Music curriculum progression map

Y6

- Learn techniques for creating soundtracks and film scores and use them to compose movie music
- Compose, arrange and perform a lively celebration performance
- Body-popping and gospel singing, performed using new musical techniques.
- Compose and perform music linked to Space.

Y5

- Sing, compose and perform pieces inspired by musical moods, styles and genres.
- Compose and perform music inspired by, and for, the local community.
- Learn and develop a range of performance skills.

Y4

- Appreciate and compose music for computer games.
- Listen to and appreciate key features of different genres of music.
- Understand what a melody is and learn to compose one.

Y3

- Learn and develop the different elements of music.
- Understand and play a range of chords.
- Use notes of different duration, pitch and dynamics to compose a soundtrack.
- Compose 4-beat patterns using a looping app.
- Sing with good diction.

Y2

- Play an accompaniment on tuned percussion
- Learn a simple rhythmic pattern and perform it.
- Invent simple patterns using voices, body percussion, and instruments.
- Perform actions to music, reinforcing a sense of beat.
- Create rhythmic patterns, sequencing them as compositions, using simple notation.
- Listen actively and respond to music with appropriate movement.

Y1

- Actively listen to songs, recognising the beat.
- Play percussion instruments expressively and to compose songs
- Recognise the difference between a pitched and unpitched pattern.
- Sing in a group or individually, matching the pitch and following the melody.

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- Engage in music making and sing familiar songs and nursery rhymes.
- Sing and perform a variety of songs independently.
- Sing the pitch of a tone sung by another person and the melodic shape of familiar songs.
- Play instruments with increasing control.
- Use drawing to represent ideas like movement or loud noises.

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- Listen with increased attention to sounds.
- Remember and sing entire songs.
- Explore playing a variety of instruments.

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