



Hook with Warsash C of E Academy Music Curriculum Progression

		Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Playing and Performing	ARE Explore, investigate and use a range of sounds including body sounds, other sound makers and classroom percussion. Begin to develop fine and gross motor control and accuracy with growing confidence	ARE Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the use of the dominant hand	ARE Demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments using both hands, differentiating between left and right. Begin to play with musical intent	ARE Develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality	ARE Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality	ARE Demonstrate accurate and fluent instrumental skills and use them to articulate and perform with musical awareness	Playing ARE Demonstrate precise and confident instrumental skills and use them to articulate and perform with musical awareness
	Singing	ARE Explore, investigate and use vocal sounds, talking and singing voice in response to character and / or mood. Chant and sing familiar rhymes and songs or sections of songs from memory with growing proficiency and confidence	ARE Explore and use vocal sounds, chant and sing rhymes and songs illustrating character and / or mood building rhythmic and melodic memory	ARE Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and / or mood. Show an awareness of breathing and posture Use simple vocal patterns as accompaniments	ARE Explore the use of the voice as an instrument, chant and sing with a developing awareness of phrasing and expression and awareness in simple layers, including rounds and partner songs	ARE Use the voice as an instrument, chant and sing with an increasing awareness of phrasing and expression, including more complex rounds and partner songs	ARE Extend imaginative vocal use, chant and sing in independent balanced parts (harmony) with expressive interpretation and awareness of phrasing, style and content	ARE Further extend imaginative vocal use, chant and sing in independent balanced parts (harmony) with expressive interpretation and awareness of phrasing, style and context



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Musical Dimensions	Pitch	ARE Explore, investigate and respond to high and low sounds	ARE Explore, respond to and recognise high, middle and low sounds	ARE Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes	ARE Identify, use and understand steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. pentatonic	ARE Identify melodic shape and explore different scale patterns including pentatonic, major and minor	ARE Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music	ARE Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music
	Duration	ARE Explore, investigate and respond to long and short sounds and recognise the steady beat in music heard and performed	ARE Explore, use, respond to and recognise patterns of long and short sounds and to steady beats	ARE Respond to, recognise and distinguish between steady beat (counted in 2s, 3s, 4s) and rhythm pattern and how they fit together	ARE Identify how rhythm patterns fit to a steady beat and begin to use and understand 2, 3 and 4 metre	ARE Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre	ARE Identify and begin to understand more complex rhythm patterns and metres including counting in 8 and possibly 6	ARE Identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7
	Dynamics	ARE Explore, investigate and respond to and recognise loud, quiet and silence	ARE Explore, use, respond to, recognise and identify loud, moderate, quiet and silence	ARE Respond to, use, recognise and identify getting louder and quieter	ARE Identify, use and understand getting louder and quieter in finer gradations	ARE Explore how to use dynamics for expressive effect	ARE Understand how a wide range of dynamics can be used and manipulated for expressive effect	ARE Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect



Hook with Warsash C of E Academy Music Curriculum Progression

	Tempo	ARE Explore, investigate and respond to and recognise fast and slow	ARE Explore, use, respond to, recognise and identify fast, moderate and slow	ARE Respond to, use, recognise and identify getting faster and slower	ARE Identify, use and understand getting faster and slower in finer gradations	ARE Explore how to use tempi for expressive effect	ARE Understand how a wide range of tempi can be used and manipulated for expressive effect	ARE Understand how a wide range of tempi can be precisely used and manipulated for expressive effect
	Timbre	ARE Explore, investigate, use and respond to a range of sounds and sound makers including vocal sounds	ARE Use and identify families of school percussion instruments, their sound properties and explore how they could be played. Use and identify different vocal sounds and explore how they could be used	ARE Identify, choose and use the way sounds are made and can be used	ARE Identify families of non-percussion instruments and the way they are played; extend the use of voices and percussion instruments	ARE Identify voice types and a wider range of non-percussion instruments by family and name; further extend the use of voices and percussion instruments	ARE Identify instruments within families and different instrumental / vocal combinations: refine the use of voices and percussion instruments	ARE Identify voices / instruments within families and their role in a wider range of ensembles: refine the use of voices and percussion instruments with intended impact
	Texture	ARE Explore, investigate and respond to one sound and many sounds	ARE Explore, use, respond to and recognise solo sounds and layers of sounds	ARE Respond to and begin to recognise and use different layers including simple accompaniments	ARE Identify the use and purpose of different layers in music heard, created and performed	ARE Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinati parts, simple chords.	ARE Extend the use of simple harmony to include consonant and dissonant clusters of notes and simple chords as accompaniments	ARE Use simple harmony, including simple chords, with greater awareness and understanding



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Structure	ARE Explore, investigate and respond to sequences of events and stories, distinguish between same and different	ARE Explore, use, respond to and recognise simple structures including openings and endings (AB), beginning-middle-end, echoes and responses and simple repeated patterns (ostinato)	ARE Respond to, use and recognise and identify a range of repetition and contrast structures including Q and A, verse and chorus, ABA and repeated patterns (ostinato)	ARE Develop understanding of conventional structures including binary (AB) and ternary (ABA), introductions and codas. Explore the use of simple ostinato (short repeated patterns)	ARE Develop understanding of extended conventional structures including Rondo (ABACADA) and identify the more subtle development of musical ideas - similar but not the same e.g. simple theme and variations. Further develop use of ostinati	ARE Explore and use a wider range of developmental structures (e.g. ABA, Rondo, 12 bar blues, theme and variations) and expressive structures e.g. Leitmotif	ARE Use a broader range of developmental structures and expressive structures (see year 5)
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