explanation, how Pulse, Rhythm and Pitch work together to create a song or piece of music	rhythm	percussion
Singing	- Begin to understand the importance of working together in an ensemble or as part of a group - Sing in tune within a limited pitch range, and perform with a sense of pulse and rhythm - Begin to understand the importance of and why we warm up our voices	pitch	trumpets
Playing	- Explore and create music using classroom percussion, tune and un-tuned, to play melodies, tunes and accompaniments and to improvise and compose very simple melodies - Use glockenspiels (and recorders)	rap	saxophones
Improvising	Begin to explore and create simple musical sounds with voices and instruments within the context of the song being learnt	improvise	Blues
Composing	Begin to create own simple melodies within the context of the song that is being learnt	compose	Baroque
Performing	- Begin to work together as part of an ensemble/band - Remember the importance of starting and ending together by learning to follow the conductor/band leader - Sing and rap to each other and to an audience - Play tuned and/or un-tuned instruments with some control and rhythmic accuracy - Improvise and play back compositions using simple patterns as part of a performance - Perform with some understanding that the performance can include everything that has been undertaken during the learning of the unit – everything you have learnt fits together	melody	Latin
		bass guitar	Irish Folk
		drums	Funk
		decks	pulse
		perform	groove
		singers	audience
			imagination

*Interrelated Dimensions of Music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Curriculum Progression for Music

Year 2 Expectations

By the end of Year 2 we expect pupils to be able to (through the Charanga Music School scheme): ♪ know that music has a steady pulse. ♪ know that we can create rhythms from words, our names, favourite food, colours and animals ♪ know that rhythms are different from the pulse ♪ know that we add high and low sounds (pitch) when we sing and play instruments ♪ create their own rhythms

The units within Charanga Music School will develop the following musical strands, skills and vocabulary during Year 2:

MUSICAL STRAND	MUSICAL SKILLS	KEY VOCABULARY	
Listening and Appraising	- Continue to listen to a variety of music from different styles, traditions and times - Start to recognise musical styles and some of the different instruments used - Begin to describe own feelings and respect others	keyboard	audience
Embedding Interrelated Dimensions of Music*	- Deepen the understanding of IDoM through activities and feeling more than explanation, how Pulse, Rhythm and Pitch work together to create a song or piece of music - Start to demonstrate how Pulse, Rhythm and Pitch work together	drums	question and answer
Singing	- Continue to learn about the importance of working together in an ensemble or as part of a group - Sing in tune within a limited pitch range, and perform with an increasing sense of pulse and rhythm - Sing songs and melodies and begin to consider how the melody and words should be interpreted - Begin to understand the importance of and why we warm up our voices	bass	melody
Playing	- Explore and create music using classroom percussion, tuned and un-tuned, to play melodies, tunes and accompaniments and to improvise and compose very simple melodies - Use glockenspiels (and recorders or band instruments if appropriate) - Begin to recognise and musically demonstrate an awareness of a link between shape and pitch graphic notation	electric guitar	dynamics
Improvising	Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt	saxophone	tempo
Composing	Create own simple melodies within the context of the song that is being learnt	trumpet	perform/performance
Performing	- Continue to work together as part of an ensemble/band - Remember the importance of starting and ending together by learning to follow the conductor/band leader - Sing and rap to each other and to an audience - Play tuned and/or un-tuned instruments with more control and rhythmic accuracy and with realised progression - Improvise and play back compositions using simple patterns confidently as part of a performance - Perform with an understanding that the performance can include everything that has been undertaken during the learning process of the unit – everything you learn fits together	pulse	audience
		rhythm	rap
		pitch	Reggae
		improvise	glockenspiel
		compose	

*Interrelated Dimensions of Music (IDoM): pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Curriculum Progression for Music

Year 3 Expectations

By the end of Year 3 we expect pupils to be able to (through the Charanga Music School scheme): ♪ know the difference between pulse and rhythm ♪ know how pulse, rhythm and pitch work together to create a song

The units within Charanga Music School will develop the following musical strands, skills and vocabulary during Year 3:

MUSICAL STRAND	MUSICAL SKILLS	KEY VOCABULARY	
Listening and Appraising	- Listen with increasing concentration to a variety of music from different styles, traditions and times - Start to recognise/identify different style indicators and different instruments used - Begin to describe own feelings and respect others - Begin to use correct musical language	structure	synthesizer
Embedding Interrelated Dimensions of Music*	Further deepen the understanding of IDoM - how Pulse, Rhythm and Pitch work together to create a song or piece of music	intro/introduction	hook
Singing	- Understand the importance of working together in an ensemble or as part of a group - Sing in tune within a limited pitch range, and perform with a stronger/more secure sense of pulse and rhythm - Sing songs and melodies and consider how the melody and words should be interpreted - Understand more about the importance of, and the reason why we warm up our voices	verse	melody
Playing	- Continue to explore and create music using classroom percussion, tuned and un-tuned, to play melodies, tunes and accompaniments, and to improvise and compose - Use glockenspiels (and recorders or band instruments if appropriate) - Begin to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations - Start to understand the basics and foundations of notations	chorus	texture
Improvising	Explore and create musical sound with voices and instruments within the context of the song being learnt	improvise	structure
Composing	- Being to create own more complex tunes and 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 as part of a group or with the whole class	compose	electric guitar
Performing	- Have more understanding of working together as part of an ensemble/band. - Appreciate the importance of starting and ending together by learning to follow the conductor/band leader and listening - Continue to develop performance skills - Play tuned instruments with more control and rhythmic accuracy and with more realised progression - Improvise and play back compositions using patterns confidently as part of a performance - Play with an understanding of an integrated approach, where performance can including everything that has been undertaken within the learning process of the unit	pulse	organ
		rhythm	backing vocals
		pitch	hook
		tempo	riff
		dynamics	melody
		bass	Reggae
		drums	pentatonic scale
		guitar	imagination
		keyboard	Disco

*Interrelated Dimensions of Music (IDoM): pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Curriculum Progression for Music

Year 4 Expectations

By the end of Year 4 we expect pupils to be able to (through the Charanga Music School scheme): ♪ know the difference between pulse and rhythm ♪ keep the internal pulse ♪ start to make musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to
The units within Charanga Music School will develop the following musical strands, skills and vocabulary during Year 4:

MUSICAL STRAND	MUSICAL SKILLS	KEY VOCABULARY	
Listening and Appraising	- Listen with increasing concentration to a variety of music from different styles, traditions and times, and begin to place the music in its historical context - Start to recognise/identify different style indicators and different instruments used - Describe own feelings and respect others - Continue to use correct musical language	keyboard	unison
Embedding Interrelated Dimensions of Music*	Further deepen the understanding of how Pulse, Rhythm and Pitch work together to create a song or piece of music	electric guitar	rhythm patterns
Singing	- Continue to understand the importance of working together in an ensemble or as part of a group - Sing in tune or perform with an even stronger/more secure sense of pulse and rhythm - Sing songs and melodies and consider how the melody and words should be interpreted at a deeper level - Understand more about the importance of, and the reason why we warm up our voices	bass	musical style
Playing	- Explore and create music in greater depth using classroom percussion, to play melodies, tunes and accompaniments, and to improvise and compose - Use glockenspiels (and recorders or band instruments if appropriate) (WIDER OPPORTUNITIES - whole class learning of a musical instrument) - Continue to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations - Start to understand the basics and foundations of notations	drums	rapping
Improvising	Explore and create musical sound with voices and instruments within the context of the song being learnt	improvise	lyrics
Composing	- Continue to create own more complex tunes and 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 as part of a group or with the whole class	compose	choreography
Performing	- Have a deeper understanding of working together as part of an ensemble/band - Appreciate the importance of starting and ending together by learning to follow the conductor/band leader and listening - Continue to develop performance skills - Play tuned instruments with more control and rhythmic accuracy and with more realised progression - Improvise and play back compositions using patterns confidently as part of a performance	melody	digital/electronic sounds
		pulse	turntables synthesizers
		rhythm	by ear
		pitch	notation
		tempo	backing vocal
		dynamics	piano
		texture	organ
		structure	acoustic guitar
		compose	percussion
		improvise	birdsong
		hook	(Civil Rights themes)
		riff	(Racism themes)
		melody	(Equality themes)
		solo	
		pentatonic scale	

	Perform with a greater understanding of an integrated approach, where performance can include everything that has been undertaken during the learning process of the unit	
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***Interrelated Dimensions of Music (IDoM):** pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

N.B. In Year 4 children have the opportunity to take part in the Wider Opportunities Music Scheme run by the Derby City and Derbyshire Music Partnership as part of the National Plan for Music Education

Curriculum Progression for Music

Year 5 Expectations

By the end of Year 5 we expect pupils to be able to (through the Charanga Music School scheme): ♪ know that the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting ♪ be able to keep the internal pulse ♪ take on musical leadership, creating musical ideas for the group to copy or respond to

The units within Charanga Music School will develop the following musical strands, skills and vocabulary during Year 5:

MUSICAL STRAND	MUSICAL SKILLS	KEY VOCABULARY	
Listening and Appraising	- Listen with concentration to a variety of music from different styles, traditions and times and place the music in its historical context - Recognise/identify different style indicators and different instruments and their sounds - Describe own feelings with confidence and respect others - Continue to use correct musical language	Rock	piano
Embedding Interrelated Dimensions of Music*	Understand that through repeated games and activities, depth of learning occurs and that Pulse, Rhythm and Pitch work together to create a song or piece of music	bridge	guitar
		backbeat	bass
Singing	- Understand that you sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and some musical understanding of how parts fit together - Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone - Have a greater understanding of melody, words and their importance and how to interpret a song musically - Understand the importance of warming up our voices, good posture, breathing and projecting voices - Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts	amplifier	drums
		chorus	melody
Playing	- Use glockenspiels (and recorders and band instruments if appropriate) to play melodies, tunes and accompaniments and to improvise and compost - Continue to explore the basics and foundations of formal notation	bridge	cover
		riff	Old-school Hip Hop
Improvising	Create musical improvisations with voices and instruments within the context of the song being learnt	hook	rap
Composing	- With increasing confidence, create 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	improvise	synthesizer
		compose	deck
Performing	- Work together as part of an ensemble/band, adding some direction and ideas - Begin to demonstrate musical quality, e.g. clear starts, ends of pieces/phrases, technical accuracy etc - Play tuned and/or un-tuned instruments with control and rhythmic accuracy and with realised progression - Improvise and play back compositions using more complex patterns confidently as part of a performance - Perform with an understanding of an integrated approach, where performance can include everything that has been undertaken during the learning process of the unit	appraising	backing loops
		Bossa Nova	Funk
		syncopation	scratching
		structure	unison
		Swing	pitch
		tune/head	tempo
		note values	dynamics
		note names	timbre
		Big bands	texture
		pulse	Soul
		rhythm	groove
		solo	bass line
		ballad	brass section
		verse	harmony
		interlude	tag ending
		strings	

*Interrelated Dimensions of Music (IDoM): pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Curriculum Progression for Music

Year 6 Expectations

By the end of Year 6 we expect pupils to be able to (through the Charanga Music School scheme): ♪ know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting ♪ keep the internal pulse ♪ take on a musical lead, creating musical ideas for the group to copy or respond to
The units within Charanga Music School will develop the following musical strands, skills and vocabulary during Year 6:

MUSICAL STRAND	MUSICAL SKILLS	KEY VOCABULARY
Listening and Appraising	- Listen with concentration to a variety of music from different styles, traditions and times and place the music in its historical context - Securely/confidently recognise/identify different style indicators and different instruments and their sounds - Describe own feelings with confidence and respect others - Continue to use correct musical language	style indicators melody compose
Embedding Interrelated Dimensions of Music*	Know, understand and demonstrate with confidence how Pulse, Rhythm and Pitch work together to create a song or piece of music	riff solo Blues Jazz
Singing	- Understand in greater depth how to sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and a musical understanding of how parts fit together - Sing in tune within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone - Have a deeper understanding of melody, words and their importance and how to interpret a song musically - Understand the importance of warming up our voices, good posture, breathing and projecting voices. - Sing together with more confidence, with increasingly difficult melody and words, sometimes in two parts	improvise cover pulse rhythm pitch tempo dynamics timbre texture structure
Playing	- Continue to use glockenspiels (and recorders and band instruments if appropriate) to play melodies, tunes and accompaniments and to improvise and compose - Build on understanding the basics and foundations of formal notation	improvise/improvisation by ear ostinato phrases unison harmony Urban Gospel (Civil Rights theme) (Gender equality theme)
Improvising	Create musical improvisations in greater depth and with confidence, with voices and instruments within the context of the song being learnt	dimensions of music Neo Soul producer groove Motown hook
Composing	- Confidently create own melodies within the context of the song being learnt - Start to choose, combine and organise patterns and musical ideas within musical structures and do this with understanding	
Performing	- Work together as part of an ensemble/band, adding more direction and ideas - Demonstrate musical quality, e.g. clear starts, ends of pieces/phrases, technical accuracy etc - Play tuned and/or un-tuned instruments with further control and rhythmic accuracy and with realised progression. - Improvise and play back compositions using more complex patterns with greater confidence as part of a performance - Perform with a further understanding of an integrated approach, where performance can include everything that has been undertaken during the learning process of the unit	

*Interrelated Dimensions of Music (IDoM): pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.