



Curriculum progression map

Music

VISION:	AIM:	RIGHTS RESPECTING SCHOOLS (RRS)	Behaviour charter
At Tillingbourne we want children to: 1. Love Learning 2. Find their strengths and talents 3. Achieve more than they thought possible	Children are successful at Tillingbourne School because they are: • Aspirational • Responsible • Resilient • Curious • Confident • Caring	FOCUS RIGHTS 1. The right to learn 2. The right to be heard 3. The right to be me	All children must be: Ready Respectful Safe

	EYFS and KS1	Year 3	Year 4	Year 5	Year 6
Listening and evaluating					
Skills	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 inter-related dimensions of music.	Explaining their preferences for a piece of music using musical vocabulary. Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.	Explaining their preferences for a piece of music using musical vocabulary. Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music.	Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.	Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect.

		Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others’ work. Understanding that music from different times has different features.	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Using musical vocabulary when discussing improvements to their own and others’ work.	Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.	Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.
Knowledge		To know that a ballad tells a story through song. To understand that the timbre of instruments played affect the mood and style of a piece of music. To know that an ensemble is a group of musicians who perform together. To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that the word 'crescendo' means a sound getting gradually louder. To know that some traditional music around the world is based on five notes called a 'pentatonic' scale. To understand that 'syncopation' means a rhythm that is played off the natural beat. To know that Ragtime is piano music that uses syncopation and a fast tempo. To know that jazz is a type of music that originated in the	To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness. To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. To know that when you sing without accompaniment it is called 'A Capella'. To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these. To understand that both instruments and voices can create audio effects that describe something you can see. To understand that a rhythmic break is a place in the music where some of	To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. To understand that a chord is the layering of several pitches played at the same time. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry. To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. To understand that major chords create a bright, happy sound. To know that poly-rhythms means many rhythms played at once. To know that dance music is usually produced using electronic percussion	To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright. To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2 A 'counter-subject' or 'counter-melody' provides contrast to the main melody. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. To know that a film soundtrack includes the background music and any songs in a film. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.

		African-American communities of the USA about 120 years ago. To know that 'scat singing' is using made-up words to create the sound of an instrument playing. To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music. To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'. To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar' To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.	the instruments play a new rhythm before going back to the original rhythms.	sounds, and recordings of the music are played by DJs in clubs or at festivals. To know that remix is music that has been changed, usually so it is suitable for dancing to. To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.	To know that a 'theme' is a main melody in a piece of music. To know that 'variations' in music are when a main melody is changed in some way throughout the piece. To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. To know that a 'polyphonic' texture means lots of individual melodies layered together, like in a canon. To know that music in which very similar parts are introduced one by one to overlap is called a canon. To know that ground bass is a repeating melody played on a bass instrument in Baroque music. To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one.
Notation					
Skills	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	Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.	Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.	Using staff notation to record rhythms and melodies.	Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music. Performing with accuracy and fluency from graphic and staff notation and from their own notation.

Knowledge	high-quality live and recorded music	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	To know that ‘performance directions’ are words added to music notation to tell the performers how to play.	To know that simple pictures can be used to represent the structure (organisation) of music.	To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.
	experiment with, create, select and combine sounds using the inter-related dimensions of music.	To know that different notes have different durations, and that crotchets are worth one whole beat.	To know that 'transposing' a melody means changing its key, making it higher or lower pitched.	To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note	To know that chord progressions are represented in music by Roman numerals.
		To know that written music tells you how long to play a note for.		To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.	To know that the Solfa syllables represent the pitches in an octave.
		To understand that a pentatonic melody uses only the five notes C D E G A.			To understand that representing beats of silence or ‘rests’ in written music is important as it helps us play rhythms correctly.
					To understand that all types of music notation show note duration.
Improvising and Composing					
Skills	use their voices expressively and creatively by singing songs and speaking chants and rhymes	Composing a piece of music in a given style with voices and instruments.	Composing a coherent piece of music in a given style with voices, bodies and instruments.	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).	Improvising coherently and creatively within a given style, incorporating given features.
	play tuned and untuned instruments musically	Beginning to improvise musically within a given style using their voice.	Beginning to improvise musically within a given style using an instrument.	Improvising coherently within a given style	Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.
	listen with concentration and understanding to a range of high-quality live and recorded music	Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).	Developing melodies using rhythmic variation, transposition, inversion, and looping.	Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.	Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.
	experiment with, create, select and combine sounds using the inter-related dimensions of music.	Suggesting and implementing improvements to their own work, using musical vocabulary.	Creating a piece of music with at least four different layers and a clear structure.	Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.	Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
				Suggesting and demonstrating improvements to own and others’ work.	Constructively critique their own and others’ work, using musical vocabulary.

Knowledge		To know that lyrics are the words of a song. To know that in a ballad, a 'stanza' is a verse.	To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To know that a 'loop' in music is a repeated melody or rhythm. To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. To understand that harmony means playing two notes at the same time, which usually sound good together. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. To know that expressive language (like a poem) can be used as inspiration for composing music. To know that grouping instruments according to their timbre can create contrasting 'textures' in music. To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dum!). To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.	To know that a vocal composition is a piece of music created only using voices. To know that a loop is a repeated rhythm or melody, and is another word for ostinato.	To understand that improvisation means making up music 'on the spot'. To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a melody can be adapted by changing its dynamics, pitch or tempo.
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Performing					
Skill	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 inter-related dimensions of music.	Offering constructive feedback on others’ performances. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.	Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency.	Using musical vocabulary to offer constructive and precise feedback on others’ performances. Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.	Using musical vocabulary to offer constructive and precise feedback on others’ performances. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing by following a conductor’s cues and directions.
Knowledge		To know that to perform well, it is important to listen to the other members of your ensemble.	To know that playing ‘in time’ requires playing the notes for the correct duration as well as at the correct speed.	To know that choreography means the organisation of steps or moves in a dance. To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.	To know that the conductor beats time to help the performers work well together.