



Music Curriculum Progression

Threshold Concept	Milestone 1 (Years 1 and 2)	Milestone 2 (Years 3 and 4)	Milestone 3 (Years 3 and 4)
Perform	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody • Make, control and combine long, short, high and low sounds. • Use voice and instruments to create different effects • Play a tuned instrument when performing a song 	<ul style="list-style-type: none"> • Perform from memory with accurate control, pitch and tune • Maintain a simple part within a group 	<ul style="list-style-type: none"> • Sing and play expressively with control and in tune from memory • Hold a part within a round or harmony
Compose	<ul style="list-style-type: none"> • Create short musical patterns • Create different sounds with their voices 	<ul style="list-style-type: none"> • Compose and perform a range of melodic songs, repeated patterns and accompaniments using instruments 	<ul style="list-style-type: none"> • Create songs with verses and a chorus • Create pieces that combine a variety of musical devises, including accompaniments, melody and rhythm
Transcribe	<ul style="list-style-type: none"> • Use symbols to represent a composition 	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest • Recognise some standard musical notation and explain their meaning 	<ul style="list-style-type: none"> • Read and use some standard musical notation, including simple time signatures
Describe	<ul style="list-style-type: none"> • Identify the beat of a tune • Recognise changes in timbre, dynamics and pitch 	<ul style="list-style-type: none"> • Use the terms duration, timbre, pitch, beat, tempo, texture, layers and use of silence to describe and evaluate music 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to describe and appraise music including; pitch, dynamcis, tempo, texture, timbre, lyrics, melody, solo, rounds, harmonies, accompaniments, cultural context • Describe how lyrics often reflect the cultural context of music and have social meaning

EYFS Music			
Expressive Arts and Design Music The years from birth to the age of six are the most important period for a child's musical development. Like language development, toddlers develop their musical skills through imitating and memorising rhythms and tones of songs, such as clapping to a beat and singing in tune. To develop musically, children need sufficient stimulation and exposure to music and musical play. Singing and music play an important role in our culture: television, films, worship, holidays and festivals. Music has been shown to benefit early language development, the ability to learn foreign languages, mood and emotional regulation, gross and fine motor skills, the ability to recognise small differences between sounds (auditory discrimination), cooperation, cultural awareness, memory and concentration, self-confidence, self-esteem and self-expression	The Big Ideas	Autumn 1 Autumn 2 Spring 1	Spring 2 Summer 1 Summer 2
	<p>Music promotes cultural awareness, expression, creativity and well-being.</p> <p>It involves:</p> <ul style="list-style-type: none"> • hearing and listening • vocalising and singing • moving and dancing • exploring and playing 	<p>Matches an instrument to its sound.</p> <p>Describes the quality of a sound as, e.g. loud, quiet, long, short.</p> <p>Can sing a whole song with others.</p> <p>Enjoys changing words in a song.</p> <p>Can clap in rhythm.</p> <p>Enjoys marching, dancing, jumping, twirling, skipping and tip-toeing, etc. to music.</p> <p>Enjoys playing a wide variety of instruments.</p>	<p>Sings a large repertoire of songs from memory.</p> <p>Can describe changes within a piece of music.</p> <p>Moves rhythmically to a regular beat and can keep time with the music.</p> <p>Has some pitch control and rhythmic accuracy.</p> <p>Plays instruments with some precision and accuracy.</p> <p>Enjoys group singing.</p> <p>Enjoys listening to different genres of music.</p>
	Vocabulary		
<ul style="list-style-type: none"> • beat • dynamics • genre 	<ul style="list-style-type: none"> • instrument • melodic shape • melody 	<ul style="list-style-type: none"> • pitch • rhythm • structure 	<ul style="list-style-type: none"> • tempo • texture • timbre