

Curriculum Teaching Team: Curriculum and Progression Framework

The Curriculum and progression framework focusses on the development of increasingly high standards of musical knowledge, understanding and skill.

There is a clear expectation of increasingly complex musical syntax and for pupils' increasingly sophisticated musical responses. The framework allows teachers within the Curriculum Teaching Team to tailor the repertoire to suit the different schools and pupils within which they teach. The expectations for musical progression remain constant.

The enthusiasms, interests and specialist skills of the teaching team and pupils can be embraced alongside a broader range of content (e.g. well-known "Classics", popular music and world music traditions.) In many of the schools within which we teach, KS2 pupils experience WCIT/Wider Opportunities delivered by a member of the Music Service teaching team. In schools where this is not the case, it is the Curriculum Teacher's responsibility to ensure that pupils in KS2 receive at least one term of WCIT on recorder using the Charanga Scheme of Work and resources.

It is incumbent upon the individual Curriculum teachers to plan to meet the needs of all pupils, as relevant to the particular setting.

Some units of work will focus on a particular musical dimension (e.g. Pitch) but as the dimensions are all inter-related, pupils' understanding of each musical dimension will be explored and developed. A range of historical periods, genres, styles and traditions will be explored throughout the year.

Individual teachers will complete Medium and Short Term plans which will clearly indicate the links to the progression framework.

In schools where the Curriculum Team teach each year group on a termly "carousel" system, it will be at the teacher's discretion to choose a musical dimension on which to focus. Curriculum planning will be shared with the school so that they may use this to inform their own planning for pupils' musical learning.

The progression framework forms the musical benchmarks by which we assess pupils' attainment and progress.

This document was revised in February 2018.

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Duration (Pulse & Rhythm)	<p>I can copy simple rhythms based on words.</p> <p>I can move to the pulse of the music.</p> <p>I am aware of sounds and rhythms</p> <p>I can distinguish between sounds and remember patterns of sound</p> <p>I can experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech</p>	<p>I can copy a short rhythm</p> <p>I can find the pulse of a piece of music.</p> <p>I can clap the pulse.</p>	<p>I can beat the pulse of a piece of music.</p> <p>I can choose and maintain an appropriate pulse</p> <p>I can identify the difference between pulse and rhythm</p> <p>I can play the pulse on a percussion instrument.</p> <p>I can internalise a steady pulse (e.g. "sing" short extracts "in your head")</p>	<p>I can understand the difference between pulse and rhythm.</p> <p>I can play a simple rhythm on a percussion instrument.</p> <p>I can choose and maintain an appropriate pulse</p>	<p>I can maintain a simple rhythmic pattern vocally or on an instrument, keeping to the pulse.</p>	<p>I can maintain a complex rhythmic pattern vocally or on an instrument.</p>	<p>I can maintain ostinati vocally or on an instrument in a polyphonic texture.</p>
Pitch	<p>I can copy a so-mi pattern</p> <p>I can respond to obvious changes in pitch</p> <p>I can recognise and broadly control changes in pitch when playing instruments and vocally</p>	<p>I can respond physically to high and low sounds</p> <p>I can copy a short melodic phrase (on tuned percussion or using their voice)</p>	<p>I know that Pitch means "high and low"</p> <p>I can identify high and low sounds when listening to a piece of recorded music</p> <p>I can use simple changes in pitch to convey a simple story or image (e.g. climbing up the stairs)</p>	<p>I can memorise and perform an extended melody</p>	<p>I can maintain a simple melody vocally or on an instrument, keeping to the pulse.</p> <p>I can recognise how pitch changes can be used to convey a character, story or image.</p>	<p>I can maintain a complex melody vocally or on an instrument</p> <p>Understand, recognise and describe how pitch changes can be used to convey a character, story or image.</p>	<p>I can maintain a complex melodic part in a 2-part texture</p>

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Dynamics	<p>I can respond to obvious changes in dynamics</p> <p>I can create loud and quiet sounds using the voice, body percussion and instruments</p> <p>I can recognise and broadly control changes in dynamics when playing instruments and vocally</p>	<p>I can create crescendo and diminuendo vocally and instrumentally</p> <p>I can play and sing loudly and quietly</p>	<p>I can define crescendo, diminuendo, forte and piano</p> <p>I can recognise crescendo, diminuendo, forte and piano when listening and performing</p>	<p>I can thoughtfully select appropriate dynamics to create a specific effect/mood/atmosphere</p>	<p>I can begin to use the Italian symbols for dynamics in their own compositions</p>	<p>I can confidently and appropriately make use of dynamics when composing and performing</p>	<p>I can refine the use of dynamics in my own work</p> <p>I can describe the use of dynamics in others' work and suggest refinements</p>
Tempo	<p>I can respond to obvious changes in tempo</p> <p>I can create fast and slow sounds using the voice, body percussion and instruments</p> <p>I can recognise and broadly control changes in tempo when playing instruments and vocally</p>	<p>I can create accelerando and rallentando vocally and instrumentally</p> <p>I can play and sing fast and slowly</p>	<p>I can define accelerando, rallentando</p> <p>I can recognise accelerando, rallentando, allegro and lento when listening and performing</p>	<p>I can thoughtfully select appropriate tempi to create a specific effect/mood/atmosphere</p>	<p>I can begin to use the Italian symbols for tempi in my own compositions</p>	<p>I can confidently and appropriately make use of tempi when composing and performing</p>	<p>I can refine the use of tempi in my own work</p> <p>I can describe the use of tempi in others' work and suggest refinements</p>
Texture	<p>I have experienced unison and 2-part textures.</p>	<p>I have experienced a range of textures</p> <p>I can recognise obvious differences in textures (e.g. unison and 2-part)</p>	<p>I have explored a range of textures vocally, instrumentally and aurally</p> <p>I can define canon/round and unison textures.</p>	<p>I can experiment with layers of sound in my own compositions</p>	<p>I can perform individually and in a multi-part texture</p> <p>I can compose using more than one layer of sound</p>	<p>I can combine several layers of sound with awareness of the combined effect</p>	<p>I can maintain a part within a polyphonic texture</p> <p>I know, understand and apply the terms ostinato, polyrhythmic, polyphonic and monophonic to describe music</p>

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Timbre	<p>I can experiment with and change sounds (e.g. body percussion, tuned and non-tuned percussion, voice, sound-makers)</p> <p>I can match instruments to sounds</p> <p>I have experienced and developed awareness of sounds made with instruments and noise makers</p> <p>I have listened to and appreciate the difference between sounds made with instruments</p> <p>I can use a wide vocabulary to talk about the sounds instruments make.</p> <p>I can talk about sounds we make with our bodies and what the sounds mean</p> <p>I can recognise and broadly control changes in timbre when playing instruments and vocally</p>	<p>I can name common hand-held percussion instruments and recognise their sounds aurally</p> <p>I can explore appropriate instruments to create a musical idea</p>	<p>I can name a wider range of musical instruments</p> <p>I can choose appropriate instruments to create a musical idea</p>	<p>I can recognise the different instrumental families when listening to a piece of live or recorded music</p> <p>I can recognise how instruments can be used to create different moods and effects</p>	<p>I can begin to recognise the individual instruments within a family</p> <p>I can use instruments to create different moods and effects</p>	<p>I can confidently and appropriately make use of different timbres when composing and performing</p>	<p>I can accurately name common individual instruments when listening to a piece of music</p> <p>I can refine the use of timbres in my own work</p> <p>I can describe the use of timbres in others' work and suggest refinements</p>
Structure	<p>I have experienced a range of structures through simple songs and musical activities</p>	<p>I have experienced a range of structures through simple songs and musical activities</p>	<p>I have explored a range of structures in my own work</p>	<p>I can choose carefully and order sounds within simple structures</p>	<p>I can compose and perform within specific structures (e.g. call and response, ternary form)</p>	<p>I can compose and perform using a range of structures and identify these aurally</p>	<p>I can compose by developing and organising ideas within musical structures</p>

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Performing	<p>Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. (ELG 16)</p> <p>Being imaginative: They represent their own ideas, thoughts and feelings through music (ELG 17)</p>	<p>I can perform simple songs from memory</p> <p>I can perform to an audience with confidence and a sense of occasion</p>	<p>I can play tuned and untuned instruments musically</p> <p>I can rehearse and perform with others</p>	<p>I can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>I can develop sensitivity in playing/singing (e.g. replicate block dynamics)</p> <p>I can play a simple melodic pattern based on a couple of notes</p> <p>I can maintain an independent part in a group or as a soloist when singing or playing for example rhythm, ostinato, drone, simple part-singing etc.</p>	<p>I can play or sing a complicated melody and maintain it as part of a multi-layered ensemble piece</p> <p>I can maintain an independent part in a group or as a soloist when singing or playing, for example when part singing, showing an awareness of how parts fit together.</p>	
Composing and Improvising	<p>I can choose and order sounds to achieve a particular musical purpose (e.g. a mood or effect)</p> <p>Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. (ELG 16)</p> <p>Being imaginative: They represent their own ideas, thoughts and feelings through music (ELG 17)</p>	<p>I can experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>I can create, repeat, adapt and extend simple rhythmic and melodic patterns and words as appropriate to given or chosen stimuli or in play contexts</p>		<p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>I can create simple rhythmic patterns, melodies and accompaniments</p> <p>I can create short improvisations, arrangements and compositions from a broad range of given or chosen musical and non-musical stimuli</p>	<p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>I can improvise within given or chosen parameters (e.g. structures, using particular scales/notes etc.)</p>	<p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>I can improvise confidently vocally and with instruments from a range of given and chosen stimuli</p>

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Listening and Appraising	<p>I can listen to a piece of live or recorded music and respond physically when led by the teacher (e.g. to pulse and changes in dynamics, tempo, mood etc.)</p> <p>I can aurally recognise the sounds of a small range of classroom instruments (e.g. identify the sound of a triangle with eyes shut)</p>	<p>I can begin to explore using my “thinking voice”</p> <p>I can listen to a variety of music from a range of cultures, traditions and historical periods.</p>	<p>I can listen carefully and develop their aural memory</p> <p>I can express an opinion after listening to a piece of live or recorded music</p> <p>I can listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>I can improve my own work</p> <p>I can recognise how musical elements can be used to create different moods and effects</p>	<p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can recognise how musical elements are combined and used expressively.</p>	<p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can make improvements to my own work, commenting on intended effect</p> <p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can make improvements to my own work, commenting on intended effect using appropriate musical vocabulary</p> <p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can suggest improvements to my own and others’ work, comment on how intentions have been achieved</p> <p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>I can describe, compare and evaluate different kinds of music using appropriate vocabulary</p> <p>I know the elements of music and am able to show understanding of these by applying appropriately when describing a piece of music.</p>

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Technology	<p>I have experienced use of simple music technology (e.g CD player)</p> <p>I can make and listen to recordings of own voice, other classroom sounds, musical instruments etc and comment upon/respond when listened back.</p>	<p>I have experienced use of Music Technology to capture, change and combine sounds.</p>		<p>I can explore and develop use of Music Technology to capture, change and combine sounds.</p>	<p>I can use a simple device to record a performance</p>	<p>I can combine layers of sound using Music Technology software (e.g. Garage Band, Audacity)</p>	<p>I can edit and manipulate sounds using Music Technology software (e.g. Garage Band, Audacity)</p>
Vocal Skills	<p>I can explore using my voice in different ways (e.g. animal sounds, whispering, singing, speaking)</p>	<p>I know how to use my voice in different ways</p> <p>I have found my singing voice</p> <p>I can sing collectively at the same pitch</p> <p>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes</p> <p>I can accurately pitch simple melodies</p> <p>I can pitch small intervals with a good degree of accuracy</p>	<p>I have developed an understanding of breathing, posture, phrasing, dynamics and accuracy of pitch</p> <p>I can sing in tune with expression</p>	<p>I know how to improve tone production and diction (vocal techniques)</p> <p>I can sing within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing</p>	<p>I can play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression</p> <p>I can sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style</p>	

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<p style="text-align: center;">Notation</p>	<p>I can respond to simple visual cues (e.g. 4 spots = 4 taps on the drum)</p> <p>I can suggest symbols to represent sounds (e.g. large foot for Daddy Bear, small foot for Baby Bear)</p>	<p>I can respond to simple visual cues (e.g. stop, go, loud, quiet)</p> <p>I can recognise crotchet, quaver and minim rhythms</p> <p>I am beginning to read notation for and clap/tap a 4-beat pattern (e.g. from a flashcard)</p> <p>I am beginning to recognise crotchet, quaver and minim rhythms</p>	<p>I can use a simple graphic score for performing or as a stimulus for composition</p> <p>I can begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations</p> <p>I can recognise crotchet, quaver and minim rhythms</p>	<p>I have experienced the use of staff notation when composing and performing</p> <p>I can confidently recognise crotchet, quaver and minim rhythms</p> <p>I can confidently read notation for and clap/tap a 4-beat pattern (e.g. from a flashcard)</p>	<p>I understand how pitch is represented on a stave</p>	<p>I can follow a notated melody line as an aid to vocal performance</p>	<p>I can use notation with increasing confidence</p>
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