



Curriculum Progression Map

Subject: Music

Subject intent: *Learners explore music as performers, composers and informed listeners. They make, understand and appreciate music from different cultures, times and places, helping them to develop leadership and collaboration skills as well as self-confidence.*

Avanti House Primary Music learners:

- *cultivate a joy of music through participating in meaningful and enjoyable experiences*
- *develop the knowledge, skills and attitudes necessary to contribute as musicians*
- *collaborate with others in purposeful and expressive ways through singing and playing instruments*
- *nurture their individual and collective creativity*
- *use their growing knowledge to explore and generate music that is unique, relevant and valuable*

Students develop creative skills that will help with many aspects of their future learning and development.

Key areas	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Skills and Knowledge							



<p>Vocal</p>	<ul style="list-style-type: none"> • Control the voice to make different kinds of sounds • Begin to control the singing voice to “siren” into head voice and extend range • Show awareness of pitch contour when singing • Match pitch most of the time when singing songs with a small range with others • Match pitch some of the time when singing alone songs with limited pitches (SML) • Feel more confident singing alone in front of others 	<ul style="list-style-type: none"> • Sing simple songs from memory with enjoyment and expression • Sing simple songs accurately at a given pitch (SMLD) • Sing alone and with others with awareness of pitch • Have an understanding of the shape of the melody • Use their voices confidently in a variety of ways 	<ul style="list-style-type: none"> • Sing songs from memory with confidence, enjoyment and expression • Sing simple songs accurately at a given pitch • Sing alone and with others with awareness of pitch • Sing simple rounds and partner songs • Sight-sing simple melodic patterns from staff notation (e.g. SML or BA/CA in relation to recorder) 	<ul style="list-style-type: none"> • Sing songs from memory with confidence, enjoyment and expression • Sing songs accurately at a given pitch • Sing alone and with others with awareness of pitch • Sing songs which demand greater control of pitch, dynamics and rhythmic accuracy • Sight-sing simple melodic patterns from staff notation • Take the lead in simple vocal warm ups 	<ul style="list-style-type: none"> • Sing songs from memory with confidence, enjoyment and expression • Sing songs accurately at a given pitch with an octave range • Maintain a part in a more complex round as part of a small group • Sing songs which demand greater control of pitch, dynamics and rhythmic accuracy • Sight-sing simple melodic patterns with at least three notes from staff notation • Take the lead in simple vocal warm ups 	<ul style="list-style-type: none"> • Sing a range of songs more confidently from different cultures and in different languages • Sing a more demanding repertoire including songs with harmony parts • Sing with greater control and range of expression • Sight sing simple melodic patterns using at least four notes (eg DMSL) • Take the lead in vocal warm ups 	<ul style="list-style-type: none"> • Sing a range of songs more confidently from different cultures and in different languages and musical styles with appropriate feel and expression • Sing a Brazilian song in Portuguese • Sing a more demanding repertoire including songs with harmony parts • Sing with greater control and range of expression
<p>Beat / rhythm competency</p>	<ul style="list-style-type: none"> • Keep a steady beat to recorded or live music with both hands patting on knees or with eggs or sticks with more confidence and awareness and for longer periods of time 	<ul style="list-style-type: none"> • Keep a steady beat with their hands on knees while singing and listening to music • Keep a steady beat with their feet (walking or marching) for short periods 	<ul style="list-style-type: none"> • Keep a steady beat on their body with confidence • Keep a steady beat with their feet (walking or marching) • Subdivide a beat in duple time (pat, clap) 	<ul style="list-style-type: none"> • Keep a steady beat on their body with confidence at a range of tempi • Walk in time to music confidently • Subdivide a beat in duple or compound time (knee pat and clap) 			<ul style="list-style-type: none"> • Make basic beatbox sounds and use them in combination to perform at least 2 different groove patterns • Perform a groove to accompany a song with



	<ul style="list-style-type: none"> • Coordinate gross motor body movements to a steady beat most of the time • Coordinate walking/marching to a beat more consistently for short periods of time • Sing a simple song/speak a rhyme while keeping a steady beat with a gross motor movement with confidence 	<ul style="list-style-type: none"> • Coordinate movements with others during singing games • Move to music with enjoyment and expression • Speak and clap and play simple rhythmic patterns in the context of a beat • Read rhythm patterns with crotchets, quaver pairs and crotchet rests 	<ul style="list-style-type: none"> • Keep a steady beat on an instrument independently • Move to music with control, enjoyment and expression • Speak, clap and play more complex rhythmic patterns in the context of a beat • Read rhythmic notation including crotchets, quavers in pairs, crotchet rests, minims and semibreves. 	<ul style="list-style-type: none"> • Perform singing game actions in time, coordinating with others • Speak, clap and play more complex rhythmic patterns in the context of a beat • Perform sequences of body percussion movements with control and accurate timing • Improvise rhythms using body percussion 			<p>confident sense of pulse</p> <ul style="list-style-type: none"> • Compose a groove and notate using grid notation • Take part in a group composition including rap, singing, beatboxing, ukuleles and recorders • Accurately maintain a part in the context of others and move in time to beat
Listening, understanding and discrimination	<ul style="list-style-type: none"> • Listen quietly with attention for between 30 and 60 seconds • Listen with enjoyment • Identify familiar sounds and offer ideas about them • Listen and repeat words of longer phrases accurately (sung and spoken) demonstrating the concept of “my turn, your turn” 	<ul style="list-style-type: none"> • Listen with attention • Listen carefully and recall short rhythmic and melodic phrases • Respond to changes in recorded or live music with movement 	<ul style="list-style-type: none"> • Listen carefully and recall rhythmic and melodic phrases • Listen and identify features of music (e.g. same or different, higher or lower, pitch direction, faster or slower, instrument timbres) • Respond to aural cues in the music with movement/voice/i 	<ul style="list-style-type: none"> • Read rhythmic notation including crotchets, quavers in pairs, crotchet rests, minims, semibreves and semiquavers • Talk about pitch, tempo, duration and dynamics using appropriate vocabulary (fast, quiet etc.) • Suggest and make improvements to their own work 	<ul style="list-style-type: none"> • Read rhythmic notation including crotchets, quavers in pairs, crotchet rests, minims, semibreves and semiquavers in groups of four. • Talk about pitch, tempo, duration and dynamics using appropriate vocabulary (fast, quiet etc.) • Suggest and make improvements to 	<ul style="list-style-type: none"> • Read rhythmic notation including crotchets, quavers in pairs, crotchet rests, minims, semibreves and semiquavers in groups of two • Talk about pitch, tempo, duration and dynamics using appropriate vocabulary (fast, quiet etc.) • Describe expressive 	<ul style="list-style-type: none"> • Read rhythmic notation including crotchets, quavers in pairs, crotchet rests, minims, semibreves and semiquavers in groups of two • Follow a vocal score to learn a more complex song • Talk about pitch, tempo, duration and dynamics using appropriate vocabulary



	<ul style="list-style-type: none"> • Respond to signals/aural cues in music (e.g. changing movements when something different happens in the music or at the end of a phrase) 		<p>nstrumental part as appropriate</p> <ul style="list-style-type: none"> • Follow a graphic score 	<p>and comment using appropriate vocabulary</p> <ul style="list-style-type: none"> • Recognise common orchestral instruments • Use some Italian terms when talking of pitch, tempo, duration and dynamics 	<p>their own work and comment using appropriate vocabulary</p> <ul style="list-style-type: none"> • Suggest improvements related to the expression or performance of a piece • Recognise common orchestral instruments • Use some Italian terms when talking of pitch, tempo, duration and dynamics 	<p>qualities of a range of musical styles</p> <ul style="list-style-type: none"> • Suggest and make improvements to their own work and comment using appropriate vocabulary • Suggest improvements related to the expression or performance of a piece 	<ul style="list-style-type: none"> • Use some Italian terms when talking of pitch, tempo, duration and dynamics • Describe expressive qualities of a range of musical styles • Suggest and make improvements to their own work and comment using appropriate vocabulary • Be aware of the history of rap and of typical structures • Recognise samba instruments by name
<p>Instrument playing</p>	<ul style="list-style-type: none"> • Show increasing control when handling instruments and stopping and starting • Demonstrate fine motor skills in handling beaters and playing chime bars accurately, coordinating with the beat 	<ul style="list-style-type: none"> • Show increasing control when handling instruments and stopping and starting • Demonstrate fine motor skills in handling beaters and playing chime bars accurately, coordinating with the beat 	<ul style="list-style-type: none"> • Play melodies on tuned percussion with understanding and physical control • Hold a recorder correctly and cover the holes well to produce at least three notes (BAG, or CAD) • Articulate notes correctly on the 	<ul style="list-style-type: none"> • Hold recorder correctly and cover the holes accurately to produce at least - BAGCD low E • Articulate notes correctly • Use correct breath pressure • Play melodies from staff notation and by rote 	<p>Recorders</p> <ul style="list-style-type: none"> • Hold recorder correctly and cover the holes accurately to produce at least - BAGCD low ED • Articulate notes correctly • Use correct breath pressure 	<p>Recorders</p> <ul style="list-style-type: none"> • Hold recorder correctly and cover the holes accurately to produce at least - BAGCD low ED • Play more confidently and fluently • Articulate notes correctly attempting to 	<ul style="list-style-type: none"> • Perform with confidence on the recorder and or ukulele • Use notation to enable them to perform as part of a larger ensemble and to create their own melodies and musical patterns. • Where children learn another



	<ul style="list-style-type: none"> • Perform a steady beat on an instrument with confidence 	<ul style="list-style-type: none"> • Perform a steady beat and a simple rhythm on an instrument with confidence 	<p>recorder using correct breath pressure</p> <ul style="list-style-type: none"> • Listen and copy patterns on the recorder • Play simple recorder melodies from staff notation 	<ul style="list-style-type: none"> • Improvise patterns using notes learnt 	<ul style="list-style-type: none"> • Play melodies from staff notation and by rote • Improvise patterns using notes learnt • Maintain part in an ensemble <p>Tambooo Bamboo</p> <ul style="list-style-type: none"> • Understand the origin of Bambooo Tambooo Music • Perform an ostinato with coordination as part of a group • Read rhythms from grid notation • Play syncopated rhythms and recognise them aurally and visually • Improvise rhythms in a given space • Create ostinato rhythms as part of a group • Participate in a whole class piece <p>Ukulele</p> <ul style="list-style-type: none"> • Hold the ukulele correctly 	<p>incorporate staccato and legato</p> <ul style="list-style-type: none"> • Use correct breath pressure • Play melodies from staff notation and by rote • Improvise patterns using notes learnt • Maintain part in an ensemble <p>Ukulele</p> <ul style="list-style-type: none"> • Hold the ukulele correctly • Pluck using rest strokes and free strokes more fluently and with greater dexterity • Copy and create patterns on open strings • Understand how pitches can be changed • Play simple melodies from staff notation • Strum rhythmic patterns (up and down) • Play chords at least three chords (e.g. C, C7 F, G7, 	<p>instrument this should be incorporated as much as is practical</p> <p>Samba</p> <ul style="list-style-type: none"> • Understand the structure of a Samba piece (i.e. call and response, groove, break, songs) • Use correct playing technique for each instrument • Perform most of the instrumental parts of the bateria with accuracy and in time to the beat • Respond to signals – aural and visual • Compose a break pattern • Perform with energy and enthusiasm
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					<ul style="list-style-type: none">• Pluck using rest strokes and free strokes• Copy patterns aurally on open strings• Play patterns/pieces on open strings from staff notation• Strum downwards with good technique• Play a chord of C• Maintain a part in an ensemble	<p>Am, Dm)and change between them fluently to accompany a song</p> <ul style="list-style-type: none">• Work out how to play a chord from a diagram• Maintain a part in an ensemble <p>African Drumming</p> <ul style="list-style-type: none">• Accurately copy drumming rhythms using two sounds (bass and tone)• Maintain a part in a small group• Maintain a confident steady pulse in the context of syncopated and layered rhythms• Improvise rhythmic patterns in the context of a steady beat.• Recognise call and response structure and be aware of its place in African Music• Improvise call and response rhythms with a partner	
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						<ul style="list-style-type: none">• Perform a range of African songs with rhythmic accompaniment• Sing a song while performing an action or independent rhythm simultaneously• Know the names of the instruments used	
Creativity / composition		<ul style="list-style-type: none">• Create movements to music• Create/improvise rhythmic and melodic patterns• Offer musical/movement ideas• Improvise movements and musical patterns	<ul style="list-style-type: none">• Create/improvise rhythmic and melodic patterns on the recorder and other classroom instruments• Create appropriate movements to music			<ul style="list-style-type: none">• Compose a pentatonic melody (DRMSL/LDRMS) to be performed on recorder or ukulele• Notate a melody in order that it can be performed by someone else• Create a group composition (small group) which includes melody, melodic ostinato accompaniment/drone and rhythmic accompaniment• Recognise and use compositional techniques of form and structure to extend/create a	



						fully formed piece (introduction, ABA, AABB etc. coda)	
Ensemble Development				<ul style="list-style-type: none">• Play/sing in time with the group• Maintain a part in a round/partner song with awareness of others• Play an ostinato accompaniment with awareness of others• Play simple recorder part to accompany songs• Play simple recorder pieces in 2 parts	<ul style="list-style-type: none">• Play/sing in time with the group with sensitivity and awareness• Lead the class or a section, staying in time• Maintain an instrumental line within a mixed ensemble• Help create an arrangement for a piece which involves multiple parts		<ul style="list-style-type: none">• Take part in a large scale performance with confidence• Hold an instrumental / vocal line accurately in a large scale performance• Follow conventional signals (visual or aural) in a performance• Improve their own work with help, through analysis, evaluation and comparison• Suggest improvements related to the expression or performance of a piece• Rehearse with others in a constructive way• Understand a little of how musical styles have



							developed over time in terms of texture, structure and harmony
Coordination - movement/ dancing	<ul style="list-style-type: none">• Move their body with increasing control when synchronising gross motor movements with music Move at different speeds using a range of travelling movements coordinating more often with the beat• Coordinate beat patterns with a partner• Perform a sequence of movements from memory without adult example• Use props such as scarves and hoops with control and expression• Show awareness of space• Create movements to music using props						



<p>Nurturing enjoyment, confidence, creativity and social and emotional development</p>	<ul style="list-style-type: none">• Participate with enthusiasm and enjoyment• Make a circle and hold hands with others with more awareness of space and social interaction• Participate in cooperative movement activities with a partner• Work as part of a class, listen to others, take turns and share fairly• Offer ideas and use imagination• Explore and recognise how sounds can be changed• Make musical or movement related choices more easily• Confidently lead the group in performing actions• Explore different emotions through music and song						
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						<p>🎵 relevant Italian terms</p>	<p>relevant to beat boxing sounds</p> <p>🎵 names of samba instruments</p> <p>🎵 break</p> <p>🎵 bateria</p> <p>🎵 conduct</p> <p>🎵 rehearse</p> <p>🎵 relevant Italian terms</p>
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