



Progressive Music Curriculum
Nursery to Year 4

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4
Listening and Responding to Music	I can listen with increased attention to sounds.	I can understand how to listen carefully and why listening is important	I can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.	I can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.	I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.	I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.
	I can respond to what I have heard, expressing my thoughts and feelings	I can listen attentively, move to and talk about music, expressing their feelings and responses.	I can demonstrate a basic understanding of how feelings can connect with/relate to music.	I can demonstrate a basic understanding of how feelings can connect with/relate to music.	I can identify and describe feelings as they relate to music.	I can identify and describe a variety of contrasting feelings as they relate to music.
		I can listen carefully to rhymes and songs, paying attention to how they sound.	I can demonstrate some basic understanding of musical style.	I can demonstrate some basic understanding of musical style.	I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music.	I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music.
		I can make comments about what I have heard and ask questions to clarify my understanding. (ELG)				
		I can participate in small group, class and				

		<p>one-to-one discussions, offering my own ideas, using recently introduced vocabulary. (ELG)</p>			
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Musical Elements	Pulse/ Beat/ Metre	Increasing be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Listen attentively, move to and talk about music, expressing their feelings and responses	Watch, follow, feel and move to a steady beat with others.	Watch and follow a steady beat.	Recognise and move in time with the beat.	Recognise and move in time with a steady beat.
			Combine different movements with ease and fluency	Find and enjoy moving to music in different ways.	Find a steady beat.	Play the steady beat on percussion instruments.	Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4.
			Explore and engage in music making and dance, performing solo or in groups	Respond to the pulse in recorded/live music through movement and dance.	Recognise the time signature 4/4 by ear and notation.	Recognise the 'strong' beat.	Respond to the 'offbeat' or 'backbeat'.
			Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with		Understand that the speed of the beat can change, creating a faster or slower pace (tempo).	Play in time with a steady beat in 2/4, 4/4 and 3/4	

		music				
Rhythm	Increasing be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Listen carefully to rhymes and songs, paying attention to how they sound.	Recognise and clap long sounds, short sounds and simple combinations.	Recognise long and short sounds, and match them to syllables and movement.	Recognise by ear and notation: minims, crotchets, quavers and their rests.	Recognise by ear and notation: • Semibreves, minims, crotchets, quavers and semiquavers • Dotted minims and dotted crotchets
		Learn rhymes poems and songs	Perform short, copycat rhythm patterns accurately, led by the teacher.	Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion.	Copy simple rhythm patterns created from minims, crotchets, quavers and their rests.	Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests.
		Sing a range of well-known nursery rhymes and songs (ELG)	Perform short, repeating rhythm patterns (ostinati and riffs) while keeping in time with a steady beat.	Create rhythms using word phrases as a starting point.	Create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests.	Create rhythm patterns by ear and using simple notation, which use semibreves, minims, crotchets and quavers.
			Perform word-pattern chants; create, retain and perform your own rhythm patterns.		Alternate between a steady beat and rhythm.	Understand and explain the difference between beat and rhythm.
						Recall the most memorable rhythms in a song or piece of music.

Pitch (Melody)	Sing the pitch of a tone sung by another person (pitch match).	Listen carefully to rhymes and songs, paying attention to how they sound.	Recognise, sing and play high and low-pitched notes.	Identify the high notes and low notes in a melody.	Show the shape of a melody as rising and falling in pitch.	Identify and explain what a melody is.
	Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Explore singing and playing C, D, and E from the C major scale.	Join in with part of a melody.	Learn to sing a melody by ear or from notation.	Learn to sing and follow a melody by ear and from notation.
			Explore singing and playing F, G, and A from the F major scale.	Rehearse and play a simple instrumental melody as a part to go with a song.	Learn to rehearse and play a melodic instrumental part by ear or from notation.	Understand melodic movement up and down as pitch.
				Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C.	Identify the names of the pitched notes on a staff: C, D, E, F, F#, G, A, B, Bb, C.	Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation.
				Use body percussion, untuned and tuned percussion instruments with a song, and listen to how the sounds blend together.	Identify the scales of: C major G major F major	Identify the names of the pitched notes on a staff: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D.
				Identify and play by ear or notation notes in the tonality of C major.	Identify if a scale is major or minor.	Identify the following scales by ear or from notation: C major, F major

						major, G major, A minor.
					Copy simple melodies by ear or from reading notation.	Copy simple melodies by ear or from reading notation.
					Create melodies by ear and notate them.	Create melodies by ear and notate them.
					Explore and play by ear or from notation: <ul style="list-style-type: none"> • Five-note scale • Pentatonic scale. 	Identify and talk about the way vocals are used in a song.
						Identify and explain: <ul style="list-style-type: none"> • Harmony: two or more notes heard at the same time • Second part: a second musical part, usually a melodic line, that creates harmony.
						Explore chords I, IV and V in instrumental accompaniments.
						Explore intervals of 3rd, 5th and octaves.
						Identify the following tonal centres by ear or from notation: C major, F major, G major, A minor. Identify and

						demonstrate a major and minor scale.
Tempo		Listen carefully to rhymes and songs, paying attention to how they sound.	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.
				Change the speed of a steady beat, moving from fast to slow, slow to fast.	Change the speed of a steady beat, moving from fast to slow, slow to fast.	Change the speed of a steady beat moving from fast to slow, slow to fast.
				Understand that the speed of the beat can change, creating a faster or slower pace.	Control the speed of a steady beat, getting faster and getting slower	Control the speed of a steady beat, getting faster and getting slower.
						Direct the class in controlling the speed of a steady beat in a class performance.
Dynamics		Listen carefully to rhymes and songs, paying attention to how they sound.	Talk about loud sounds and quiet sounds, and give some examples.	Identify loud and quiet sections of music, and discuss what makes the music loud or quiet.	Listen out and respond to forte (loud) sections of music.	Identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo
				Understand the meaning of loud and quiet (forte and piano).	Identify instruments playing loud dynamics when listening to the music.	
					Use dynamics to help communicate the meaning of a song.	

<p>Timbre</p>		Listen carefully to rhymes and songs, paying attention to how they sound.	Identify different sounds in the environment, indoors and outside.	Know the difference between a speaking voice and a singing voice.	Choose particular instruments for rehearsal and performing.	Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities.
			Identify the sounds of the instruments played in school.	Identify friends from the sound of their voices.	Identify the sound of different tuned and untuned percussion instruments.	Recognise the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and strings.
			Identify some of the sounds of the instruments heard when listening to music.			Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet, trombone, trumpet, piano, keyboard, bass drums, tuba, piccolo, bass guitar, synthesiser and electric guitar.

<p>By Excellence Together</p>						Recognise the difference between the sound of high and low voices.
						Understand the importance of the vocal warm-up and its impact on the tone of the voice.
	Texture	Sing in a group or on their own, increasingly matching the pitch and following the melody	Sing together.	Understand that singing and playing together creates a musical texture.	Understand that singing and playing together creates a musical texture.	Identify and explain texture: the number of voices or instruments playing and the richness of the sound they create.
			Listen out for combinations of instruments together.	Add body percussion accompaniments.	Add body percussion accompaniments.	Identify high and low solo voices and backing vocals, and talk about the different textures they create in the music.
					Listen to the accompaniment to a song.	Understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs/ostinati) have on

						the texture of a piece of music.
					Identify large numbers of people playing and singing.	Explain the term 'unison' and the difference between unison and solo.
					Listen out for solo players.	
Structure (Form)	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Explore and engage in music making and dance, performing solo or in groups	Add movement to key sections of a song.	Join in with a repeated section of a song: the chorus, the response.	Show the different sections of a song structure or piece of music through actions.	Identify and explain the following structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.
	Play instruments with increasing control to express their feelings and ideas.	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music	Understand when to sing in a verse and a chorus.	Join in with the main tune when it is repeated.		Identify the instrumental break and its purpose in a song.
						Recognise phrases and repeated sections.
						Discuss the purpose of a bridge section.

Composition and Improvisation	Nursery	Reception	Year 1	Year 2	Year 3	Year 4
	I can create my own songs or improvise a song around one I know.	I can explore and engage in music making and dance, performing solo or in groups	I can demonstrate an understanding of the basic concepts of improvisation and composition.	I can demonstrate an understanding of the basic concepts of improvisation and composition.	I can make an informed decision as to which notes to use when composing and improvising with the song.	I can make an informed decision as to which notes to use when composing and improvising with the song.
					I can create a four or six-bar melody according to the instructions given for the Music Notepad composition task.	I can create a four or six-bar melody according to the instructions given for the Music Notepad composition task.
					When playing instrumental parts with the song, I can follow the instrumental part on the screen, playing by ear or with the notation provided.	When playing instrumental parts with the song, I can follow the instrumental part on the screen, playing by ear or with the notation provided

Performance Awareness and Skills	Nursery	Reception	Year 1	Year 2	Year 3	Year 4
	I can remember and sing entire songs.	I can combine different movements with ease and fluency	I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.	I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.	I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.	I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.
	I can play instruments with increasing control to express their feelings and ideas.	I can explore and engage in music making and dance, performing solo or in	I can demonstrate a basic understanding of the importance of posture and technique when performing.	I can demonstrate a basic understanding of the importance of posture and technique when performing.	I can demonstrate an understanding of the importance of posture, diction and technique when performing.	I can demonstrate an understanding of the importance of posture, diction and technique when performing.

	groups				
	I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music (ELG).	I can introduce my performance (s)	I can introduce my performance (s)	I can introduce my performance with context and understanding of the song and the learning process	I can introduce my performance with context and understanding of the song and the learning process
	I can return to and build on their previous learning, refining ideas and developing their ability to represent them.				