

MUSIC CURRICULUM PROGRESSION

Gayton Primary School

At Gayton Primary School we follow the 'original scheme' produced by Charanga, which provides progression across the school for music.

	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
appraise	To know twenty	To know 5 songs off	To know five songs	To know five songs	To know five songs	To know five songs	To know five songs
	nursery rhymes off	by heart.	off by heart.	from memory and	from memory and	from memory, who	from memory, who
	by heart.	To know what the	To know some songs	who sang them or	who sang them or	sang or wrote them,	sang or wrote them,
	To know the stories	songs are about.	have a chorus or a	wrote them.	wrote them. To	when they were	when they were
	of some of the	To know and	response/answer	To know the style of	know the style of	written and, if	written and why?
	nursery rhymes.	recognise the sound	part.	the five songs.	the five songs. To	possible, why?	To know the style of
	Skills	and names of some	To know that songs	To choose one song	choose one song	To know the style of	the songs and to
	To learn that music	of the instruments	have a musical style.	and be able to talk	and be able to talk	the five songs and to	name other songs
	can touch your	they use.	Skills	about:	about:	name other songs	from the Units in
	feelings.	Skills	To learn how they	Its lyrics: what the	Some of the style	from the Units in	those styles.
	To enjoy moving to	To learn how they	can enjoy moving to	song is about Any	indicators of that	those styles.	To choose three or
	music by dancing,	can enjoy moving to	music by dancing,	musical dimensions	song (musical	To choose two or	four other songs and
	marching, being	music by dancing,	marching, being	featured in the song,	characteristics that	three other songs	be able to talk
	animals or Pop stars.	marching, being	animals or pop stars.	and where they are	give the song its	and be able to talk	about:
		animals or pop stars.	To learn how songs	used (texture,	style). The lyrics:	about:	The style indicators
			can tell a story or	dynamics, tempo,	what the song is	Some of the style	of the songs
			describe an idea.	rhythm and pitch)	about.	indicators of the	(musical
				Identify the main	Any musical	songs (musical	characteristics that
				sections of the song	dimensions featured	characteristics that	give the songs their
				(introduction, verse,	in the song and	give the songs their	style)
				chorus etc.)	where they are used	style)	The lyrics: what the
				Name some of the	(texture, dynamics,	The lyrics: what	songs are about
				instruments they	tempo, rhythm and	the songs are about	Any musical
				heard in the song	pitch). Identify the	Any musical	dimensions featured
				Skills	main sections of the	dimensions featured	in the songs and
				To confidently	song (introduction,	in the songs and	where they are used
				identify and move to	verse, chorus etc).	where they are used	(texture, dynamics,
				the pulse.	Name some of the	(texture, dynamics,	tempo, rhythm,
				To think about what	instruments they	tempo, rhythm and	pitch and timbre)
				the words of a song	heard in the song	pitch) ○ Identify the	Identify the
				mean. To take it in	Skills	main sections of the	structure of the
				turn to discuss how			

the song makes	To confidently	songs (intro, verse,	songs (intro, verse,
them feel.	identify and move to	chorus etc.)	chorus etc.)
		•	•
Listen carefully and	the pulse.	Name some of the	Name some of the
respectfully to other	To talk about the	instruments they	instruments used in
people's thoughts	musical dimensions	heard in the songs-	the songs
about the music.	working together in	The historical	The historical
	the Unit songs eg if	context of the	context of the
	the song gets louder	songs. What else	songs. What else
	in the chorus	was going on at this	was going on at this
	(dynamics).	time?	time, musically and
	Talk about the	Skills	historically? Know
	music and how it	To identify and	and talk about that
	makes them feel.	move to the pulse	fact that we each
	Listen carefully and	with ease.	have a musical
	respectfully to other	To think about the	identity.
	people's thoughts	message of songs.	Skills
	about the music.	To compare two	To identify and
	When you talk try	songs in the same	move to the pulse
	to use musical	style, talking about	with ease.
	words.	what stands out	To think about the
		musically in each of	message of songs.
		them, their	To compare two
		similarities and	songs in the same
		differences.	style, talking about
		Listen carefully and	what stands out
		respectfully to other	musically in each of
		people's thoughts	them, their
		about the music.	similarities and
		When you talk try to	differences.
		use musical words.	Listen carefully and
		To talk about the	respectfully to other
		musical dimensions	
			people's thoughts
		working together in	about the music.
		the Unit songs.	Use musical words
			when talking about
			the songs.

						Talk about the music and how it makes you feel.	To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music.
Musical activities:	Knowledge To sing or rap	Knowledge To confidently sing	Knowledge To confidently know	Knowledge To know and be able	Knowledge To know and be able	Knowledge To know and	Knowledge To know and
Singing	nursery rhymes and	or rap five songs	and sing five songs	to talk about:	to talk about:	confidently sing five	confidently sing five
- 0 0	simple songs from	from memory and	from memory.	Singing in a group	Singing in a group	songs and their	songs and their
	memory.	sing them in unison	To know that unison	can be called a choir	can be called a choir	parts from memory,	parts from memory,
	Songs have sections	Skills	is everyone singing	Leader or	Leader or	and to sing them	and to sing them
	Skills	Learn about voices,	at the same time.	conductor: A person	conductor: A person	with a strong	with a strong
	To sing along with a	singing notes of	Songs include other	who the choir or	who the choir or	internal pulse.	internal pulse.
	pre-recorded song	different pitches	ways of using the	group follow	group follow	To choose a song	To know about the
	and add actions.	(high and low).	voice e.g. rapping	Songs can make you	Songs can make you	and be able to talk	style of the songs so
	To sing along with	Learn that they can	(spoken word).	feel different things	feel different things	about:	you can represent
	the backing track.	make different types	To know why we	e.g. happy,	e.g. happy,	Its main features	the feeling and
		of sounds with their	need to warm up our voices.	energetic or sad	energetic or sad	Singing in unison,	context to your audience
		voices – you can rap or say words in	Skills	Singing as part of an ensemble or large	Singing as part of an ensemble or large	the solo, lead vocal, backing vocals or	To choose a song
		rhythm.	Learn about voices	group is fun, but	group is fun, but	rapping	and be able to talk
		Learn to start and	singing notes of	that you must listen	that you must listen	To know what the	about:
		stop singing when	different pitches	to each other	to each other	song is about and	Its main features
		following a leader.	(high and low).	To know why you	Texture: How a solo	the meaning of the	Singing in unison,
			Learn that they can	must warm up your	singer makes a	lyrics	the solo, lead vocal,
			make different types	voice	thinner texture than	To know and explain	backing vocals or
			of sounds with their	Skills	a large group	the importance of	rapping
			voices – you can rap	To sing in unison	To know why you	warming up your	To know what the
			(spoken word with	and in simple two-	must warm up your	voice	song is about and
			rhythm).	parts.	voice	Skills	the meaning of the
					Skills		lyrics

			Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.	To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing.	To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing.	To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.	To know and explain the importance of warming up your voice Skills To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.
Musical	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
activities: playing	To play a note/ notes on a tuned	Learn the names of the notes in their	Learn the names of the notes in their	To know and be able to talk about:	To know and be able to talk about:	To know and be able to talk about:	To know and be able to talk about:
instruments	musical instrument	instrumental part	instrumental part	The instruments	The instruments	Different ways of	Different ways of
	(glockenspiel) to a	from memory or	from memory or	used in class (a	used in class (a	writing music down	writing music down
	simple Nursery	when written down.	when written down.	glockenspiel, a	glockenspiel,	– e.g. staff notation,	– e.g. staff notation,
	rhyme. Skills	Learn the names of the instruments	Know the names of untuned percussion	recorder) Skills	recorder or xylophone). Other	symbols The notes C, D, E, F,	symbols The notes C, D, E, F,
	Perform any nursery	they are playing.	instruments played	To treat instruments	instruments they	G, A, B + C on the	G, A, B + C on the
	rhymes or songs	Skills	in class.	carefully and with	might play or be	treble stave	treble stave
	adding a simple		Skills	respect.	played in a band or	The instruments	The instruments
	instrumental part.					they might play or	they might play or

		Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader.	Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader.	Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader.	orchestra or by their friends. Skills To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song.	be played in a band or orchestra or by their friends Skills Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts — a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session	be played in a band or orchestra or by their friends Skills Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts — a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session
					of the song.	session	To lead a rehearsal session
Musical	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
activities:	To know that we	Composing is like	Composing is like	To know and be able	To know and be able	To know and be able	To know and be able
Composition	can move with the	writing a story with	writing a story with	to talk about:	to talk about:	to talk about: A	to talk about:
	pulse of the music.	music.	music. Everyone can	A composition:	A composition:	composition: music	A composition:
	To know that the	Everyone can	compose.	music that is created	music that is created	that is created by	music that is created
	words of songs can	compose.	Skills	by you and kept in	by you and kept in	you and kept in	by you and kept in

tell stories and paint	Skills	Help create three	some way. It's like	some way. It's like	some way. It's like	some way. It's like
pictures	Help to create a	simple melodies	writing a story. It	writing a story. It	writing a story. It	writing a story. It
Skills	simple melody using	with the Units using	can be played or	can be played or	can be played or	can be played or
Children listen to	one, two or three	one, three or five	performed again to	performed again to	performed again to	performed again to
and work with the	notes. Learn how	different notes.	your friends.	your friends.	your friends.	your friends.
Games Track to	the notes of the	Learn how the notes	Different ways of	Different ways of	A composition has	A composition has
embed pulse,	composition can be	of the composition	recording	recording	pulse, rhythm and	pulse, rhythm and
rhythm and pitch.	written down and	can be written down	compositions (letter	compositions (letter	pitch that work	pitch that work
	changed if	and changed if	names, symbols,	names, symbols,	together and are	together and are
	necessary.	necessary	audio etc.)	audio etc.)	shaped by tempo,	shaped by tempo,
	•	,	,	Skills	dynamics, texture	dynamics, texture
				Help create at least	and structure	and structure
				one simple melody	Notation: recognise	Notation: recognise
				using one, three or	the connection	the connection
				all five different	between sound and	between sound and
				notes.	symbol	symbol
				Plan and create a	Skills	Skills
				section of music	Create simple	Create simple
				that can be	melodies using up to	melodies using up to
				performed within	five different notes	five different notes
				the context of the	and simple rhythms	and simple rhythms
				unit song.	that work musically	that work musically
				Talk about how it	with the style of the	with the style of the
				was created. Listen	Unit song.	Unit song.
				to and reflect upon	Explain the keynote	Explain the keynote
				the developing	or home note and	or home note and
				composition and	the structure of the	the structure of the
				make musical	melody.	melody.
				decisions about	Listen to and reflect	Listen to and reflect
				pulse, rhythm, pitch,	upon the developing	upon the developing
				dynamics and	composition and	composition and
				tempo. Record the	make musical	make musical
				composition in any	decisions about how	decisions about how
				way appropriate	the melody	the melody
				that recognises the	connects with the	connects with the
				connection between	song.	song.

					sound and symbol (e.g. graphic/pictorial notation).	Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)
Performance	Knowledge A performance is sharing music.	Knowledge A performance is sharing music with	Knowledge A performance is sharing music with	Knowledge To know and be able to talk about:	Knowledge To know and be able to talk about:	Knowledge To know and be able to talk about:	Knowledge To know and be able to talk about:
	Skills Perform any of the nursery rhymes by singing and adding actions or dance.	other people, called an audience. Skills Choose a song they have learnt from the	an audience. A performance can be a special occasion and involve a class, a year group	Performing is sharing music with other people, an audience A performance	Performing is sharing music with other people, an audience A performance	Performing is sharing music with other people, an audience A performance	Performing is sharing music with an audience with belief A performance
	Record the performance to talk about.	Scheme and perform it. They can add their	or a whole school. An audience can include your parents	doesn't have to be a drama! It can be to one person or to	doesn't have to be a drama! It can be to one person or to	doesn't have to be a drama! It can be to one person or to	doesn't have to be a drama! It can be to one person or to
		ideas to the performance. Record the performance and	and friends. Skills Choose a song they have learnt from the	each other You need to know and have planned everything that will	each other You need to know and have planned everything that will	each other Everything that will be performed must be planned and	each other Everything that will be performed must be planned and
		say how they were feeling about it.	Scheme and perform it. They can add their ideas to the	be performed You must sing or rap the words clearly and play with confidence	be performed You must sing or rap the words clearly and play with	learned You must sing or rap the words clearly and play with	learned You must sing or rap the words clearly and play with
			performance. Record the performance and	A performance can be a special occasion and involve	confidence A performance can be a special	confidence A performance can be a special	confidence A performance can be a special
			say how they were feeling about it.	an audience including of people you don't know	occasion and involve an audience including of people	occasion and involve an audience including of people	occasion and involve an audience including of people
				,	you don't know	you don't know	you don't know

It is planned and	It is planned and	It is planned and	It is planned and
different for each	different for each	different for each	different for each
occasion	occasion	occasion	occasion
It involves	It involves	A performance	A performance
communicating	communicating	involves	involves
feelings, thoughts	feelings, thoughts	communicating	communicating
and ideas about the	and ideas about the	ideas, thoughts and	ideas, thoughts and
song/music	song/music	feelings about the	feelings about the
Skills	Skills	song/music	song/music
To choose what to	To choose what to	Skills	Skills
perform and create	perform and create	To choose what to	To choose what to
a programme.	a programme.	perform and create	perform and create
To communicate the	Present a musical	a programme.	a programme.
meaning of the	performance	To communicate	To communicate the
words and clearly	designed to capture	the meaning of the	meaning of the
articulate them.	the audience.	words and clearly	words and clearly
To talk about the	To communicate	articulate them.	articulate them.
best place to be	the meaning of the	To talk about the	To talk about the
when performing	words and clearly	venue and how to	venue and how to
and how to stand or	articulate them.	use it to best effect.	use it to best effect.
sit.	To talk about the	To record the	To record the
To record the	best place to be	performance and	performance and
performance and	when performing	compare it to a	compare it to a
say how they were	and how to stand or	previous	previous
feeling, what they	sit.	performance.	performance.
were pleased with	To record the	To discuss and talk	To discuss and talk
what they would	performance and	musically about it –	musically about it –
change and why	say how they were	"What went well?"	"What went well?"
	feeling, what they	and "It would have	and "It would have
	were pleased with	been even better	been even better
	what they would	if?"	if?"
	change and why.		