

Curriculum Skills and Progression Music: 2024 to 2025



Nebula
where stars are born



The Music Curriculum and Christian Distinctiveness at Horsford CofE VA Primary School

From its inception, when ‘the morning stars sang together and all the heavenly beings shouted for joy’ (Job 38:7), there has been music. At Horsford CE VA Primary School, we believe that the children at our school will develop **responsibility** through taking part in musical activities with others. We believe that music allows children to develop **courage** by taking part in performances where they may have to move out of their comfort zone. We believe compassion for others is developed in the children when they work in a range of groups in their music-making. In the same way that The Good Samaritan cared for others, music making requires the children to work with everyone in their group, even those with whom they find it difficult to work with.

‘Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.’



The Music Curriculum and Provision for Pupils with SEND

At Horsford C of E VA Primary school, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this.

The Music curriculum can be adapted to meet the needs of children with SEND in the following ways.

Word Banks for pre-learning and to support during topics and themes
Mixed ability groups – using peers as support and role models
Using another student as a reader/support
Visual Timetables – class and individual
Coloured Paper for visual stress
Cushions for seats – wobble and wedge cushions
Headphones/ear defenders
Word lists of key vocabulary for pre-learning and as prompts
Trying a 1:1 adult/adult nearby
Sitting on a chair or specific spot on carpet or for Assembly/Collective Worship

When planning for Music class teachers should adapt their lessons where necessary using ideas taken from this list, however it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs.

MUSIC: AGE RELATED STATUTORY COVERAGE		
EYFS	KEY STAGE ONE LEARNING	KEY STAGE TWO LEARNING
<p>Expressive Arts and Design EYFS Statutory Educational Programme: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Being Imaginative and expressive arts ELG - Sing a range of well-known nursery rhymes and songs; -Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<ul style="list-style-type: none"> • use voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.

Skills Map – Music		
Early Years		
Performing	Composing	Appraising
<ul style="list-style-type: none"> • Can they use their voice to speak/sing/chant? • Do they join in with singing? • Can they clap short rhythmic patterns? • Can they experiment with creating sounds with different instruments? 	<ul style="list-style-type: none"> • Can they make a range of sounds with their voice? • Can they make a range of sounds with instruments? 	<ul style="list-style-type: none"> • Can they say if they like or dislike a piece of music? • Can they identify and distinguish environmental sounds? • Can they begin to describe the sounds? (e.g. loud, quiet, fast, slow) • Can they begin to express how music makes them feel?
Early Years - Greater Depth		
<ul style="list-style-type: none"> • Can they perform a rhythm? 	<ul style="list-style-type: none"> • Can they begin to sequence sounds to create a rhythm or beat? • Can they repeat (short rhythmic and melodic) patterns? 	<ul style="list-style-type: none"> • Can they identify reasons why they like some music more than others?

Skills Map – Music Year 1			
Singing	Listening	Composing	Performing
<ul style="list-style-type: none"> • Can they sing, rap, rhyme, chant and use the spoken word? • Can they demonstrate good singing posture? • Can they sing songs from memory? • Can they sing in unison? 	<ul style="list-style-type: none"> • Can they move and dance with the music? • Can they find the steady beat in a piece of music? • Can they talk about feelings created by the music? • Can they recognise some band and orchestral instruments? • Can they describe tempo as fast or slow? • Can they describe dynamics as loud and quiet? 	<ul style="list-style-type: none"> • Can they improvise simple vocal patterns using 'Question and Answer' phrases? • Can they understand the difference between creating a rhythm pattern and a pitch pattern? • Can they explore and create graphic scores? • Can they create musical sound effects and short sequences of sounds in response to music and video stimulus? 	<ul style="list-style-type: none"> • Can they find and keep a steady beat together? • Can they clap short rhythmic patterns? • Can they copy back simple rhythmic patterns using long and short? • Can they copy back simple melodic patterns using high and low? • Can they use instruments to perform a simple piece? • Can they respond to musical indications about when to play or sing? • Can they add actions to a song?
Year 1 - Greater Depth			
<ul style="list-style-type: none"> • Can they copy back intervals of an octave and fifth (high, low)? 	<ul style="list-style-type: none"> • Can they begin to understand that there are different styles of music? 	<ul style="list-style-type: none"> • Can they recognise how graphic notation can represent created sounds, exploring and inventing their own symbols? 	<ul style="list-style-type: none"> • Can they respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse?

Skills Map – Music			
Year 2			
Singing	Listening	Composing	Performing
<ul style="list-style-type: none"> • Can they sing as part of a group? • Can they sing in unison and occasionally in parts? • Can they understand and follow the leader or conductor? • Can they move confidently to a steady beat? 	<ul style="list-style-type: none"> • Can they identify particular features when listening to music? • Can they begin to associate sounds they hear with instruments? • Can they independently identify the pulse in a piece of music and tap along? • Can they listen carefully to recall short rhythmic patterns? • Can they evaluate and improve their own work and give reasons? • Can they verbally recall what they have heard with simple vocabulary – loud, soft, high, low? • Can they begin to say what they like and dislike? • Can they recognise some band and orchestral instruments? 	<ul style="list-style-type: none"> • Can they work with a partner and in the class to improvise simple ‘Question and Answer’ phrases? • Can they use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces? • Can they order sounds to create a beginning, middle and end? • Can they choose sounds to achieve an effect? • Can they begin to compose short melodic patterns using two or three notes (tuned instruments/voice)? • Can they create short, rhythmic patterns – sequences of long and short sounds? • Are they selective in the control used on an instrument in order to create an intended effect? 	<ul style="list-style-type: none"> • Can they practise, rehearse and share a song that has been learnt in the lesson, from memory or with notation, and with confidence? • Can they decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance? • Can they play simple rhythmic patterns on an instrument? • Can they sing/clap a pulse increasing or decreasing in tempo? • Do they have control when playing instruments? • Can they perform musical patterns keeping a steady pulse?
Year 2 - Greater Depth			
<ul style="list-style-type: none"> • Can they sing with more pitching accuracy? 	<ul style="list-style-type: none"> • Can they identify the beat groupings in the music they sing and listen to, e.g. 2-time, 3-time? • Can they start to talk about the style of a piece of music? 	<ul style="list-style-type: none"> • Can they choose sounds to create an effect on the listener? 	<ul style="list-style-type: none"> • Can they understand the importance of a warm up? • Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse?

Skills Map – Music			
Year 3			
Singing	Listening	Composing	Performing
<ul style="list-style-type: none"> • Can they sing a widening range of unison songs, of varying styles and structures? • Can they perform actions confidently and in time to a range of action songs? • Can they sing with awareness of following the beat? • Can they copy back simple melodic phrases using the voice? 	<ul style="list-style-type: none"> • Can they share their thoughts and feelings about the music they have heard? • Can they walk, move to or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes? • Can they invent different actions to move in time with the music? • Can they identify some instruments they can hear playing? 	<ul style="list-style-type: none"> • Can they create music and/or sound effects in response to music and video stimulus? • Can they compose over a drone? • Can they use simple dynamics? • Can they structure their musical ideas, (e.g. using echo or ‘Question and Answer’ phrases) to create music that has a beginning, middle and end? 	<ul style="list-style-type: none"> • Can they play and perform melodies following a range of notation? • Can they include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance? • Can they reflect on feelings about sharing and performing, e.g. excitement, nerves, enjoyment?
Year 3 - Greater Depth			
<ul style="list-style-type: none"> • Can they sing expressively, with attention to the meaning of the words? 	<ul style="list-style-type: none"> • Can they talk about the style of the music? 	<ul style="list-style-type: none"> • Can they compose over a simple chord progression? • Can they create a simple melody using crotchets and minims? 	<ul style="list-style-type: none"> • Do they modulate and control their voice and instruments when singing and playing?

Skills Map – Music Year 4			
Singing	Listening	Composing	Performing
<ul style="list-style-type: none"> • Can they rehearse and learn songs from memory and/or with notation? • Can they demonstrate vowel sounds, blended sounds and consonants? • Can they sing ‘on pitch’ and ‘in time’? • Can they sing expressively, with attention to staccato and legato? 	<ul style="list-style-type: none"> • Can they describe what they hear using appropriate musical vocabulary? • Can they identify the tempo as fast, slow or steady? • Can they recall by ear memorable phrases heard in the music? • Can they explore ways in which sounds are combined towards certain effects? • Can they understand the relationship between lyrics and melody? 	<ul style="list-style-type: none"> • Can they use notations to record and interpret sequences of pitches? • Can they use notations to record compositions in a small group or on their own? • Can they use notation in a performance? • Can they start to use simple structures within compositions, e.g. introduction, verse, chorus or AB form? • Can they use simple dynamics? 	<ul style="list-style-type: none"> • Can they perform, with confidence, a song from memory or using notation? • Can they play and perform melodies following staff notation, using a small range? • Can they perform a simple part of an ensemble rhythmically? • Can they improvise using repeated patterns with increasing accuracy and fluency? • Can they reflect on the performance and how well it suited the occasion? • When learning an instrument, can they hold it correctly and use correct technique to play it?
Year 4 - Greater Depth			
<ul style="list-style-type: none"> • Can they talk about how the songs and their styles connect to the world? 	<ul style="list-style-type: none"> • Can they identify how a change in timbre can change the effect of a piece of music? 	<ul style="list-style-type: none"> • Can they explore and use sets of pitches, e.g. 4 or 5 note scales? • Can they show how they can use dynamics to provide contrast? 	<ul style="list-style-type: none"> • Can they use selected pitches simultaneously to produce simple harmony? • Can they reflect on the performance and how well it suited the occasion?

Skills Map – Music			
Year 5			
Singing	Listening	Composing	Performing
<ul style="list-style-type: none"> • Can they sing a second part in a song? • Can they self-correct if they are lost or out of time? • Can they sing expressively, with attention to breathing and phrasing? • Can they talk about the different styles of singing used for different styles of song? 	<ul style="list-style-type: none"> • Can they sing and use their understanding of meaning to add expression? • Can they talk about feelings created by the music? • Can they identify instruments by ear and through a range of media? • Can they identify different tonality, e.g. major and minor? • Can they recognise the sound and notes of different scales by ear and from notation? • Can they describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary? • Can they analyse and compare features from a wide range of music? • Can they discern and distinguish layers of sound and understand their combined effect? 	<ul style="list-style-type: none"> • Can they use a wider range of structures within compositions, e.g. introduction, multiple verse and chorus sections, AB form or ABA form (ternary form) • Can they use rhythmic variety? • Can they use a wider range of dynamics, including, ff, pp, mf and mp? • Can they use chords to compose music to evoke a specific atmosphere, mood or environment? • Can they choose the most appropriate tempo for a piece of music? 	<ul style="list-style-type: none"> • Can they create, rehearse and present a performance for a specific purpose? • Can they perform from memory or with notation, with confidence and accuracy? • Can they compare a recorded performance with a previous performance, and explain how well the performance communicated the mood of each piece? • Can they maintain their part whilst others are performing their part?
Year 5 - Greater Depth			
<ul style="list-style-type: none"> • Can they talk confidently about how connected they feel to the music and how it connects in the world? 	<ul style="list-style-type: none"> • Can they contrast the work of established composers and show preferences? • Can they discern and distinguish layers of sound and understand their combined effect? • Can they explain how tempo changes the character of music? • Can they identify where a gradual change in dynamics has helped to shape a phrase of music? 	<ul style="list-style-type: none"> • Can they identify and use how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre? 	<ul style="list-style-type: none"> • Can they use pitches simultaneously to produce harmony by building up simple chords? • Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?

Skills Map – Music			
Year 6			
Singing	Listening	Composing	Performing
<ul style="list-style-type: none"> • Can they sing more complex parts? • Can they sing without an accompaniment? • Can they sing syncopated melodic phrases? • Can they talk about the different styles of singing used for the different styles of songs sung over a specific period of time? 	<ul style="list-style-type: none"> • Can they justify a personal opinion? • Can they explain what a musical introduction and outro is, and their purpose? • Can they evaluate differences in live and recorded performances? • Can they consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion? 	<ul style="list-style-type: none"> • Do they recognise that different forms of notation serve different purposes? • Can they combine groups of beats? • Can they use a variety of different musical devices in their composition (e.g. melody, rhythms and chord progressions)? • Can they compose a ternary (ABA form) piece? • Can they create a melody using crotchets, quavers and minims, and equivalent rests? 	<ul style="list-style-type: none"> • Can they sing more complex harmony parts? • Can they take the lead in a performance? • Can they take on a solo part? • Do they understand the value of choreographing any aspect of a performance? • Can they evaluate differences between live and recorded performances? • Can they consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion?
Year 6 - Greater Depth			
	<ul style="list-style-type: none"> • Can they compare and contrast the impact that different composers from different times will have had on the people of the time? • Can they analyse features within different pieces of music? 	<ul style="list-style-type: none"> • Can they include semibreves and semiquavers in their compositions? 	<ul style="list-style-type: none"> • Can they discuss how the performance might change if it were repeated in a larger/smaller performance space?

MUSIC: VOCABULARY MAP			
EYFS	KEY STAGE ONE	LOWER KEY STAGE TWO	UPPER KEY STAGE TWO
<ul style="list-style-type: none"> • Compose • Describe • Fast • Feel • Instrument • Perform • Loud • Quiet (preferable to 'soft') • Sing • Slow • Song 	<ul style="list-style-type: none"> • Beat/steady beat • Beater • Compose • High • Low • Names of untuned percussion instruments, e.g. castanets, chime bar, claves, cymbal, drum, shaker, tambourine, triangle, woodblock • ostinato • Percussion • Pitch • Recorder • Repeat • Rhythm • Tempo • Volume 	<ul style="list-style-type: none"> • Accompaniment/accompany • Chord • Composer • Conductor • Drone • Duet • Duration • Dynamics • Lyrics • Melody • Names of orchestral instruments • Names of tuned percussion instruments, e.g. chime bar, glockenspiel, metallophone, xylophone • Orchestra • Phrase • Pulse • Round • Scale • Structure • Texture • Theme • Unison 	<ul style="list-style-type: none"> • Accent • Bass • Harmony • Improvise • Interval • Notation • Pentatonic • Syncopation • Timbre

Appendix 1:



Music Long Term Plan

Key Stage One

Cycle One		Cycle Two	
Term/Theme	Objectives	Term/Theme	Objectives
A1 Charanga Model Music Curriculum v.2 Y1 Autumn 1 – My Musical Heartbeat	<ul style="list-style-type: none"> ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪ play tuned and untuned instruments musically ▪ listen with concentration and understanding to a range of high-quality live and recorded music ▪ experiment with, create, select and combine sounds using the inter-related dimensions of music. 	A1 Charanga Model Music Curriculum v.2 Y2 Autumn 1 – Pulse, Rhythm and Pitch	<ul style="list-style-type: none"> ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪ play tuned and untuned instruments musically ▪ listen with concentration and understanding to a range of high-quality live and recorded music ▪ experiment with, create, select and combine sounds using the inter-related dimensions of music.
A2 Charanga Model Music Curriculum v.2 Y2 Autumn 2 – Playing in an Orchestra		A2 Charanga Model Music Curriculum v.2 Y1 Autumn 2 – Dance, Sing and Play	
Sp1 Charanga Model Music Curriculum v.2 Y1 Spring 1 – Exploring Sounds		Sp1 Charanga Model Music Curriculum v.2 Y2 Spring 1 – Inventing a Musical Story	
Sp2 Charanga Model Music Curriculum v.2 Y2 Spring 2 – Recognising Different Sounds		Sp2 Charanga Model Music Curriculum v.2 Y1 Spring 2 – Learning to Listen	
Su1 Charanga Model Music Curriculum v.2 Y1 Summer 1 – Having Fun with Improvisation		Su1 Charanga Model Music Curriculum v.2 Y2 Summer 1 – Exploring Improvisation	
Su2 Charanga Model Music Curriculum v.2 Y2 Summer 2 – Our Big Concert		Su2 Charanga Model Music Curriculum v.2 Y1 Summer 2 – Let's Perform Together!	



Music Long Term Plan

Lower Key Stage Two

Cycle One		Cycle Two	
Term/Theme	Objectives	Term/Theme	Objectives
A1 Charanga Model Music Curriculum v.2 Year 3 Autumn 1 – Writing Music Down	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	A1 Charanga Model Music Curriculum v.2 Year 4 Autumn 1 – Musical Structures	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
A2 Charanga Model Music Curriculum v.2 Year 4 Autumn 2 – Exploring Feelings When You Play		A2 Charanga Model Music Curriculum v.2 Year 3 Autumn 2 – Playing in a Band	
Sp1 Charanga Model Music Curriculum v.2 Year 3 Spring 1 – Compose Using Your Imagination	<ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory 	Sp1 Charanga Model Music Curriculum v.2 Year 4 Spring 1 – Compose with Your Friends	<ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory
Sp2 Charanga Model Music Curriculum v.2 Year 4 Spring 2 – Feelings Through Music		Sp2 Charanga Model Music Curriculum v.2 Year 3 Spring 2 – More Musical Styles	
Su1 Charanga Model Music Curriculum v.2 Year 3 Summer 1 – Enjoying Improvisation	<ul style="list-style-type: none"> use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 	Su1 Charanga Model Music Curriculum v.2 Year 4 Summer 1 – Expression and Improvisation	<ul style="list-style-type: none"> use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.
Su2 Charanga Model Music Curriculum v.2 Year 4 Summer 2 – The Show Must Go On!		Su2 Charanga Model Music Curriculum v.2 Year 3 Summer 2 – Opening Night	



Music Long Term Plan

Upper Key Stage Two

Cycle One		Cycle Two	
Term/Theme	Objectives	Term/Theme	Objectives
A1 Both Year Groups: Charanga Model Music Curriculum v.2 Year 5 Autumn 1 – Melody and Harmony in Music	<ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music. 	A1 Both Year Groups: Charanga Model Music Curriculum v.2 Year 5 Autumn 1 – Melody and Harmony in Music	<ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music.
A2 Year 5: Charanga Model Music Curriculum v.2 Year 5 Autumn 2 – Sing and Play in Different Styles Year 6: Whole Class Recorders		A2 Year 5: Charanga Model Music Curriculum v.2 Year 5 Autumn 2 – Sing and Play in Different Styles Year 6: Whole Class Recorders	
Sp1 Year 5: Charanga Model Music Curriculum v.2 Year 5 Spring 1 – Composing and Chords Year 6: Whole Class Recorders		Sp1 Year 5: Charanga Model Music Curriculum v.2 Year 5 Spring 1 – Composing and Chords Year 6: Whole Class Recorders	
Sp2 Year 5: Charanga Model Music Curriculum v.2 Year 5 Spring 2 – Enjoying Musical Styles Year 6: Whole Class Recorders		Sp2 Year 5: Charanga Model Music Curriculum v.2 Year 5 Spring 2 – Enjoying Musical Styles Year 6: Whole Class Recorders	
Su1 Year 5: Charanga Model Music Curriculum v.2 Year 5 Summer 1 – Freedom to Improvise Year 6: Whole Class Recorders		Su1 Year 5: Charanga Model Music Curriculum v.2 Year 5 Summer 1 – Freedom to Improvise Year 6: Whole Class Recorders	

Curriculum Skills and Progression Map

Su2 Year 5: Charanga Model Music Curriculum v.2 Year 5 Summer 2 – Battle of the Bands! Year 6: Whole Class Recorders		Su2 Year 5: Charanga Model Music Curriculum v.2 Year 5 Summer 2 – Battle of the Bands! Year 6: Whole Class Recorders	
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Appendix 2 – Deeper Thinking Questions

This list is not exhaustive and provides examples of the types of questions which could be asked.

Can you...:

Perform the melody?

Perform the piano part?

Perform the accompaniment part?

Perform the bass part?

As a group, recreate...?

Show me the rhythm before... and after...?

Show me how... changes?

Show me a similar...?

Show me the original/feature of...?

Using the correct instrument, show me the chords of this song?

Show me the part that... performed?

Show me what would happen if...?

Show me the changes that you made...?

Show me the most important rhythm/melody?

Show me the least effective rhythm/melody?

Make improvements to...?