



Curriculum - Music

Knowledge, Skills & Vocabulary Progression

Courage

Resilience

Honesty

Kindness

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"

Knowledge and Skills Progression Music

Listening (EYFS) Listen and Respond

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>To know twenty nursery rhymes off by heart.</p> <p>To know the stories of some of the nursery rhymes.</p>	<p>I know what the songs are about.</p> <p>I know and recognise the sound and names of some of the instruments they use.</p>	<p>I know some songs have a chorus or a response/answer part.</p> <p>I know that songs have a musical style.</p>	<p>I know the style of the five key songs we have learnt</p> <p>I can identify musical dimensions in a song, (e.g., texture, dynamics, tempo, rhythm and pitch)</p> <p>I can identify the main sections of a song (introduction, verse, chorus etc.)</p> <p>I can name some of the instruments I hear</p>	<p>I know the style of the five songs.</p> <p>I can identify musical dimensions in a song, (e.g., texture, dynamics, tempo, rhythm and pitch)</p> <p>I can identify the main sections of a song (introduction, verse, chorus etc.)</p> <p>I can name some of the instruments I hear</p>	<p>I know the style of the five songs.</p> <p>I can identify musical dimensions in a song, (e.g., texture, dynamics, tempo, rhythm and pitch)</p> <p>I can identify the main sections of a song (introduction, verse, chorus etc.)</p> <p>I can name some of the instruments I hear</p>	<p>I know the style of the five songs.</p> <p>I can identify musical dimensions in a song, (e.g., texture, dynamics, tempo, rhythm and pitch)</p> <p>I can identify the main sections of a song (introduction, verse, chorus etc.)</p> <p>I can name some of the instruments I hear</p>
Skill	<p>To learn that music can touch your feelings.</p> <p>To enjoy moving to music by dancing, marching, being animals or Pop stars.</p>	<p>I can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>I can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>I can think about what the words of a song mean.</p> <p>I can discuss how the song makes me feel.</p>	<p>I can discuss how the song makes me feel (using musical words)</p>	<p>I can discuss how the song makes me feel (using musical words)</p> <p>I can compare 2 songs in the same style using music words.</p>	<p>I can discuss how the song makes me feel (using musical words)</p> <p>I can compare 2 songs in the same style using music words.</p>

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Knowledge and Skills Progression Music

Musicianship (EYFS) Explore and Create (Musical Activities)

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>To know that we can move with the pulse of the music.</p> <p>To know that the words of songs can tell stories and paint pictures.</p>	<p>I know that music has a steady pulse, like a heartbeat.</p> <p>I know that we can create rhythms from words, our names, favourite food, colours and animals.</p>	<p>I know rhythms are different from the steady pulse.</p> <p>I know we add high and low sounds, pitch, when we sing and play our instruments</p>	<p>I know the difference between pulse and rhythm.</p> <p>I know the difference between a musical question and answer.</p>	<p>I know and can talk about the difference between pulse and rhythm</p>	<p>I know and can talk about the difference between pulse and rhythm</p>	<p>I know and can talk about the difference between pulse and rhythm</p>
Skill	<p>There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. Children listen to and work with the Games Track to complete the following in relation to the main song:</p> <p>Activity A Games Track Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</p> <p>Activity B Copycat Rhythm</p>	<p>I can march to the beat</p> <p>I can find the pulse</p> <p>I can clap back a short rhythmic phrase</p> <p>I can create a rhythm</p> <p>I can rap or say words in rhythm.</p>	<p>I can find the pulse</p> <p>I can clap back a short rhythmic phrase</p> <p>I can create a rhythm</p>	<p>I can confidently identify and move to the pulse</p> <p>I can lead the class using simple rhythms</p>	<p>I can physically show I can identify the pulse and move in time to it</p> <p>I can lead the class using simple rhythm patterns</p> <p>I can lead a group with my musical ideas (copy or respond)</p>	<p>I can physically show I can identify the pulse and move in time to it</p> <p>I can lead the class using simple rhythms</p> <p>I can lead a group with my musical ideas (copy or respond)</p>	<p>I can physically show I can identify the pulse and move in time to it</p> <p>I can lead the class using simple rhythms</p> <p>I can lead a group with my musical ideas (copy or respond)</p>

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<p>Copy basic rhythm patterns of single words, building to short phrases from the song/s.</p> <p>Activity C High and Low Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</p> <p>Activity D Create Your Own Sounds Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</p> <p>Extension Activity Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.</p>						
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Knowledge and Skills Progression Music

Singing and Performing (EYFS) Share and Perform

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>To sing or rap nursery rhymes and simple songs from memory.</p> <p>Songs have sections.</p> <p>A performance is sharing music.</p>	<p>I have learnt 5 songs</p> <p>I can sing songs with a very small range, mi-so</p> <p>I can recognise the position of the notes on the glockenspiel</p> <p>I have learnt the names of the instruments we are playing</p> <p>I know performance is sharing music with other people, called an audience</p>	<p>I have learnt 5 new songs</p> <p>I can recognise the position of the notes on the glockenspiel</p> <p>I have learnt the names of the instruments we are playing (untuned)</p> <p>I know performance is sharing music with other people, called an audience</p>	<p>I know why I need to warm up my voice.</p> <p>I can talk about the instruments used in class</p>	<p>I know why I need to warm up my voice.</p> <p>I can talk about the instruments used in class</p>	<p>I know why I need to warm up my voice.</p> <p>I can talk about the instruments used in class</p>	<p>I know why I need to warm up my voice.</p> <p>I can talk about the instruments used in class</p>
Skill	<p>To sing along with a pre-recorded song and add actions.</p> <p>To sing along with the backing track.</p> <p>Perform any of the nursery rhymes by singing and adding actions or dance.</p> <p>Perform any nursery rhymes or songs adding a simple instrumental part.</p> <p>Record the performance to talk about.</p>	<p>I can start and stop singing when following a leader.</p> <p>I can play a tuned instrumental part</p> <p>I can play an un-tuned instrumental part</p> <p>I can listen to and follow musical instructions.</p> <p>I can perform a song.</p> <p>I can perform on my instrument</p> <p>I can evaluate my own performance</p>	<p>I can sing songs with a pitch range of do-so with increasing vocal control</p> <p>I can start and stop singing when following a leader.</p> <p>I can rap – spoken words with rhythm</p> <p>I can play a tuned instrumental part</p> <p>I can play an un-tuned instrumental part</p> <p>I can listen to and follow musical instructions.</p>	<p>I can sing in unison and in simple two-parts.</p> <p>I can follow a leader when singing and can perform forte and piano</p> <p>I can sing with awareness of being in tune’.</p> <p>I can play an instrumental part</p> <p>I can rehearse and perform my part</p> <p>I can listen to and follow musical instructions</p>	<p>I can sing in unison and in simple two-parts.</p> <p>I can follow a leader when singing.</p> <p>I can sing with awareness of being in tune’.</p> <p>I can play an instrumental part, within a group</p> <p>I can rehearse and perform my part</p> <p>I can listen to and follow musical instructions</p>	<p>I can sing in unison and in simple two-parts.</p> <p>I can follow a leader when singing.</p> <p>I can sing with awareness of being in tune’</p> <p>I can play an instrumental part – using the notes C, D, E, F, G, A, B + C on the treble stave</p> <p>I can rehearse and perform my part</p>	<p>I can sing in unison and in simple two-parts.</p> <p>I can follow a leader when singing.</p> <p>I can sing with awareness of being in tune’.</p> <p>I can play an instrumental part – using the notes C, D, E, F, G, A, B + C on the treble stave</p> <p>I can rehearse and perform my part within an ensemble</p>

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			<p>I can perform a song. in a group</p> <p>I can perform on my instrument (in time to the steady pulse)</p> <p>I can evaluate my own performance (recorded)</p>		<p>I can lead (conduct) the playing of a section of a song.</p>	<p>I can listen to and follow musical instructions</p> <p>I can lead (conduct) the playing of a section of a song.</p>	<p>I can listen to and follow musical instructions</p> <p>I can lead (conduct) the playing of a section of a song.</p>

Knowledge and Skills Progression Music

Composing and Improvising

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge		<p>I can make musical choices when composing</p> <p>I know improvisation is about making up your own tunes on the spot.</p>	<p>I can make musical choices when composing</p> <p>I know improvisation is about making up your own tunes on the spot.</p>	<p>I can record my compositions (e.g., letter names)</p> <p>I know Improvisation is making up your own tunes on the spot</p> <p>I know to improvise using the notes I am given</p>	<p>I can record my compositions (e.g., letter names)</p> <p>I know Improvisation is making up your own tunes on the spot</p> <p>I know to improvise using the notes I am given</p> <p>I know I can use riffs previously heard in my own improvisations</p>	<p>I know Improvisation is making up your own tunes on the spot</p> <p>I know to improvise using the notes I am given</p> <p>I know I can use riffs previously heard in my own improvisations</p>	<p>I know Improvisation is making up your own tunes on the spot</p> <p>I know to improvise using the notes I am given</p> <p>I know I can use riffs previously heard in my own improvisations</p>

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Skill		<p>I can help to create a simple melody using 1,2 or 3 notes.</p> <p>I am beginning to follow a notation on my instruments</p> <p>I can listen to a rhythmic question and clap my own answer</p> <p>I can listen to a melodic question and sing my own answer</p> <p>I can listen to a simple melody and play my own answer using 1 or 2 notes.</p>	<p>I can help to create a simple melody using 1,3 or 5 notes.</p> <p>I am beginning to follow a notation on my instruments</p> <p>I can listen to a rhythmic question and clap my own answer</p> <p>I can listen to a melodic question and sing my own answer</p> <p>I can listen to a melodic question and play my own answer using 1 or 2 notes.</p>	<p><i>I can create a simple melody using three or five different notes</i></p> <p><i>I can make musical decisions about - pulse, rhythm, pitch, dynamics and tempo.</i></p> <p><i>I can listen to a rhythmic question and clap my own answer</i></p> <p><i>I can listen to a sung melodic question and sing my own answer</i></p> <p><i>I can listen to an instrumental melodic question and play my own answer using 1 or 2 notes.</i></p>	<p>I can create a simple melody using three or five different notes</p> <p>I can make musical decisions about - pulse, rhythm, pitch, dynamics and tempo.</p> <p>I can listen to a rhythmic question and clap an answer</p> <p>I can listen to a melodic question and sing an answer</p> <p>I can listen to a simple melodic instrumental question and play an answer</p>	<p><i>I can create a simple melody using up to five different notes</i></p> <p><i>I can make musical decisions about - pulse, rhythm, pitch, dynamics and tempo.</i></p> <p><i>I can record my compositions – using the notes C, D, E, F, G, A, B + C on the treble stave</i></p> <p><i>I can listen to a rhythmic question and clap an answer</i></p> <p><i>I can listen to a melodic question and sing an answer</i></p> <p><i>I can listen to a simple melodic instrumental question and play an answer</i></p>	<p><i>I can create a simple melody using up to five different notes</i></p> <p><i>I can make musical decisions about - pulse, rhythm, pitch, dynamics and tempo.</i></p> <p><i>I can record my compositions – using the notes C, D, E, F, G, A, B + C on the treble stave</i></p> <p><i>I can listen to a rhythmic question and clap an answer</i></p> <p><i>I can listen to a melodic question and sing an answer</i></p> <p><i>I can listen to a simple melodic instrumental question and play an answer</i></p>

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MMC Musical Progression Guide – Year 1 - See Charanga Scheme for all Year Groups

Unit 1: My Musical Heartbeat

Musicianship: Understanding Music			Musicianship: Improve Together - Activity 1		
Tempo: 100bpm Time signature: 4/4 Key signature: C major	Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C, G		Tempo: 100bpm Time signature: 4/4	Key signature: C major Improvise section using: C, D, E	
Songs	Instrumental Notes		Improvising	Composing	
	Part 1	Part 2	3 notes	3 notes	5 notes
Find The Beat	N/A	N/A	N/A	N/A	N/A
1-2-3-4-5 (Glockenspiel) 4/4, C major, 132bpm	C, D, E, F, G (Crotchets)	C, D (Minims)	C, D, E	C, D, E	C, D, E, F, G
Head, Shoulders, Knees And Toes	N/A	N/A	N/A	N/A	N/A
Shapes (Glockenspiel) 4/4, C major, 96bpm	C, D, E (Crotchets)	C, D (Crotchets)	C, D, E	C, D, E	C, D, E, F, G
We Talk To Animals	N/A	N/A	N/A	N/A	N/A
We Are Together (Glockenspiel) 3/4, C major, 124bpm	C, E, G (Crotchets)	C, E (Crotchets)	N/A	N/A	N/A

Unit 2: Dance, Sing and Play!

Musicianship: Understanding Music			Musicianship: Improve Together - Activity 1		
Tempo: 96bpm Time signature: 4/4 Key signature: F major	Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: F, C		As Unit 1		
Songs	Instrumental Notes		Improvising	Composing	
	Part 1	Part 2	3 notes	3 notes	5 notes
Twinkle, Twinkle, Little Star (Glockenspiel) 4/4, D major, 106bpm	D, E, F# (Crotchets)	D, F# (Crotchets)	D, E, A	N/A	N/A
In The Orchestra	N/A	N/A	N/A	N/A	N/A
Daisy Bell (Bicycle Built For Two)	N/A	N/A	N/A	N/A	N/A
Dancing Dinosaurs (Glockenspiel) 4/4, C major, 132bpm	C, D, E (Crotchets)	C, D (Crotchets)	C, D, E	N/A	N/A
Rock-a-bye Baby	N/A	N/A	N/A	N/A	N/A
I'm A Little Teapot	N/A	N/A	N/A	N/A	N/A

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Unit 3: Exploring Sounds

Musicianship: Understanding Music		Musicianship: Improve Together - Activity 2	
Tempo: 98bpm Time signature: 4/4 Key signature: G major	Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: G, D	Tempo: 96bpm Time signature: 4/4	Key signature: F major Improvise section using: F, G, A

Songs	Instrumental Notes		Improvising	Composing	
	Part 1	Part 2		3 notes	3 notes
If You're Happy And You Know It	N/A	N/A	N/A	N/A	N/A
Sing Me A Song (Glockenspiel) 3/4, F major, 176bpm	F, G, A (Minims)	F, G (Minims)	F, G, A	F, G, A	F, G, A, C, D
Sparkle	N/A	N/A	N/A	N/A	N/A
Rhythm In The Way We Walk	N/A	N/A	N/A	N/A	N/A
Big Bear Funk (Glockenspiel) 4/4, D minor, 109bpm	C, D, A (Crotchets, quavers)	C, D (Minims, crotchets)	D, F, G	D, F, G	D, F, G, A, C
Baby Elephant	N/A	N/A	N/A	N/A	N/A

Unit 4: Learning to Listen

Musicianship: Understanding Music		Musicianship: Improve Together - Activity 2
Tempo: 98bpm Time signature: 4/4 Key signature: A minor	Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: A, E	As Unit 3

Songs	Instrumental Notes		Improvising	Composing	
	Part 1	Part 2		3 notes	3 notes
Days Of The Week (Glockenspiel) 4/4, F major, 136bpm	F, G, A (Crotchets)	F, G (Minims)	F, G, A	F, G, A	F, G, A, C, D
Name Song (Glockenspiel) 4/4, C major, 124bpm	C, D, E (Crotchets)	C, D (Crotchets)	C, D, E	C, D, E	C, D, E, F, G
Cuckoo (Glockenspiel) 3/4, C major, 176bpm	C, D, E (Crotchets)	C, D (Crotchets)	N/A	N/A	N/A
Upside Down	N/A	N/A	N/A	N/A	N/A
Hush Little Baby	N/A	N/A	N/A	N/A	N/A
Who Took The Cookie?	N/A	N/A	N/A	N/A	N/A

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Unit 5: Having Fun with Improvisation

Musicianship: Understanding Music			Musicianship: Improve Together - Activity 3		
Tempo: 100bpm Time signature: 3/4 Key signature: C major	Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C, G		Tempo: 100bpm Time signature: 3/4	Key signature: C major Improvise section using: C, D, E	
Songs	Instrumental Notes		Improvising	Composing	
	Part 1	Part 2	3 notes	3 notes	5 notes
Getting Dressed (Glockenspiel) 4/4, C major, 106bpm	C, D, E, F, G, A (Minims, crotchets, quavers)	C, D, E (Minims, crotchets)	N/A	N/A	N/A
Dress Up	N/A	N/A	N/A	N/A	N/A
Brush Our Teeth (Glockenspiel) 4/4, C major, 144bpm	C, D, E (Minims)	C, D (Minims)	C, D, E	C, D, E	C, D, E, F, G
Get Ready (Glockenspiel) 4/4, C major, 88bpm	C, D, E (Crotchets)	C, D (Crotchets)	N/A	N/A	N/A
Up And Down	N/A	N/A	N/A	N/A	N/A
Star Light, Star Bright	N/A	N/A	N/A	N/A	N/A

Unit 6: Let's Perform Together!

Musicianship: Understanding Music			Musicianship: Improve Together - Activity 3		
Tempo: 100bpm Time signature: 2/4 Key signature: G major	Rhythmic patterns using: Crotchets and quavers Melodic patterns: G, B, D		As Unit 5		
Songs	Instrumental Notes		Improvising	Composing	
	Part 1	Part 2	3 notes	3 notes	5 notes
The Bear Went Over The Mountain	N/A	N/A	N/A	N/A	N/A
In The Sea (Glockenspiel) 2/4, C major, 100bpm	C, D, E, F (Crotchets)	C, D (Crotchets)	N/A	N/A	N/A
Alice The Camel (Glockenspiel) 4/4, C major, 152bpm	C, D, E, G (Minims, crotchets)	C, D, E (Minims, crotchets)	C, D, E	C, D, E	C, D, E, F, G
Ten Green Bottles (Glockenspiel) 2/4, D major, 116bpm	D, E, F#, G (Crotchets)	D, E (Crotchets)	N/A	N/A	N/A
Zootime (Glockenspiel) 4/4, C major, 122bpm	C, D (Crotchets, quavers)	C, D (Minims, crotchets)	C, D, E	C, D, E	C, D, E, F, G
She'll Be Coming 'Round The Mountain	N/A	N/A	N/A	N/A	N/A

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Key Vocabulary

Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	a capella appraising arrangement back beat backing balance ballad band bridge/middle 8 chord chorus coda cover composing crossover	decks drumloops dynamics ending ensemble groove harmony hook improvise interlude introduction lyrics melody melodic notation	offbeat original ostinato outro pentatonic scale performing phrase pitch pre-chorus pulse/beat recurring theme rhythm patterns. riff roots reggae sampling secular solo	structure/form/shape style style indicators syncopation tag tempo texture timbre. urban contemporary verse
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