



Curriculum Progress Document

	SINGING	LISTENING	IMPROVISING	MUSICIANSHIP	COMPOSING
Year 1	<p>Use voices in different ways such as speaking, singing and chanting</p>	<p>To talk about how music makes you feel or want to move. E.g. it makes me want to jump, dance or shout</p> <p>To begin to identify simple repeated patterns and follow basic musical instructions.</p> <p>To begin to understand that musical elements can be used to create different moods and effects.</p> <p>To create and choose sounds To perform simple rhythmical patterns, beginning to show an awareness of pulse.</p>	<p>To know about and experiment with sounds</p> <p>To recognise and explore how sounds can be organised, To identify and organise sounds using simple criteria e.g. loud, soft, high low.</p>	<p>To begin to represent sounds with simple notation including shapes and marks</p> <p>To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.</p> <p>To think about others when performing.</p>	
Year 2	<p>Use voices expressively and creatively. To sing with the sense of shape of the melody</p>	<p>To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.</p> <p>To respond to different moods in music and explain thinking about changes in sound</p> <p>To identify and recognise repeated patterns and follow a wider range of musical instructions</p> <p>To understand how musical elements create different</p>	<p>Repeat short rhythmic and melodic patterns</p> <p>To Begin to explore and choose and order sounds using the inter-related dimensions of music*</p>	<p>To confidently represent sounds with a range of symbols, shapes or marks</p> <p>To think about others whilst performing</p> <p>To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse</p>	

		moods and effects.			
<b>Year 3</b>	<p>To sing in unison, becoming aware of pitch.</p> <p>To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.</p>	<p>To listen to and begin to respond to music drawn from different traditions, great composers and musicians.</p> <p>To explore and comment on the ways sounds can be used expressively.</p> <p>To listen with attention and begin to recall sounds.</p>	<p>To create simple rhythmical patterns that use a small range of notes.</p> <p>To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.</p>		<p>To begin to understand how different musical elements are combined and used to create an effect.</p> <p>Recognise simple notation to represent music, such as pitch and volume</p>
<b>Year 4</b>	<p>To sing in unison maintaining the correct pitch and using increasing expression.</p> <p>To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.</p>	<p>To listen to and recall patterns of sounds with increasing accuracy.</p> <p>To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p> <p>To explore and comment on the ways sounds can be used expressively.</p> <p>To maintain my own part and be aware how the different parts fit together.</p>	<p>To create rhythmical and simple melodic patterns using an increased number of notes.</p> <p>To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</p>		<p>To understand how different musical elements are combined and used expressively.</p> <p>Understand and begin to use established and invented notation to represent music</p>

<b>Year 5</b>	<p>To sing in unison with clear diction, controlled pitch and sense of phrase.</p> <p>To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</p>	<p>To maintain my own part and be aware how the different parts fit together.</p> <p>To recognise and explore the ways sounds can be combined and used expressively and comment on this effect</p> <p>To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.</p>	<p>To create increasingly complicated rhythmic and melodic phrases within given structures.</p>		<p>To listen to and recall a range of sounds and patterns of sounds confidently.</p> <p>To begin to identify the relationship between sounds and how music can reflect different meanings.</p> <p>Recognise and use various notations including the Staff</p>
<b>Year 6</b>	<p>To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase</p> <p>To play and perform with accuracy, fluency, control and expression</p>	<p>To think about the audience when performing and how to create a specific effect.</p> <p>To describe, compare and evaluate different types of music using a range of musical vocabulary.</p>	<p>To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures</p>		<p>To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.</p> <p>To identify and explore the relationship between sounds and how music can reflect different meanings</p> <p>To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.</p> <p>To use and apply a range of musical notations including staff to plan, review and refine musical material</p>

AUTUMN

SPRING

SUMMER

The 'Elements' of music are as defined below:-

**PULSE:** The steady beat of a piece of music.

**PITCH:** How high or low a note is.

**RHYTHM:** The pattern and feel (groove) of a piece of music.

**DYNAMICS:** How elements are added and changed, to give movement through a piece of music.

**TEMPO:** How fast or slow something is played.

**TEXTURE:** Layers of sound (number of instruments or voices playing together)

**STRUCTURE:** The way the music is laid out (e.g. Verse, chorus, verse)