

Music Curriculum – Progression of Skills

	R & Y1/2	Y3/4	Y5/6
Performing	Use voices and instruments expressively and develop control	Use voices and instruments expressively, developing control & accuracy, playing in solo & ensemble contexts	Use voices and instruments expressively, developing control & accuracy, playing solo, in ensembles and in parts. Singing in tune and playing rhythmically
Composing	Improvise and create short, simple patterns - rhythmic and melodic – and organize these into musical structures	Improvise and create rhythmic and melodic patterns, ostinato and accompaniments within more complex structures. Use technology where appropriate	Improvise, develop and create longer musical structures for a variety of purposes, including lyric writing, showing an awareness of melody, rhythm, texture, timbre and dynamics
Listening and applying knowledge	<p>Listen with concentration – identifying beat, pitch, dynamics and timbre</p> <p>Use symbols to follow in performance and to represent in composition</p>	<p>Listen to & evaluate recordings and live music. Develop aural memory, identify elements and purpose and composers</p> <p>Devise symbols and begin to use and read traditional notation</p>	<p>Listen to & evaluate recordings and live music. Develop aural memory, identify elements and purpose. Place the music in its historical and geographical context. Become familiar with well known composers</p> <p>Use graphic and traditional notation – including crotchets, quavers, semiquavers, minims, semibreves, pitch - notes in treble clef, time signatures, sharps and flats</p>

Please note: Additional information about how and when the Music curriculum is covered can be found on the Learning Journey Curriculum Webs.