

St Paul's Cray CE Primary School: Music Curriculum

Progression of National Curriculum Skills in Music based on Music Express Online

Year 1:

- Begin to perform, listen to, review, and evaluate simple music across a range of historical periods, genres, styles, and traditions
- Begin to perform, listen to, review, and evaluate simple music, including the works of the great composers and musicians
- Begin to learn to sing and to use their voices, to create and compose simple music on their own and with others, and have the opportunity to learn a simple musical instrument
- Begin to understand and explore how simple music is created, produced, and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure, and simple musical notations
- Begin to use their voices expressively and creatively, by singing songs and speaking chants and rhymes
- Begin to play tuned and un-tuned instruments musically
- Begin to listen with concentration and understanding to a range of high-quality music
- Begin to experiment with, create, select, and combine sounds using the inter-related dimensions of music

Ourselves: Use their voices / Sing / Explore pitch, dynamics, and structure / Create music on their own and with others

Number: Listen to, review, and evaluate music, including the works of the great composers / Explore tempo, structure, and appropriate forms of notation / Sing and play a musical instrument / Create music on their own and with others

Animals: Listen to, review, and evaluate music across a range of traditions / Explore pitch / Use their voices / Create music with others

Weather: Listen to, review, and evaluate music, including the works of the great composers / Sing and play a musical instrument / Create music on their own and with others / Explore structure, timbre, and dynamics

Machines: Explore tempo, duration, and structure / Play a musical instrument / Listen to, review, and evaluate music, including the works of the great composers

Seasons: Explore pitch and tempo / Sing / Listen to, review, and evaluate music from a range of genres / Create music with others

Our school: Play a musical instrument / Explore dynamics, timbre, and structure / Sing / Create music with others

Pattern: Understand and explore how music is created / Explore tempo and appropriate forms of notation / Sing and play a musical instrument / Create music with others

Storytime: Explore structure, timbre, tempo, dynamics, and appropriate forms of notation / Listen to, review, and evaluate music, including the works of the great composers / Sing and play a musical instrument / Create music on their own and with others

Our Bodies: Explore timbre, structure, and tempo / Play a musical instrument / Understand and explore how music is created Listen to music from different traditions / Play untuned instruments musically

Travel: Sing and play a musical instrument / Explore structure, tempo, and dynamics / Create music with others / Use their voices expressively by performing a chant

Water: Play tuned and untuned instruments musically / Sing / Explore pitch, structure, and dynamics / Listen to, review, and evaluate music, including the works of the great composers

Year 2:

- Perform, listen to, review, and evaluate simple music across a range of historical periods, genres, styles, and traditions
- Perform, listen to, review, and evaluate simple music, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose simple music on their own and with others, and have the opportunity to learn a simple musical instrument
- Understand and explore how simple music is created, produced, and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure, and simple musical notations
- Use their voices expressively and creatively, by singing songs and speaking chants and rhymes
- Play tuned and un-tuned instruments musically
- Listen with concentration and understanding to a range of high-quality music
- Experiment with, create, select, and combine sounds using the inter-related dimensions of music

Ourselves: Sing and use their voices / Use their voices expressively and creatively by singing songs and speaking rhymes / Explore pitch, duration, and appropriate forms of notation Listen to, review, and evaluate music, including the works of the great composers

Toys: Explore tempo, dynamics, and timbre / Use their voices expressively and creatively by speaking chants / Play a musical instrument / Create music on their own and with others

Our Land: Explore timbre, texture, and structure / Use their voices expressively and creatively by speaking chants / Play a musical instrument / Understand and explore how music is created, produced, and communicated

Our Bodies: Listen to, review, and evaluate music across a range of styles and genres, including the works of the great composers / Sing and play a musical instrument / Explore tempo and timbre / Create music on their own and with others

Animals: Explore pitch, duration, and appropriate musical notations / Sing and use their voices expressively / Listen to, review, and evaluate music / Play tuned instruments musically

Number: Sing and play a musical instrument / Listen to, review, and evaluate music from a range of styles and historical periods / Explore structure, tempo, and duration / Understand and explore how music is created

Storytime: Use their voices expressively and creatively by speaking chants / Experiment with, create, select, and combine sounds / Play tuned and untuned instruments musically / Understand and explore how music is created, produced, and communicated / Listen to, review, and evaluate music, including the works of the great composers

Seasons: Sing and play a musical instrument / Explore pitch, structure, and duration / Understand and explore how music is communicated / Listen to, review, and evaluate music, including the works of the great composers

Weather: Use their voices expressively and creatively by singing a song and speaking a chant / Listen to, review, and evaluate music across a range of styles, including the works of the great composers / Create music on their own and with others

Pattern: Explore structure, duration, and appropriate musical notations / Understand and explore how music is created / Use their voices expressively

Water: Sing and play a musical instrument / Explore pitch, timbre, and duration / Experiment with, create, select, and combine sounds / Play tuned and untuned instruments musically / Create and compose music

Travel: Sing and play a musical instrument / Explore tempo, timbre, and appropriate musical notations / Listen to, review, and evaluate music, including the works of the great composers

Year 3:

- Perform, listen to, review, and evaluate music across a range of historical periods, genres, styles, and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, and have the opportunity to learn a musical instrument
- Understand and explore how music is created, produced, and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations
- Begin to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- Begin to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with basic accuracy, fluency, control, and expression
- Begin to improvise and compose music for a range of purposes using the inter-related dimensions of music
- Begin to listen with attention to detail and recall sounds with basic aural memory
- Begin to use and understand staff and other musical notations
- Begin to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Begin to develop an understanding of the history of music

Environment: Sing, using their voices with increasing accuracy, fluency, control and expression / Compose music / Explore structure, timbre, and appropriate musical notations / Create music on their own and with others

Building: Listen with attention to detail and recall sounds with increasing aural memory / Explore structure and duration / Organise and manipulate ideas within musical structures / Create music on their own and with others

Sounds: Understand and explore how music is created, produced, and communicated / Appreciate and understand a wide range of recorded music drawn from different traditions, / including the works of the great musicians / Learn to sing and play a musical instrument / Perform in an ensemble context

Poetry: Improvise music / Use their voices with accuracy, fluency, control, and expression / Explore structure, timbre, and dynamics

China: Explore pitch, appropriate musical notations, and timbre / Sing and play a musical instrument / Listen to, review, and evaluate music across a range of genres, styles, and traditions / Understand and explore how music is created

Team: Listen to, review, and evaluate music, including the works of the great composers / Use and understand staff notation (rhythm) / Sing and play a musical instrument / Develop an understanding of musical composition, organising and manipulating ideas within musical structures

In the past: Explore pitch, structure, and appropriate musical notations / Use and understand staff notations / Develop an understanding of the history of music / Listen with attention to detail and recall sounds with increasing aural memory

Communication: Listen with attention to detail and recall sounds with increasing aural memory / Improvise and compose music using the inter-related dimensions of music / Sing and play a musical instrument

Human body: Play and perform, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression / Explore structure, texture, and timbre / Improvise and compose music / Create music on their own and with others

Singing French: Explore pitch, structure, and appropriate musical notations / Sing and play a musical instrument / Reproduce sounds from aural memory / Understand and explore how music is created

Ancient Worlds: Develop an understanding of the history of music / Use their voices and play musical instruments with increasing accuracy, fluency, control, and expression / Develop an understanding of musical composition, organising and manipulating ideas within musical structures

Food and Drink: Sing and play a musical instrument / Perform, listen to, review, and evaluate music across a range of styles / Play and perform in an ensemble

Year 4:

- Perform, listen to, review, and evaluate music across a range of historical periods, genres, styles, and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, and have the opportunity to learn a musical instrument
- Understand and explore how music is created, produced, and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations
- 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 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

Poetry: Use and understand staff notation (rhythm) / Use technology appropriately (create a recording) / Explore structure, timbre, and texture / Create music on their own and with others

Environment: Explore timbre, structure, tempo, and dynamics / Listen to, review, and evaluate music across a range of historical periods, including the works of the great composers / Compose music, organising and manipulating ideas within musical structures / Sing with expression

Sounds: Understand and explore how music is created, produced, and communicated / Appreciate and understand a wide range of recorded music drawn from different traditions, styles, and genres / Listen with attention to detail and recall sounds with increasing aural memory / Sing with increasing fluency and expression

Recycling: Explore structure, timbre, and appropriate musical notations / Play musically, with increasing confidence and control / Appreciate and understand a wide range of music, across a range of genres and traditions / Use their voices expressively / Understand and explore how music is created, produced, and communicated

Building: Listen to, review, and evaluate music, including the works of the great composers / Explore structure, pitch, and duration / Sing and play a musical instrument / Improvise music

Around the world: Listen to, review, and evaluate music, including the works of the great composers / Appreciate and understand a range of music drawn from different traditions / Use and understand musical notations / Improvise and compose music using the inter-related dimensions of music

Ancient Worlds: Explore structure, dynamics, and texture / Develop an understanding of the history of music / Create music with others / Sing / Develop an understanding of musical composition

Singing Spanish: Sing and play musically, with confidence and control / Play and perform in an ensemble context / Explore pitch, timbre, and structure / Use and understand musical notations, including staff notation

Communication: Use their voices and play musical instruments with increasing accuracy, fluency, control, and expression / Play and perform in solo and ensemble contexts / Compose music for a range of purposes

Time: Perform, listen to, review, and evaluate music across a range of historical periods, genres, and styles, including the works of the great composers and musicians / Develop an understanding of musical composition, organising and manipulating ideas within musical structures / Listen with attention to detail and recall sounds with increasing aural memory

In the past: Develop an understanding of the history of music / Perform, listen to, review, and evaluate music across a range of historical periods and styles, including the works of the great composers / Use and understand musical notations, including staff notation / Develop an understanding of musical composition, organising and manipulating ideas within musical structures

Food and Drink: Sing and play a musical instrument / Perform, listen to, review and evaluate music across a range of styles / Explore the inter-related dimensions of music, including structure and timbre

Year 5:

- Perform, listen to, review, and evaluate more complex music across a range of historical periods, genres, styles, and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices confidently, to create and compose more complex music on their own and with others, and have the opportunity to learn a musical instrument
- Understand and explore how more complex music is created, produced, and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations
- Develop an understanding of more complex musical composition, organising and manipulating ideas within musical structures and reproducing more complex 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 more complex 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 more complex staff and other musical notations
- Appreciate and understand a wide range of more complex high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music

Our community: Understand and explore how music is communicated (conducting) / Play and perform, using their voices and playing musical instruments with increasing accuracy and expression / Develop an understanding of musical composition, and compose and improvise / Create music on their own and with others

Solar system: Listen to, review, and evaluate music across a range of historical periods, including the works of the great composers / Explore dynamics, timbre, tempo, and texture / Use and understand staff and other musical notations / Sing with expression / Develop an understanding of musical composition

Life Cycles: Appreciate and understand a wide range of recorded music drawn from different traditions, styles, and genres, including the works of the great composers and musicians / Develop an understanding of musical composition / Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression / Explore structure, timbre, and appropriate musical notations

Keeping Healthy: Explore pitch, structure, texture, and appropriate musical notations, including staff notation / Develop an understanding of musical composition, organising and manipulating ideas within musical structures / Sing and play musically, with increasing confidence and control / Perform in an ensemble context

At the movies: Develop an understanding of the history of music / Listen with attention to detail and recall sounds with increasing aural memory / Develop an understanding of musical composition, organising and manipulating ideas within musical structures / Explore tempo, texture, structure, duration, and appropriate musical notations

Celebration: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression / Sing and play musically with increasing confidence and control / Listen with attention to detail and recall sounds with increasing aural memory

Year 6:

- Confidently perform, listen to, review, and evaluate more complex music across a range of historical periods, genres, styles, and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices confidently, to create and compose more complex music on their own and with others, and have the opportunity to learn a musical instrument
- Confidently understand and explore how more complex music is created, produced, and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations
- Develop a confident understanding of more complex musical composition, confidently organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- Confidently play and perform in solo and ensemble contexts, using their voices and playing musical instruments with good accuracy, fluency, control, and expression
- Confidently improvise and compose more complex music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with good aural memory
- Confidently use and understand more complex staff and other musical notations

- Appreciate and understand a wide range of more complex high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop a confident understanding of the history of music

World unite: Improvise and compose music for a range of purposes using the inter-related dimensions of music / Sing and play musically with increasing confidence and control / Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory

Journeys: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression / Explore structure, texture, and pitch / Use technology appropriately Understand and explore how music is communicated

Growth: Perform and listen to music, including the works of the great composers / 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

Roots: Improvise and compose music for a range of purposes using the inter-related dimensions of music / Appreciate and understand music drawn from different traditions Learn to sing and play musically with increasing confidence and control / Develop an understanding of musical composition, organising and manipulating ideas within musical structures

Class awards: Play and perform in solo and ensemble contexts / Sing and play musically with increasing confidence and control / Perform, listen to, review, and evaluate music across a range of historical periods, genres, styles, and traditions, including the works of the great composers / Pupils improvise and compose music for a range of purposes using the inter-related dimensions of music

Moving On: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression / Explore pitch, structure, duration, and appropriate musical notations / Listen with attention to detail and recall sounds with increasing aural memory / Understand and explore how music is created, produced and communicated