



Curriculum Progression Document

Music



Dinghy Class (Reception) - Early Years

Attainment Targets	Success Criteria
30-50 months	
Exploring and Using Media and Materials	Enjoys joining in with dancing and ring games.
	Sings a few familiar songs.
	Beginning to move rhythmically.
	Imitates movement in response to music.
	Taps out simple repeated rhythms.
	Explores and learns how sounds can be changed.
40-60 months	
Exploring and Using Media and Materials	Begins to build a repertoire of songs and dances.
	Explores the different sounds of instruments.
ELG	
Exploring and Using Media and Materials	Children sing songs, make music and dance, and experiment with ways of changing them.
30-50 months	
Being Imaginative	Uses movement to express feelings.
	Creates movement in response to music.
	Sings to self and makes up simple songs.
	Makes up rhythms.
40-60 months	
Being Imaginative	Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
ELG	
Being Imaginative	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
	They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.



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Year 1 - Skiff Class

Attainment Targets	Success Criteria
1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes	I enjoy singing
	I can find my singing voice
	I can create different sounds with my voice
	I can take part in singing in my class
	I can make high and low sounds with my voice
	I can sing a simple song from memory
	I can join in with actions to the song
2. Play tuned and untuned instruments musically	I can feel a sense of beat
	I can play in a group
	I can play my instrument with control
	I can play my instrument in different ways
	I can make up rhythm patterns on my instrument
	I can play my instrument loudly, quietly, fast and slow
3. Listen with attention to detail and recall sounds with increasing aural memory	I can recognise different sounds
	I know the sound of some instruments
	I can listen to music, recognising loud and quiet sounds (dynamics)
	I can draw/imagine a picture as I listen to some music
	I can listen and dance to music making up my own movements
	I can remember patterns of sounds on an instrument or body percussion
4. Experiment with, create, select and combine sounds using the interrelated dimensions of music	I can make long and short sounds
	I can make high and low sounds
	I can make fast and slow sounds
	I can match a sound to a percussion instrument
	I can make a sound effect for part of a story using my voice or on an instrument
	I can choose a sound effect to match part of a storyline
	I understand when to start and when to stop
	I can make up my own tune on an instrument
	I can sing and play an instrument at the same time

Elements of Music
Pitch - high, low
Duration - long, short, beat, rhythm, pulse
Dynamics - loud, quiet, silence, getting louder/quieter
Tempo - fast, slow
Timbre - type/tone of sound, different instruments
Texture - layers of sounds, one sound, two sounds, many sounds
Structure - beginning, end

Key Words
instrument
steady beat
pulse
loud
quiet
silence
high
low
long
short
fast
slow
rhythm
beginning
end
percussion
tune
symbol
body percussion
sound effects



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Year 2 - Skiff Class

Attainment Targets	Success Criteria	Elements of Music
1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes	I like singing	Pitch - high, low, getting higher, getting lower Duration -long, short, beat, rhythm, ostinato, pattern Dynamics - loud, quiet, silence, getting louder/quieter Tempo - fast, slow, getting slower, getting faster Timbre - type/ tone of sound (wooden, metal, rattle, scrape etc.) Texture - layers of sounds, one sound, two sounds, many sounds Structure - beginning, end
	I take part in singing songs following the tune (melody) well	
	I can sing simple songs and chants from memory	
	I understand the importance of pronouncing words in a song well	
	I can sing quietly and loudly when appropriate	
	I can make and control long and short sounds using my voice	
	I can imitate changes in pitch	
	I can maintain a simple part within a group	
	I can sing short responses and phrases on my own	
	I can make up my own words to a well-known song	
	I can keep a steady beat on an instrument in a group or individually	
	2. Play tuned and untuned instruments musically	
I show control when playing musical instruments		
I can feel and keep a steady beat (duration/tempo)		
I can clap short rhythmic phrases		
I can make and control short sounds on an instrument (duration)		
I can perform with others, taking instructions from the leader		
I can choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). (timbre)		
I can make two or three note repeating patterns (ostinato)		
I can use changes in pitch to communicate an idea, e.g. climbing stairs		
3. Listen with attention to detail and recall sounds with increasing aural memory	I can listen to music for a minute without talking	
	I can recognise different moods in music	
	I can recognise loud and quiet music (dynamics)	
	I can recognise when the music is low or high	
	I can respond to music by moving my body	
	I can move in time to the beat of the music	
	I can listen to music and talk about it	
	I can talk about my favourite piece of music or song	
	I can identify or talk about a piece of music I have heard and know who wrote it or performed in it	
	I can talk about music I like and dislike	
4. Experiment with, create, select and combine sounds using the interrelated dimensions of music	I can tell the difference between wooden and metal sounds (timbre)	
	I can make sounds that are very different (loud and quiet, high and low etc.)	
	I carefully choose sounds to achieve an effect (including use of music technology)	
	I can explore and create short patterns of sound	
	I can make a sequence of long and short sounds using symbols	
	I can clap simple rhythm patterns	
	I can create a mixture of different sounds (long/short, loud/quiet, high/low)	
	I can create short rhythmic phrases	
	I can use my own signs and symbols to represent sounds	
	I can use symbols to represent a composition and use them to help with a performance	
	I can choose sounds to create an overall effect, e.g. scary music, sleepy music	
	I can create a sequence of sounds to create an effect	
	I can be creative with sounds	
	I can use technology to create sounds	
	I can find different ways of making sounds on one instrument	



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Year 3 - Luggar Class

Attainment Targets	Success Criteria
1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes	When I sing songs I show control in my voice
	I can perform with control and awareness of what others in the group are singing or playing
	I can make up my own songs
	I can sing a range of songs from memory
	I can sing most of the pitches of a song with accuracy
	I can convey the mood or meaning of a song
	I play sounds on instruments with care
	I can combine sounds to make an effect
	I can maintain a simple part in a group
	I can play my own composed tune on an instrument
	I can make up and play a simple rhythmic accompaniment to a tune
	I can play a three-note repeating pattern on tuned instruments
	I can clap a short rhythmic phrase
	I can perform with an awareness of others
I can combine musical sounds with narrative and movement	
I can perform my music to an audience as a member of a group or class	
I can perform with a sense of pulse	
2. Play tuned and untuned instruments musically	I can recognise and create repeated patterns on a range of class percussion instruments
	I recognise how the music elements can be used together to compose music
	I can make up simple rhythmic accompaniments to go with a song using ostinato patterns
	I can make up a piece of music/song that has a beginning, middle and end
	I can compose a song that has a verse and a chorus
	I can create a piece of music that tells a story, paints a picture or creates a mood
	I can use repetition in my music
	I can explore an instrument to make more than one sound
I can explore sounds to make some abstract images using instruments of music technology	
3. Listen with attention to detail and recall sounds with increasing aural memory	I can identify several layers of sounds (texture)
	I can describe music using words such as dynamics, pitch and tempo
	I can recognise familiar instrumental sounds (timbre)
	I can identify repetition in music (structure) verses and chorus
	I can listen to my own composition and use musical language to describe what happens
	I can listen and talk about the mood or atmosphere created by a piece of music
	I can listen to two different styles of music and talk about the differences
	I can identify sections of sound that represent a character or a scene in a piece of music studied
4. Experiment with, create, select and combine sounds using the interrelated dimensions of music	I can create and use symbols to represent sound
	I can use graphic notation
	I can recognise the symbols for basic notation, e.g. crotchet, quaver, minim and semi-breve
	I can recognise crotchet, quaver, minim and semi-breve when played over a beat
	I know some symbols for rests in music
	I can perform and create rhythm grids
	I can create my own rhythm patterns using standard notation
I can use music technology to record my compositions	
5. Appreciate and understand a wide range of high-quality live and recorded music	I can listen to and talk about music from a range of countries and cultures
	I can listen to and talk about music from Cornish culture
6. Develop and understanding of the history of music	I can recognise some pieces of music that were written in the past
	I can talk about some music that was written a long time ago
	I can discuss a piece of music with a friend
	I can identify instruments in a piece of music

Elements of Music
Pitch - high, low, melody, tune
Duration - steady beat, short, long sounds, rhythmic pattern
Dynamics - loud, quiet, silence, getting louder/quieter
Tempo - fast, slow, steady
Timbre - type/tone of sound, different instruments
Texture - layers of sound
Structure - beginning, verse, chorus, introduction, repetition

Key Words
instrument
expression
pentatonic
steady beat
silence
pulse
loud
quiet
ostinato (repeated rhythm pattern)
pitch (steps, leaps)
graphic notation
quaver
crotchet
minim
semi-breve
melody
symbol
percussion
notation
fast
slow
rhythm
pattern
high
low
singing voice
beginning
middle
verse
chorus



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Year 4 - Luggar Class

Attainment Targets	Success Criteria
1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes	I can sing in tune
	I can sing or play from memory with confidence
	I can perform songs in a way that reflects their meaning and occasion
	I can pronounce words within a song clearly
	I can change pitch and show control in my singing
	I can hold my part in a round
	I can maintain a simple instrumental or vocal part in a group
	I can compose and perform my own song/piece of music in front of friends
	I can make up lyrics to songs and understand syllables
	I can make up a tune on 5 notes (C pentatonic scale)
	I can clap/sing or play music that has rests
	I can use tuned instruments with increasing confidence to accompany songs and to improvise patterns
	I can sustain a drone of ostinato or pattern to accompany singing
I can recognise when music is in 2 or 3 time	
2. Play tuned and untuned instruments musically	I can choose, order and combine sounds to make an effect
	I can play a rhythmic accompaniment on an instrument, e.g. bass drum, tambourine
	I can make up tunes on the pentatonic scale starting and ending on the note C
	I can create repeated patterns with a range on instruments
	I can create a rhythmic pattern to describe an action or movement in a story or scene
	I can make up a simple melody from a selected group of notes, e.g. C pentatonic scale
	I can make up a drone on two notes and use this to accompany a melody or song
	I can make up an ostinato on two notes and use this to accompany a melody
	I can compose and perform simple songs independently
	I can recognise how the musical elements can be used to create different moods and effects
	I can combine sounds expressively
	I can use IT to record, share and improve work
	I can create a piece with structured sections
3. Listen with attention to detail and recall sounds with increasing aural memory	I can identify percussion and orchestral instruments by listening to music
	I can recognise and talk about some contrasting styles of music using appropriate musical language
	I can use terms: pitch, beat, tempo and dynamics to describe music
4. Experiment with, create, select and combine sounds using the interrelated dimensions of music	I can devise music symbols to indicate play and rest
	I can clap/play and count crotchets, quavers, minims and semi-breves
	I can select the notes of the C pentatonic scale and use them to create a melody
	I can select the notes of the C pentatonic scale and use them to create an accompaniment
	I can recognise some notes on the treble stave
	I can read the notes on the treble stave with help
I can use music technology to record my compositions	
5. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions & from great composers and musicians	I can talk about similarities and differences
	I can evaluate music using musical vocabulary to identify areas of likes and dislikes
	I can identify the kind of music I like
	I can talk about and identify some characteristics of music that comes from a variety of countries
	I can identify some current composers and musicians from the past and present
6. Develop and understanding of the history of music	I can talk about music using some music vocabulary
	I can talk about similarities and differences by referring to the musical elements when listening to live music or music on CD
	I can recognise that music has changed over the years and has its own 'history'
	I can talk about the words or style of the song/piece of music

Elements of Music
Pitch - high, low, harmony, unison
Duration - steady beat, short, long sounds, syllables
Dynamics - loud, quiet, silence, getting louder/quieter
Tempo - fast, slow, crescendo (getting louder), pulse
Timbre - type/tone of sound
Texture - layers of sound
Structure - verse, chorus, repetition, binary (AB)
Key Words
tempo (speed fast-slow)
expression
pentatonic (5 note scale)
structure
metre
pulse 2,3,4
record
drone (repeated notes)
ostinato (repeated rhythmic pattern)
melodic ostinato (repeated melodic pattern)
graphic
grid
crotchet
minim
semi-breve
rest
treble clef
stave
notes
accompaniment
syllables
sound scape
record
loop
reverse
layer
harmony
scale
binary form (AB)



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Year 5 - Schooner Class

Attainment Targets	Success Criteria	Elements of Music
1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes	I can play know phrases or short melodies using tuned instruments	Pitch - high, low, melody, tune
	I can sing or play from memory with confidence	Duration - steady beat, short, long sounds
	I can take turns to lead a group	Dynamics - loud, quiet, silence, getting louder/quieter
	I can perform alone and in a group, displaying a variety of techniques	Tempo - fast/slow
	I can sing with expression	Timbre - type/tone of sound
	I can compose and perform my own song/piece of music in front of friends	Texture - layers of sound
	I can use sound to create abstract effects	Structure - verse, chorus, beginning/middle/end, binary, ternary
	I can create accompaniments for tunes	
	I can hold my part in a round	
	I can sing a harmony part confidently and accurately	
	I can maintain my own part with an awareness of what others are playing	
	I can play a range of percussion and other instruments with increasing confidence and ability	
	I can sustain a melodic ostinato pattern or drone to accompany singing or other instruments	
	I can practise, rehearse and perform with others and contribute to gradual improvement in the performance	
2. Play tuned and untuned instruments musically	I can play and improvise as part of a group and as a solo performer	Key Words
	I can create and sustain a drone or melodic ostinato on an instrument to accompany singing	tempo (speed fast-slow)
	I can choose, order, combine and control sounds to create an effect	expression
	I can use digital technologies to compose pieces of music	pentatonic (5 note scale)
	I know how to make up a pentatonic scale starting on the note C	beginning
	I can refine own compositions after discussion	middle
	I can use IT to record, share, manipulate and improve sounds	end
	I can create a melody to describe someone or something	metre (pulse 2,3,4)
	I can create compositions which use different structures	rhythmic ostinato (repeated pattern)
3. Listen with attention to detail and recall sounds with increasing aural memory	I can recognise a characters theme in a piece of music	melodic ostinato (repeated pattern using pitched notes on a tuned instrument)
	I can recognise different types of music	graphic
	I can appreciate different types of songs for different occasions	grid
	I can recognise different textures in music, e.g. soloists, clusters of sound	staff
	I can use terms: pitch, beat, tempo, rhythm, timbre, texture and silence to describe music	notation
	I can listen carefully to peer compositions and suggest improvement	occasion
	I can recognise the different sections in a piece of music	venue
4. Use and understand staff & other musical notations	I can use crotchets, quavers, minims and semi-breves in my music making	major
	I can create and record my piece of music using notation (graphic or standard)	minor
	I can use graphic notation with confidence	binary form (a musical piece with two sections: AB)
	I can read the notes on the stave with confidence	ternary (a musical piece with three sections: ABA)
	I can use music technology to record my compositions	
5. Appreciate and understand a wide range of high-quality live and recorded music	I can recognise music from different countries	
	I can recall the names and works of some great musicians	
6. Develop and understanding of the history of music	I can identify some musical styles that were written before I was born	
	I can compare two pieces of contrasting music	
	I can talk about an instrument in detail	
	I can talk about how the invention of a new instrument has caused changes to the types of music that composers created	



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Year 6 - Schooner Class

Attainment Targets	Success Criteria
1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes	I can sing or play from memory
	I can perform alone and in a group, displaying a variety of techniques
	I can sing or play expressively and in tune
	I can hold my part in a round
	I can create songs with verses and chorus
	I can play music with 2, 3 or 4 beats
	I can perform on a range of percussion instruments
	I can play an orchestral instrument
	I can lead/conduct a group of instrumental performers or singers
	I can maintain a rhythmic or melodic accompaniment to a song/piece of music
	I can play instruments with control and rhythmic accuracy
	I can play more complex instrumental parts, e.g. xylophone, flute, recorder with control
	I am aware of performing in different styles. E.g. Blues, reggae
	I am confident in singing or playing on my own or as part of a solo group
	I can sing a harmony part confidently and accurately
I can maintain my own part with an awareness of what others are playing	
2. Play tuned and untuned instruments musically	I can compose and sustain a drone or more complex melodic ostinato to accompany singing
	I can combine a variety of musical devices, including melody, rhythm and chords
	I can use digital technologies to compose, edit and refine pieces of music
	I can create rhythmic patterns with an awareness of timbre and duration
	I can play a drone or ostinato pattern on a pentatonic scale
	I can choose from a wide range of musical vocabulary to accurately describe and appraise music
	I can refine my own compositions after discussion
	I can use IT to record, sample, sequence, loop and manipulate sound to create soundscapes/compositions
	I can recognise and work with different structures such as 12 bar and create a songs in different styles
	I can create a piece of music on a scale
	I can compose music for different occasions and purposes
I can use a musical device made successful by a famous composer in my own composition	
3. Listen with attention to detail and recall sounds with increasing aural memory	I can use music vocabulary and knowledge to help identify areas for development or refinement when composing or improvising
	I can listen to the compositions of other in the class or another year group to make judgements about its effectiveness, e.g. dynamics
	I can use some Italian terms used in music
	I can analyse and describe musical structures
	I can describe how different parts fit together
	I can describe how lyrics often reflect the cultural context of music and have social meaning
	I can hear an instrumental theme or motive being repeated or developed during a piece
4. Use and understand staff & other musical notations	I can use appropriate notations to record my own or others compositions
	I can read and create notes on the musical staff including middle C (ledger line)
	I understand the purpose of the treble clef and a time signature
	I am aware of sharps and flats
	I can create chords
	I can use staff notation with confidence
	I can use music technology to record my compositions
5. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions & from great composers and musicians	I can name and talk about some great composers and musicians and their music
	I can analyse and criticize a piece of music
	I can talk about how the music is related to time and place including in Cornish culture
6. Develop and understanding of the history of music	Is familiar with some great composers and their place in the history of music, and is able to describe their musical style and achievements

Elements of Music
Pitch - melody, stave, flats, sharps, chords
Duration - steady beat, rhythm
Dynamics - loud (forte), quiet (piano), silence, getting louder/quieter (crescendo/diminuendo)
Tempo - fast (allegro)/slow (lento)
Timbre - type/tone of sound
Texture - layers of sound
Structure - beginning - middle 8, verse, chorus, binary, ternary, theme and variations

Key Words
expression
metre
sequence
pentatonic
12 bar blues
stave
syllables
flats
sharps
notation
chords
lyrics
verse
chorus
middle 8 (instrumental section)
ledger line
middle C
bass clef
harmony
scale
phrasing
improvising
time signature
drone
ostinato
Italian terms e.g. forte (loud)