

Curriculum Skills and Progression Music: 2025 to 2026



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
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.

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.

KEY STAGE ONE LEARNING

- 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.

KEY STAGE TWO LEARNING

- 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		
<p style="text-align: center;">Performing</p> <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? 	<p style="text-align: center;">Composing</p> <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? 	<p style="text-align: center;">Appraising</p> <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

- 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?

Listening

- 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?

Composing

- 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?

Performing

- 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

- Can they copy back intervals of an octave and fifth (high, low)?

- Can they begin to understand that there are different styles of music?

- Can they recognise how graphic notation can represent created sounds, exploring and inventing their own symbols?

- 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

- 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?

Listening

- 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?

Composing

- 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?

Performing

- 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

- Can they sing with more pitching accuracy?

- 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?

- Can they choose sounds to create an effect on the listener?

- 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

- 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?

Listening

- 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?

Composing

- 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?

Performing

- 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

- Can they sing expressively, with attention to the meaning of the words?

- Can they talk about the style of the music?

- Can they compose over a simple chord progression?
- Can they create a simple melody using crotchets and minims?

- Do they modulate and control their voice and instruments when singing and playing?

**Skills Map – Music
Year 4**

Singing

- 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?

Listening

- 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?

Composing

- 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?

Performing

- 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

- Can they talk about how the songs and their styles connect to the world?

- Can they identify how a change in timbre can change the effect of a piece of music?

- 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?

- 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

- 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?

Listening

- 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?

Composing

- 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?

Performing

- 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? |
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**Skills Map – Music
Year 6**

Singing

- 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?

Listening

- 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?

Composing

- 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?

Performing

- 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

- 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?

- Can they include semibreves and semiquavers in their compositions?

- 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



Music Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Weekly</p> <p>‘Rhyme Time’ – ‘I wonder what songs we’ll sing today? I wonder what songs we’ll sing today? There are lots of lovely songs and they’re on some lovely logs, I wonder what songs we’ll sing today?’</p> <p>sing, song, perform</p> <p>Noah’s Ark</p> <p>Songs: ‘I Can Sing a Rainbow’ ‘I Hear Thunder’ ‘It’s Raining, It’s Pouring’</p> <p>sing, song, perform</p> <p>Divali</p> <p>Indian music appreciation & sharing opinions.</p> <p>describe, feel, instrument</p>	<p>Weekly</p> <p>‘Rhyme Time’ – ‘I wonder what songs we’ll sing today? I wonder what songs we’ll sing today? There are lots of lovely songs and they’re on some lovely logs, I wonder what songs we’ll sing today?’</p> <p>sing, song, perform</p> <p>People who help us</p> <p>Songs: ‘London’s Burning’ ‘Miss Polly Had a Dolly’ ‘Dr Foster’</p> <p>sing, song, perform</p> <p>Christmas Songs</p> <p>Traditional Songs</p> <p>sing, song, perform</p>	<p>Weekly</p> <p>‘Rhyme Time’ – ‘I wonder what songs we’ll sing today? I wonder what songs we’ll sing today? There are lots of lovely songs and they’re on some lovely logs, I wonder what songs we’ll sing today?’</p> <p>sing, song, perform</p> <p>Monsters</p> <p>Compose/perform ‘monster’ music.</p> <p>compose, instrument, perform, fast, loud, quiet, slow</p> <p>Love is all around</p> <p>Song: ‘Love is Something if you Give it Away’</p> <p>sing, song, perform</p>	<p>Weekly</p> <p>‘Rhyme Time’ – ‘I wonder what songs we’ll sing today? I wonder what songs we’ll sing today? There are lots of lovely songs and they’re on some lovely logs, I wonder what songs we’ll sing today?’</p> <p>sing, song, perform</p> <p>Space</p> <p>Listening to planets music and share opinions / how they feel.</p> <p>describe, feel</p> <p>Song: ‘Five Astronauts...’</p> <p>Goldilocks</p> <p>Song: ‘When Goldilocks Went to the House of the Bears’</p> <p>sing, song, perform</p>	<p>Weekly</p> <p>‘Rhyme Time’ – ‘I wonder what songs we’ll sing today? I wonder what songs we’ll sing today? There are lots of lovely songs and they’re on some lovely logs, I wonder what songs we’ll sing today?’</p> <p>sing, song, perform</p> <p>Minibeasts</p> <p>Songs: ‘Ugly Bug Ball’ ‘There’s a worm at the bottom of the garden’ ‘Incey wincey Spider’ ‘Five Little Speckled Frogs’</p> <p>sing, song, perform</p>	<p>Weekly</p> <p>‘Rhyme Time’ – ‘I wonder what songs we’ll sing today? I wonder what songs we’ll sing today? There are lots of lovely songs and they’re on some lovely logs, I wonder what songs we’ll sing today?’</p> <p>sing, song, perform</p> <p>Olympics</p> <p>Sing and practise rhythmic patterns with ‘Heads, Shoulders, Knees & Toes’</p> <p>pattern, perform, song, sing, fast, slow</p>
Year 1	<p>My Musical Heartbeat</p> <p>Sing, rap, rhyme, chant and use the spoken word; demonstrate good singing posture; sing songs from memory; sing in unison</p>	<p>Dance, Sing and Play</p> <p>Long and short sounds called ‘rhythm’ and high and low sounds that we call ‘pitch’. As you dance, sing, and play instruments with the music in this unit, explore these sounds</p>	<p>Exploring Sounds</p> <p>Improvise simple vocal patterns using ‘Question and Answer’ phrases; find and keep a steady beat together; clap short rhythmic patterns; copy back simple rhythmic</p>	<p>Learning to Listen</p> <p>Listening is very important. You can listen with your eyes and ears and you can also feel sound in your body.</p>	<p>Having fun with Improvisation</p> <p>Recognise some band and orchestral instruments; describe tempo as fast or slow; describe dynamics as loud and quiet</p>	<p>Let’s perform together</p> <p>Singing, dancing and playing together is called ‘performing’. Performing together is great fun! Plan a concert together to celebrate all the songs</p>

		and how they work together.	patterns using long and short			you have learnt this year.
Year 2	<p>Pulse, rhythm and pitch</p> <p>Music has a pulse, a steady beat. Music is also made up of long and short and high and low sounds, called ‘rhythm’ and ‘pitch’.</p> <p>These elements combine when we sing and play. As you listen to, sing, play and dance to the music in this unit, explore these elements of music and how they work together.</p>	<p>Playing in an Orchestra</p> <p>Identify particular features when listening to music; begin to associate sounds they hear with instruments; independently identify the pulse in a piece of music and tap along; begin to say what they like and dislike</p>	<p>Inventing a Musical Story</p> <p>Music is used for many reasons and can help us to tell a story and express our feelings. Music can be loud or soft, fast or slow, smooth and connected, or short and detached.</p> <p>We can also use instruments with different sounds to help communicate a story and different emotions. Explore the music in this unit and try to connect your feelings with what you hear. Do any of the songs tell a story? Use the music in this unit to explore loud and soft sounds.</p>	<p>Recognising Different Sounds</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces; begin to compose short melodic patterns using two or three notes (tuned instruments/voice); be selective in the control used on an instrument in order to create an intended effect; have control when playing instruments; perform musical patterns keeping a steady pulse</p>	<p>Exploring Improvisation</p> <p>Explore improvisation a bit further in this unit. Perhaps use two or three notes and have a go playing or singing on your own. Explore and have fun!</p>	<p>Our Big Concert</p> <p>Be selective in the control used on an instrument in order to create an intended effect; practise, rehearse and share a song that has been learnt in the lesson, from memory or with notation, and with confidence; decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance</p>
Year 3	<p>Writing music down</p> <p>Sing a widening range of unison songs, of varying styles and structures; sing with awareness of following the beat; share their thoughts and feelings about the music they have heard</p>	<p>Playing in a Band</p> <p>Playing together in a band is fun and exciting! Try to read the notation of one of the easy instrumental parts when playing together in this unit. In music, the steady beat is organised by time signatures which tell us how many beats there are in each bar. What are the time signatures of the music you are</p>	<p>Compose using your imagination</p> <p>Create music and/or sound effects in response to music and video stimulus; compose over a drone; use simple dynamics</p>	<p>More Musical Styles</p> <p>Music, with all its styles, has changed and shaped lives around the world. When you listen to music and it changes from loud to quiet or quiet to loud, it can be very exciting! We call these changes ‘dynamics’. Loud sounds are called ‘forte’, and quiet sounds are called ‘piano’. Explore these</p>	<p>Enjoying improvisation</p> <p>Identify some instruments they can hear playing; reflect on feelings about sharing and performing, e.g. excitement, nerves, enjoyment</p>	<p>Opening Night</p> <p>Have fun planning your performance! Create and present a performance with an understanding of the songs you are singing and where they fit in the world. Present what has been learnt in the lesson with confidence. If you want to create your own band, use the simple band parts</p>

<p>Year 4</p> <p>(All children will learn an instrument over one term instead of completing the Charanga Scheme)</p>	<p>Musical structures Musical sections that repeat or change help create the structure, or form, of a piece of music or a song. Look for patterns in the sections of music and songs within this unit. Verses and choruses can repeat or alternate and these provide structure in music.</p>	<p>playing? When people sing or use instruments to play two or more different pitches that sound at the same time, we can hear harmony in music. Explore singing and playing instruments together to create these beautiful sounds.</p> <p>Exploring feelings when you play Describe what they hear using appropriate musical vocabulary; reflect on the performance and how well it suited the occasion; when learning an instrument, hold it correctly and use correct technique to play it</p>	<p>Compose with Your Friends When you are composing music together, there is a lot to remember! Music is often written based on various key signatures that guide melodies used in the music. There is often a note that sounds like ‘home’, or where a melody should ‘land’. This is called the ‘tonic pitch’ or the ‘home note’ and makes a melody or a song sound final – like it has been resolved. Practice listening, singing, and playing instruments to explore this important note in music.</p>	<p>changes in dynamics within the music in this unit.</p> <p>Feelings through music Rehearse and learn songs from memory and/or with notation; demonstrate vowel sounds, blended sounds and consonants; sing ‘on pitch’ and ‘in time’; sing expressively, with attention to staccato and legato; perform, with confidence, a song from memory or using notation</p>	<p>Expression and Improvisation Improvisation is a way to express our feelings. Music comes from our hearts. To make your improvisation more expressive in this unit, add dynamics.</p>	<p>provided. Every instrument is there!</p> <p>The Show Must Go On Use notations to record and interpret sequences of pitches; use notations to record compositions in a small group or on their own; use notation in a performance; play and perform melodies following staff notation, using a small range</p>
<p>Year 5</p>	<p>Young Voices Through these unforgettable events, children discover their voices, grow in confidence, and feel part of something</p>	<p>Young Voices Through these unforgettable events, children discover their voices, grow in confidence, and feel part of something</p>	<p>Composing and chords Analyse and compare features from a wide range of music; discern and distinguish layers of sound and understand</p>	<p>Enjoying musical styles Talk about the different styles of singing used for different styles of song; describe, compare and evaluate</p>	<p>Freedom to improvise Sing and use their understanding of meaning to add expression; identify instruments by ear and through a range of</p>	<p>Battle of the bands Identify different tonality, e.g. major and minor; recognise the sound and notes of different scales by ear and from notation; use</p>

Curriculum Skills and Progression Map

extraordinary – all while inspiring a lifelong love of music.

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their combined effect; use a wider range of dynamics, including, ff, pp, mf and mp

different kinds of music using an appropriate and broad musical vocabulary

media; use rhythmic variety; choose the most appropriate tempo for a piece of music occasion

a wider range of structures within compositions, e.g. introduction, multiple verse and chorus sections, AB form or ABA form (ternary form); use chords to compose music to evoke a specific atmosphere, mood or environment

Year 6

Recorders

Recorders

Recorders

Recorders

Recorders

Recorders

(Year 6 do not follow the Charanga English Model Music Scheme)

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...?