

Camps Hill Primary School Music Curriculum Progression

Topics across the Year	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Continuous provision: - Daily music/singing sessions - Instruments available inside and outside - Junk modelling materials for making own instruments - Noisy toys	Hey You! Rhythm is in the way we walk and banana rap	Hands, Feet, Heart Ho, Ho ,Ho	Violins Christmas Performance	Mamma Mia Glockenspiel Stage 2 Christmas play song	Living on a prayer Classroom Jazz 1 Christmas performance	Happy Classroom Jazz 2 Christmas performance
Spring		In the Groove Round and Round	I wanna play in a band Zootime	Violins	Stop! Lean on me	Make you feel my love Fresh Prince of Bel Air	New Year Carol I've got a friend
Summer		Your imagination Reflect, rewind and replay	Friendship song Reflect rewind and replay	Violins	Blackbird Reflect, rewind and replay	Dancing in the street Reflect, rewind and replay	Music and Me Reflect, rewind and replay

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National Curriculum: Pupils should be taught to: - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the interrelated dimensions of music		National Curriculum: Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory: - 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 interrelated 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			
PRE SCHOOL - Being imaginative and expressive - Shows attention to sounds and music - Responds emotionally and physically to music when it changes - Moves and dances to music - Explores his/her voice and enjoys making sounds - Joins in with songs and rhymes and enjoys making sounds - Makes rhythmical and repetitive sounds - Explores a range of sound makers and instruments and plays them in different ways		NURSERY - Being imaginative and expressive - Listens with increased attention to sounds - Is able to remember and sing entire songs - Can sing the pitch of a tone sung by another person ('pitch match') - Can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs - Is able to create his or her own songs, or improvise a song around one they know - Plays instruments with increasing control to express his/her feelings and ideas		RECEPTION - Being imaginative and expressive - Explores a wide range of different instruments, noticing the different sounds that they make - Enjoys listening to music - Enjoys watching dances and performances, expressing their feelings and responses - Joins in with group singing ELG - Performs songs, rhymes, poems and stories with others, and – when appropriate – tries to move in time with music ELG - Sings a range of well-known nursery rhymes and songs	

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Perform	Understand that thinking about pulse, rhythm and pitch can improve my performance. Understand that we have to work as a team when we perform. Confidently perform in front of my friends. Understand that the audience needs to hear our performance. Pay attention when my friends are performing and show respect.	Understand that thinking about pulse, pitch, rhythm and dynamics can improve my performance. Discuss what went well in my own performance and can suggest improvements for next time. Discuss what went well in a friend's performance and can suggest improvements for next time.	Understand that thinking about pulse, pitch, rhythm, dynamics and tempo can improve my performance. Understand that when we perform as a group, we must listen to each other carefully and follow our leader. Feel confident and can confidently perform to an audience. Assess my own performance and discuss what we can do better. Assess a friend's performance and discuss what they could do better. Understand why we warm up our voices.	Understand that everyone has a responsibility when performing to an audience. Take on a number of roles when performing a song (sing and play an instrument). Show the feeling and meaning of a song to the audience. Give feedback about performances using technical language. Understand how to breathe properly whilst singing.	Explain why we work together in an ensemble and what it means to do so. Be confident in my role within a performance and I feel secure in my class ensemble. Feedback to a peer's performance using technical language. Sing in tune pronouncing words correctly.	Use the interrelated dimensions of music to make my performance better. Explain why it is important to think about the audience when we are performing. Self-assess a recording of my own performance to make it better for next time.
Compose	Make up simple rhythms. Feel confident in playing my improvisations to the class.	Enjoy creating and exploring sounds that my instrument makes. Make up simple improvisations on my own. Make up a rhythm with my group and then add notes to it. Feel confident using up to 3 notes when improvising.	Create simple improvisations with my voice and instrument. Understand that when I improvise, I make up my own tune and rhythm with notes that are given to me. Make up simple rhythmic patterns.	Understand that if we write down our improvisations, they become composition. Improvise confidently. Make up more complex rhythms thinking about the pulse.	Feel confident creating improvised melodies with my voice and instrument. Feel confident improvising on my own and in a group. Use a range of 5 notes to improvise with.	Explain clearly what improvisation is. Use a wide range of notes to improvise with, choosing ones that will sound right. Feel confident using harder rhythms which lead to harder melodies.

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Transcribe	Write my own rhythms and tunes. Write down my composition by drawing pictures or shapes.	Compose tunes in a group. Use 3 or more notes to compose a piece of music. Write my music down using notation, pictures or diagrams.	Compose my own simple tunes as part of the song we are learning. Use dynamics to make my composition more interesting to listen to. Draw pictures to represent my composition.	Explain how pulse, rhythm and pitch fit together to make a song. Compose using more than 3 notes. Write down my composition in a variety of ways.	Be confident creating my own tunes within the song we are learning as part of a group and on my own. Record my music in different ways (notation, graphic/pictorial notation, ICT).	Be confident in using a wide range of notes when I am composing. Record my music in different ways (notation, graphic/pictorial notation, ICT). Experiment with ways of making my composition sound more interesting (interrelated dimensions of music).
Describe music	Enjoy listening to music from other parts of the world. Start to use musical words when talking about music. Understand what pulse, rhythm and pitch mean. Find the pulse of a song. Pay attention when my friends talk about the music we have listened to and show respect.	Discuss the music I listen to by using the words: pulse, pitch, rhythm and dynamics. Sometimes recognise where in the world music comes from. Sometimes identify the style of music. Discuss what musical instruments I can hear in a piece of music.	Discuss the music I listen to by using the words: pulse, pitch, rhythm, dynamics and tempo. Enjoy listening to a variety of music from all over the world, different times and traditions. Understand that every piece of music has a pulse, but it can be different. Pay attention and show respect when my friends talk about the music we have listened to.	Discuss the music I listen to by using the words: pulse, pitch, rhythm, dynamics, tempo and timbre. Sometimes place songs in their historical context. Recognise a wider variety of musical instruments. Discuss how a piece of music makes me feel.	Discuss the music I listen to by using the words: pulse, pitch, rhythm, dynamics, tempo, timbre and structure. Enjoy listening to a variety of music from all over the world, different times and traditions. Easily find the pulse on my own when I am listening to a piece of music.	Discuss the music I listen to by using the words: pulse, pitch, rhythm, dynamics, tempo, timbre, structure and texture (interrelated dimensions of music). Place pieces of music in their historical context. Confidently recognise/identify different style indicators and different instruments.