

Music Curriculum

Key Skills Progression Document

Strand	Nursery / Reception (EYFS)	Year 1	Year 2	Year 3	Year 4
Listening	describe instruments, describe dynamics and tempo, timbre, different genres, matching sound and movements to instruments sounds, respond with mark making and movement, describe how thoughts and feelings music, recognising changes in pitch, compare, identify instruments, describe timbre about	Compare music, identifying dynamics, pitch, duration, tempo, timbre, instruments, identifying mood/ theme and match to instruments, identifying pitch, identifying pulse, changes in music, dynamics, respond with movement	identify pulse, tempo, structure, instruments, identify pitch, dynamics, tempo, identify themes, features of Baroque; texture word-painting.	identify inter-related dimensions, identify instruments, emotions, identify accuracy of rhythms, appraise compositions, place music in history, identify changes in pitch and own feelings/ emotions.	identify parts, instruments, identify key features, identify characteristics, appraise performances, identify inter-related dimensions, melodic shape and major and minor.

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Composing	creating rhythms, create verses and actions, add sound effects, use tempo, body percussion, percussion instruments, simple melodies, thematic music	creating rhythms, use dynamics, tempo & structure, explore sound, consider and compare timbre, dynamics & tempo, explore pitch and character order sounds	improvise rhythmic patterns, select and combine resources such as instruments, vocal and found sounds, create improvised phrases, use dot notation, improvise, record rhythms.	improvise melodies, soundscapes, read & write rhythm and pitch notation, create rhythms, add accompaniment/melodies, improvisation, use the inter related dimensions.	use pentatonic scale, add accompaniment, improvise, tell a story, use graphic score and notation, pitch, rhythm, polyrhythm, staff notation, use inter-related dimensions, write melody and lyrics to represent a theme
Performing	copying repeating rhythms, dynamics, tempo, pitch (so mi lo) playing percussion, creating sound effects, singing /chanting call and response, adding actions, respond with movement, steady beat,	in time with a pulse, following a conductor or symbols, performing rhythms, graphic notations, chant rhythms, group ensemble, add actions, follow a score, sing in	class ensemble, drone, play & sing together, maintain parts, call & response, sing in a round, add actions, follow notation/score, use dynamics and tempo for expression,	Drone, group ensemble, solo, movement to the pulse, follow staff notation, chant and movement to the pulse, ostinato, sing in parts, combine singing, dancing and playing. Call and	group ensemble, solo, duet, follow staff & graphic notation, call and response, chant, sing in a round, perform melodies, sing pentatonic scales. Identify intra related

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	follow hand signals	two parts, change tempo, duration, pitch, dynamics when singing	demonstrate an awareness of occasion, add lyrics, follow a score,	response, sing in character.	dimensions.
Social	communication, listening, sharing, co-operation, taking turns, collaboration	co-operation, responsibility, respect, collaboration, patience	communication, support, co-operation, sharing, respect, leadership	sharing, inclusion, respect, leadership, support, collaboration	respect, communication, collaboration, inclusion, support, leadership
Emotional	confidence, independence, self-control, perseverance, understanding feelings	independence, perseverance, confidence, self-control	empathy, confidence, perseverance, independence, determination	confidence, empathy, independence, perseverance	confidence, independence, perseverance, resilience, empathy
Thinking	copy and repeat, creativity, comprehension, decision making, recall, apply knowledge	comprehension, feedback, creativity	reflection, problem solving, decision making, creativity	comprehension, feedback, evaluation, creativity, select & apply	creativity, decision making, reflection, select & apply, comprehension



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