





Progressive Music Curriculum

Nursery to Year 4





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



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ring Excellence Together	one-to-one discussions,
	offering my own ideas,
	using recently
	introduced vocabulary.
	(ELG)

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4
Pulse/	Increasing be able to	Listen attentively,	Watch, follow, feel	Watch and follow a	Recognise and move	Recognise and move
Beat/	use and remember	move to and talk	and move to a	steady beat.	in time with the	in time with a steady
19 Metre	sequences and	about music,)		beat.	beat.
	patterns of	expressing their	others.			
	movements which	feelings and				
	are related to music	responses				
	and rhythm.					
		Combine different	Find and enjoy	Find a steady beat.	Play the steady beat	Play in time with a
		movements with ease	•		on percussion	steady beat and
		and fluency	different ways.		instruments.	identify the metres
						2/4, 4/4 and 3/4.
				9		Respond to the
		3		3	'strong' beat.	'offbeat' or 'backbeat'.
		, , ,	•	ana notation.		backbeat.
		solo or in groups				
			dance.			
		Perform sonas		Understand that the	Play in time with a	
		•			, ,	
		•		'	4/4 and 3/4	
		•		a faster or slower		
		-		pace (tempo).		
		move in time with				
3	eat/	use and remember sequences and patterns of movements which are related to music	use and remember sequences and patterns of movements which are related to music and fluency Explore and engage in music making and dance, performing solo or in groups Perform songs, rhymes, poems and stories with others, and (when appropriate) try to	use and remember sequences and patterns of movements which are related to music and fluency Explore and engage in music making and dance, performing solo or in groups Perform songs, rhymes, poems and stories with others, and (when appropriate) try to	use and remember sequences and patterns of movements which are related to music and fluency Explore and engage in music making and dance, performing solo or in groups Perform songs, rhymes, poems and stories with others, and (when appropriate) try to Individual sequences and about music, expressing their feelings and about music, expressing their feelings and steady beat with others. Steady beat with others. Find and enjoy moving to music in different ways. Find a steady beat. Understand that the speed of the beat can change, creating a faster or slower pace (tempo).	weet/ letre use and remember sequences and patterns of movements which are related to music and fluency Explore and engage in music making and dance, performing solo or in groups Perform songs, rhymes, poems and stories with others, and (when appropriate) try to wovements wind about music, expressing their feelings and responses find and enjoy moving to music in different ways. Find and enjoy moving to music in different ways. Find a steady beat. Find a steady beat. Play the steady beat on percussion instruments. Recognise the time signature 4/4 by ear and notation. Sexplore and engage in recorded/live music through movement and dance. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to



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Excellence Together		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 a 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 rhythic 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 an using simple notation, which us 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 differed between beat and rhythm.
						Recall the most memorable rhythn in a song or piece music.



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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 melodi 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 stave: C, D, E, F, F\$, G, A, B, Bb, C.	Learn to play one more of four differentiated melodic instrument 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 the pitched notes of a stave: C, D, E, E 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,

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ng Excellence Together				major, G major, A
				minor.
			Copy simple	Copy simple
			melodies by ear or	melodies by ear or
			from reading	from reading
			notation.	notation.
			Create melodies by	Create melodies by
			ear and notate them.	ear and notate them.
			Explore and play by	Identify and talk
			ear or from notation:	about the way vocals
			• Five-note scale •	are used in a song.
			Pentatonic scale.	
				Identify and explain:
				· 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



ng Excellence Together		Indiserg-17 Curricula	.116		FIRST SCHOOL
ng Excellence Together					demonstrate a major
					and minor scale.
Tempo	Listen carefully to	Recognise the	Recognise the	Recognise the	Recognise the
	rhymes and songs,	difference between	difference between	difference between	difference between
	paying attention to	the speed of a steady	the speed of a steady	the speed of a steady	the speed of a stea
	how they sound.	beat, a fast beat and	beat, a fast beat and	beat, a fast beat and	beat, a fast beat ar
		a slow beat.	a slow beat.	a slow beat.	a slow beat.
			Change the speed of	Change the speed of	Change the speed of
			a steady beat,	a steady beat,	a steady beat movi
			moving from fast to	moving from fast to	from fast to slow,
			slow, slow to fast.	slow, slow to fast.	slow to fast.
			Understand that the	Control the speed of	Control the speed of
			speed of the beat can	a steady beat,	a steady beat,
			change, creating a	getting faster and	getting faster and
			faster or slower pace.	getting slower	getting slower.
					Direct the class in
					controlling the spe
					of a steady beat ir
					class performance.
Dynamics	Listen carefully to	Talk about loud	Identify loud and	Listen out and	Identify gradation
	rhymes and songs,	sounds and quiet	quiet sections of	respond to forte	dynamics and use
	paying attention to	sounds, and give	music, and discuss	(loud) sections of	the correct
	how they sound.	some examples.	what makes the	music.	vocabulary to
			music loud or quiet.		describe crescendo
					and diminuendo
			Understand the	Identify instruments	
			meaning of loud and	playing loud	
			quiet (forte and	dynamics when	
			piano).	listening to the	
				music.	
				Use dynamics to help	
				communicate the	
				meaning of a song.	



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Timbre	Listen carefully rhymes and so paying attention how they soun	ngs, 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.

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ng Excellence Together					Recognise the difference between the sound of high and low voices.
Texture	Sing in a group or on	Sing together.	Understand that	Understand that	Understand the importance of the vocal warm-up and its impact on the tone of the voice. Identify and explain
	their own, increasingly matching the pitch and following the melody		singing and playing together creates a musical texture.	singing and playing together creates a musical texture.	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

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ng Excellence Together			Nursery-14 Curricult	uit		FIRST SCHOOL
g Excellence Together						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, bride 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 song.
						Recognise phrases and repeated sections.
						Discuss the purpos of a bridge section



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

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



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ng Excelle	Mence Together	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.						