



Music Progression

Spirituality:

Learning music allows children to develop their spirituality, as it nurtures emotional expression, connection, and a sense of wonder. Through music, children explore feelings and ideas that go beyond words, helping them connect with themselves and others on a deeper level. Engaging with rhythms, melodies, and harmonies encourages mindfulness and presence, while performing or listening to music from different cultures fosters empathy and appreciation for diversity. Music also builds community—whether through singing in a choir, playing in a group, or sharing songs—strengthening relationships and a sense of belonging. Many musical traditions carry spiritual themes, values, and stories, offering children opportunities to reflect on concepts like hope, peace, and gratitude. By integrating music into their learning, children can experience joy, creativity, and a deeper understanding of the world and their place within it.

The five key elements of our music curriculum:

- 1. CONTROLLING SOUNDS BY SINGING**
- 2. CONTROLLING SOUNDS BY PLAYING**
- 3. COMPOSING**
- 4. APPRAISING (Responding and Reviewing)**
- 5. LISTENING (and applying Knowledge and Understanding)**

In addition to the music curriculum, children have access to private music lessons, after school choir and Rock Steady.



Foundation Stage

	SINGING	PLAYING	COMPOSING	APPRAISING	LISTENING
Knowledge and Skills	Use the voice in different ways such as speaking, singing and chanting. Perform simple rhythms, poems, rhymes and songs by copying	Use a range of percussion instruments to accompany well-known rhymes with a steady pulse. Select their own instrument	Adapt well known action songs with own sounds eg 'Old Macdonald had a farm'. Suggest new actions/sounds for a well-known song or rhyme.	Hear, listen and respond to the pulse in music. Identify when a pulse is faster or slower.	Pitch Tempo Dynamics Compare Notate Musical score Percussion instrument names Verse Beat ostinato
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Super hero music Head shoulder knees and toes + Ghana song Sound pattern orchestra Lullabies Exploring instruments Charanga - My Mum is Amazing	Autumn leaves – Rainstorms Night time noises Wintery music Music express working toys Christmas songs - performance	3 Singing Pigs Percussion instruments Chime bars Music Express Chinese Music Indian Music The Pants Song	Cake making music Goldilocks – pitch Three Pigs percussion Chanting Chime bars Variety timbre in instruments	Music Express sound file Calypso music Creepy Crawly music Pulse and speed Timbre Bear Hunt Pitch cards	Sea Shanties African Drums Charanga Row your boat Musical Express Seaside songs Underwater videos music Space



Year 1

	SINGING	PLAYING	COMPOSING	APPRAISING	LISTENING
Knowledge and Skills	Perform with an awareness of others. Take part in a group singing performance. Create patterns with their own voices (high, low to investigate pitch, quiet, loud for dynamics, long short for duration). Copy and create patterns with their own voices.	Make and control long and short sounds (duration). Investigate pitch by using chime bars, copying high and low notes.	Create a sequence of long and short sounds with help (duration). Clap longer rhythms with help. Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre).	Hear, listen and respond to the pulse in music. Hear, listen and respond to different moods in music. Identify texture– one sound or several sounds? Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).	Listen for different types of sounds. Know how sounds are made and changed. Make sounds with a slight difference, with help. Use voice in different ways to create different effects.
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Make and play instruments from natural materials. Glockenspiel – Follow a musical pattern. Charanga - Glockenspiel series of lessons	Christmas Production - Perform to an audience	Carnival of the Animals Saint Saen (TES) Listen and appraise, move, respond, art	10 Dinosaur songs Charanga –songs tab	Charanga rounds – In the Groove	Musical compositions to the ideas from 'The Journey' – create a class piece of music



Year 2

	SINGING	PLAYING	COMPOSING	APPRAISING	LISTENING
Knowledge and Skills	Sing songs in ensemble (groups) following the tune (melody) well. Perform songs to an audience.	Follow instructions on how and when to sing/play an instrument. Develop awareness of pitch by identifying higher and lower notes.	Carefully choose sounds to achieve an effect (including use of ICT). Order sounds to create an effect (structure- beginnings/endings). Create short musical patterns. Create sequences of long and short sounds- rhythmic patterns (duration). Control playing instruments so they sound as they should. Use pitch changes to communicate an idea. Start to compose with two or three notes	Identify the pulse in music. Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). Start to recognise different instruments	Listen carefully and recall short rhythmic and melodic patterns. Use changes in dynamics, timbre and pitch to organise music. Change sounds to suit a situation. Make own sounds and symbols to make and record music. Start to look at basic formal notation- play by ear first. Know music can be played or listened to for a variety of purposes (in history/ different cultures).
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Charanga – 'I wanna play in a band' or 'Hands, feet, heart'	Nativity songs Perform to an audience	Jungle beats with percussion instruments	Zootime – Charanga scheme	Traditional carnival Music from around the world	Music, song and dance from countries studied



Year 3

	SINGING	PLAYING	COMPOSING	APPRAISING	LISTENING
Knowledge and Skills	Sing simple songs with others or individually, remembering the melody and keeping in time. Perform in tune and with expression.	Play notes on instruments clearly and including steps/ leaps in pitch. Improvise (including call and response) within a group using 1 or 2 notes.	Compose and perform melodies using two or three notes. Use sound to create abstract effects (including using ICT). Create/ improvise repeated patterns (ostinati) with a range of instruments. Effectively choose, order, combine and control sounds (texture/ structure). Compose	Internalise the pulse in music. Know the difference between pulse and rhythm. Start to use musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure. Use these words to identify where music works well/ needs improving.	Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration). Play with a sound then symbol approach. Use silence for effect and know symbol for a rest (duration). Describe different purposes of music in history/ other cultures.
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Invasion – rhythm and pulse – purpose of music, drums, songs Viking topic songs - Charanga	Charanga –‘Bringing us together’	Recorders – using Charanga Blown Away – Recorder book 1	Recorders – using Charanga Blown Away – Recorder book 1 Y3/4 Production songs Perform	Composing and performing melodies – ICT Charanga?	Harry Potter Ostinato (TES)



Year 4

	SINGING	PLAYING	COMPOSING	APPRAISING	LISTENING
Knowledge and Skills	Sing a range of songs in tune with expression as part of a group or individually. Listen to a second part and know that ostinato is a repeating pattern in singing. Perform with an awareness of tempo and dynamic. Evaluate their own singing and make improvements.	Perform with control and awareness of what others are playing. Improvise (including call and response) within a group using 3 or 4 notes.	Compose and perform melodies using three or four notes. Make creative use of the way sounds can be changed, organised and controlled (including ICT). Create accompaniments for tunes using drones or melodic ostinati (riffs). Create (dotted) rhythmic patterns with awareness of timbre and duration.	Know how pulse stays the same but rhythm changes in a piece of music. Listen to several layers of sound (texture) and talk about the effect on mood and feelings. Use more musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. Identify orchestral family timbres. Identify cyclic patterns.	Combine sounds expressively (all dimensions). Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). Know that sense of occasion affects performance. Describe different purposes of music in history/ other cultures.
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Charanga 'Lean on me'	'Stop' Anti bullying Rap – writing own raps	Vltava by Smetna – A journey of a river (JE) Composing own River journeys	Year 3/ 4 Production songs Perform to an audience	Ukeles with EP	African songs and music listening (TES)



Year 5

	SINGING	PLAYING	COMPOSING	APPRAISING	LISTENING
Knowledge and Skills	Sing a separate part in a group performance, keeping in time with the group, e.g. sing or play a part in a round. Perform with an awareness of tempo, dynamic and musical style. Evaluate different types of singing (gospel choir, rock band, solo voices) and give their preferences.	Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. Lead a call and response pattern involving 3 notes.	Compose and perform melodies using four or five notes. Use a variety of different musical devices including melody, rhythms and chords. Record own compositions. Create own songs (raps- structure). Identify where to place emphasis and accents in a song to create effects (duration).	Know how pulse, rhythm and pitch fit together. Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo). Use these words to identify strengths and weaknesses in own and others' music.	Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/structure). Read/ work out the musical stave (notes as Year 4). Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. Describe different purposes of music in history/ other cultures.
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Charanga Livin on a Prayer Bon Jovi	Charanga Classroom Jazz	Sounds of the Universe Planet Suite (TES)	Stomp ideas and Rhythm (TES)	Charanga Djembe drum course	Reflect, Rewind (Charanga) Explorer resource



Year 6

	SINGING	PLAYING	COMPOSING	APPRAISING	LISTENING
Knowledge and Skills	Sing an individual role in a group performance, from memory or by reading notation, singing solos, accompaniments or directing the group. Perform own part in a round or other split part. Maintain a harmony (singing higher or lower than the main melody) in a song. Evaluate different types of singing from different cultures and heritages and discuss their preferences.	Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. Play more complex instrumental parts. Improvise using 5 notes of the pentatonic scale.	Compose and perform melodies using five or more notes. Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. Create music reflecting given intentions and record using standard notation. Use ICT to organise musical ideas (where appropriate). (Combine all musical dimensions).	Know how the other dimensions of music are sprinkled through songs and pieces of music. Use musical vocabulary confidently to describe music. Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing. Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions. Refine and improve own/ others' work.	Use increased aural memory to recall sounds accurately. Use knowledge of musical dimensions to know how to best combine them. Know and use standard musical notation to perform and record own music (adding dotted quavers). Use different venues and occasions to vary performances. (Combining all musical dimensions). Describe different purposes of music in history/ other cultures
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Charanga 'Happy'	Charanga Classroom Jazz 2	Music and Me (Inspirational women in music)	Inspirational men in Music! - Stormzy	Reflect, Rewind, Replay	Summer Production Performance