

“Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything.”

Plato

Intent

At St Thomas a Becket, we develop computational thinkers who can confidently communicate and solve problems, grounded in their own experiences. We cultivate an enthusiasm for digital literacy and enable all children to be members of, and contribute towards, a fast-changing dynamic world. We believe children deserve a broad and ambitious music curriculum which is both rich in skills and knowledge. We hope to foster a life-long love of music within every child by encouraging them to not only listen and respond to a diverse range of music styles and genres but to find their voices and become singers, performers and composers too.

As children progress through the school, they will increasingly understand and explore how music is created and communicated through the interrelated dimensions of music: pitch, duration, dynamics, tempo, timbre, texture and structure.

We will help them build the foundations for a lifelong appreciation of, and participation in, the power of making music. This is embodied through our 11 by 11 curriculum experiences. Amongst these are the opportunities for children to sing as part of a choir of multiple voices, perform in a school show and hear live music or theatre.

Our Music curriculum is defined by four key knowledge strands; Understanding Music, Listening and Responding, Singing, Playing Instruments, Improvising, Composing and Performing. These ensure that all elements of the National Curriculum are covered and that children have opportunities to develop as well-rounded musicians.

Implementation

At St Thomas a Becket Primary School, we provide a high-quality, inclusive music education that inspires pupils to develop a life-long love of music. Music is taught by a specialist music teacher, ensuring expert subject knowledge and consistent progression across all year groups. Our provision is built around the Charanga Model Music Curriculum, which offers a clear and structured sequence of learning in listening, composing, performing, and appraising, fully aligned with the National Curriculum.

Our curriculum follows a milestone-based approach, reflecting our mixed-age class structure, while still maintaining clear year-group expectations to ensure that every child is appropriately challenged and supported in their musical development. Progression is carefully mapped so that skills are revisited and built upon over time, enabling all pupils to make sustained musical progress.

A key feature of our music provision is the teaching of three tuned instruments across the primary years:

- Glockenspiel: Introduced in Key Stage 1, helping pupils develop pitch recognition, rhythmic accuracy, and early notation skills.

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- Recorder: Taught in Key Stage 2, supporting breath control, finger coordination, ensemble skills, and music reading.
- Ukulele: Introduced in Key Stage 2, offering experience with chord structures, strumming patterns, and performance practice on a string instrument.

Weekly class lessons are complemented by peripatetic music tuition in keyboard and singing, offered by the same specialist teacher. These lessons give pupils the opportunity to explore their individual interests and talents more deeply through one-to-one or small group tuition.

Singing is embedded across the curriculum and school life, including regular singing assemblies, worship, and performances, developing musicality, confidence, and community spirit.

We provide regular opportunities for pupils to perform to a range of audiences through class presentations, concerts, and special events. These experiences help children to build confidence, develop stage presence, and share their musical achievements with pride.

Through expert teaching, a clear and coherent curriculum, and a wide range of musical experiences, we ensure that all pupils at St Thomas a Becket grow as confident, capable, and expressive musicians.

Resources:

Charanga

BBC Ten Pieces

Chrome Music Lab

Garage Band iPads (hired from Amesbury Music Cluster)

Disciplinary knowledge

	N/R/1 class		2/3 class		4/5/6 class		
Disciplinary knowledge	EY	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge <i>Core / Specific</i>	Nursery Understand that sounds can be made in different ways (voice, body, instruments). Explore and identify different sounds and dynamics (loud/soft, fast/slow). Recognise and join in with repeated rhythms and phrases in songs. Begin to understand the difference between singing and speaking voices. Show awareness of tempo and pitch through movement and play. Reception Understand that music has a steady pulse (beat) and can have a rhythm (patterns of long/short sounds). Explore how pitch can go higher and lower.	Identify pulse and begin to understand that rhythm fits within it. Recognise simple patterns of long and short sounds. Understand that pitch can move up, down, or stay the same. Begin to understand structure in music (e.g., beginning, middle, end). Recognise different instruments by their sound. Understand that music has a purpose (e.g., for dancing, celebration).	Distinguish between pulse and rhythm and understand how they interact. Identify and clap back simple rhythms and pitch patterns. Understand musical contrasts (louder/quieter, higher/lower, faster/slower). Begin to recognise musical forms (e.g., call and response, verse and chorus). Understand that different instruments create different timbres. Describe how music makes them feel using simple musical vocabulary.	Understand and describe how rhythm, pitch, and pulse combine in a piece of music. Begin to read simple rhythmic notation (e.g., crotchets, quavers). Recognise simple musical structures (e.g., binary/AB form). Understand how dynamics and tempo affect the character of music. Identify families of instruments (strings, percussion, etc.). Begin to use musical vocabulary with more accuracy (e.g., texture, timbre).	Understand and use basic staff notation (e.g., treble clef, C–G notes). Identify how music is organised using structure and form (e.g., rondo, verse/chorus). Describe the effect of texture (layering of sounds) in music. Develop understanding of harmony through simple accompaniment. Compare music across cultures, time periods, and genres using musical elements. Understand how music can be composed for different purposes and audiences.	Use and interpret a wider range of musical notation (including time signatures and rests). Identify changes in tempo, key, and dynamics, and understand their expressive purpose. Analyse how composers use musical elements to create mood and effect. Recognise more complex structures (e.g., ternary/ABA, 12-bar blues). Understand the role of musical devices (e.g., ostinato, drone, canon). Develop critical listening skills through comparison and evaluation of pieces.	Understand and analyse music using all elements: pitch, rhythm, tempo, dynamics, structure, texture, and timbre. Read and perform using full staff notation within an octave. Recognise and describe music using appropriate and accurate terminology. Understand how music reflects cultural, historical, and social contexts. Evaluate music using criteria related to style, genre, purpose, and audience. Understand compositional techniques such as motif development, layering, and variation.

	Begin to differentiate between musical elements (e.g., loud/quiet, fast/slow). Recognise and repeat short rhythmic and melodic patterns. Understand that music can express feelings and stories.						
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Substantive knowledge

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Substantive Concept 1: Understanding Music Knowledge	Nursery: Begin to recognise that music has a steady beat (pulse). Explore basic musical concepts such as loud/quiet and fast/slow. Notice and respond to changes in pitch (high/low) and tempo. Understand that music can reflect different moods and feelings. Reception: Understand and maintain a steady pulse through movement and body percussion. Begin to differentiate between rhythm and pulse. Recognise changes in pitch, tempo, and dynamics, and describe them using simple vocabulary.	Use body percussion, instruments and voices. Find and keep a steady beat together. Begin to move in time with a steady beat/pulse. Copy back simple long and short rhythms with clapping. Copy back singing simple high and low patterns. Start to know and demonstrate the difference between pulse, rhythm and pitch.	Use body percussion, instruments and voices. Move in time and keep a steady beat together. Create their own rhythmic and melodic patterns. Continue to copy back simple rhythmic patterns using long and short. Continue to copy back simple melodic patterns using high and low. Understand the difference between creating a rhythm pattern and a pitch pattern. Sing short phrases independently. Continue to learn to watch and follow a steady beat.	Use body percussion, instruments and voices. Explore the time signatures of 2/4, 3/4 and 4/4. Internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time. Find and keep a steady beat. Listen and copy more complex rhythmic patterns by ear or from notation. Copy back more complex melodic patterns. Copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their equivalent rests.	Explore improvisation within major and minor scales, using the notes: C, D, E D, E, A F, G, A D, F, G Explore and begin to create personal musical ideas using the given notes for the unit. Understand that improvisation is about the children making up their own very simple tunes on the spot Follow a steady beat and stay 'in time'. Improvise simple vocal patterns using 'question and answer' phrases. Understand the difference between creating a rhythm pattern and a pitch pattern.	Use body percussion, instruments and voices. Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: D, E, F, G, A C, D, E, F, G, A, B G, A, B, C, D, E, F# D, E, F#, G, A, B, C# A, B, C, D, E, F, G	Use body percussion, instruments and voices. Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: D, E, F, G, A C, D, E, F, G, A, B G, A, B, C, D, E, F# D, E, F#, G, A, B, C# A, B, C, D, E, F, G

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	Talk about how music makes them feel and why.			Copy back and improvise simple rhythmic patterns using semibreves, minims, dotted crotchets, crotchets, quavers and their rests.		<i>C, D, E, F#</i> <i>Find and keep a steady beat.</i>	
Vocabulary	loud, quiet, fast pulse, rhythm, slow	beat, pitch, tempo	dynamics, pattern, volume	texture, timbre, structure	phrase, crescendo, silence	layers, articulation, syncopation	Form, interval, modulation

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Substantive Concept 2: Listening and Responding	Nursery: Listen and respond physically to a variety of musical styles and tempos. Move rhythmically or freely in response to music. Begin to express preferences for different sounds or songs. Respond to music through facial expression, gesture, or movement. Reception:	Move, dance and respond in any way they can when listening. Describe their thoughts and feelings when listening to the music, including why they like or don't like the music. Talk about any instruments they might hear and perhaps identify them. Recognise some band and orchestral instruments. Identify a fast or slow tempo.	Find and try to keep a steady beat. Invent different actions to move in time with the music. Move, dance and respond with their bodies in any way they can. Describe their thoughts and feelings when hearing the music. Describe what they see in their individual imaginations when listening to the piece of music.	Talk about the style of the music. Share their thoughts and feelings about the music together. Find the beat or groove of the music. Invent different actions to move in time with the music. Talk about what the song or piece of music means.	Talk about the words of the song. Think about why the song or piece of music was written. Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre. Identify the tempo as fast, slow or steady. Discuss the structures of songs.	Talk about feelings created by the music. Justify a personal opinion with reference to the musical elements. Find and demonstrate the steady beat. Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre. Identify instruments by ear and through a range of media.	Talk about feelings created by the music. Justify a personal opinion with reference to the musical elements. Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre. Identify the following instruments by ear and through a range of media: bass guitar; electric guitar; percussion; sections of the orchestra such as brass, woodwind and strings; electric organ; congas; piano and

	Listen attentively to a range of music and describe what is heard. Respond to changes in music through movement or mark-making. Express likes and dislikes using simple musical vocabulary. Begin to identify some instruments by sound (e.g., drum, shaker, piano).	Identify loud and quiet sounds as an introduction to understanding dynamics. Talk about any other music they have heard that is similar. Begin to understand where the music fits in the world. Begin to understand different styles of music.	Talk about why they like or don't like the music. Talk about any other music they have heard that is similar. Identify a fast or slow tempo.	Talk about the style of the music. Identify and describe their feelings when hearing the music, including why they like or don't like the music. Use appropriate musical language to describe and discuss the music. Start to use musical concepts and elements more confidently when talking about the music	Explain what a main theme is and identify when it is repeated. Identify: • Call and response • A solo vocal/instrumental line and the rest of the ensemble • A change in texture - The articulation of certain words • Programme music	Discuss the structure of the music with reference to the verses, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form. Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music. Explain the role of a main theme in musical structure.	synthesisers; and vocal techniques such as scat singing. Identify the sound of a Gospel choir and soloist, a Rock band, a symphony orchestra and A cappella groups. Discuss the structure of the music with reference to the verse, chorus, bridge and instrumental break.
Vocabulary	listen, high, low	describe, loud, soft	style, mood, respond	genre, pattern, emotion	contrast, feature, structure	composer, interpretation, dynamics	audience, instrumentation, expression

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Substantive Concept 3: Singing	Nursery: Join in with familiar songs and rhymes.	Sing, rap or rhyme as part of a choir/group. Begin to demonstrate good singing posture –	Sing as part of a choir. Have a go at singing a solo.	Sing as part of a choir and in unison. Have a go at singing a solo.	Sing as part of a choir with awareness of size: the larger the choir, the thicker and richer the musical texture.	Sing in unison and parts, and as part of a smaller group. Sing a second part in a song.	Rehearse and learn songs from memory and/or with notation.

Knowledge	Sing short phrases of songs, often in tune. Explore vocal sounds (e.g., humming, whispering, loud voices). Enjoy experimenting with their voice. Reception: Sing a wider range of well-known songs with developing pitch accuracy. Begin to control breathing and pitch when singing simple melodies. Sing call-and-response or echo phrases with confidence. Use dynamics (loud/soft) and expression in singing.	standing up straight with relaxed shoulders. Sing unit songs from memory. Perhaps have a go at singing a solo. Try to understand the meaning of the song. Try to follow the leader or conductor. Add actions and/or movement to a song.	Demonstrate good singing posture. Sing songs from memory. Sing with more pitch accuracy. Understand and follow the leader or conductor. Sing and try to communicate the meaning of the words. Listen for being 'in time' or 'out of time'. Add actions and perhaps movement to a song	Demonstrate good singing posture. Sing the unit songs from memory. Sing with attention to clear diction. Sing more expressively, with attention to breathing and phrasing. Discuss what the song or piece of music might be about. Follow the leader or conductor confidently. Sing with attention to the meaning of the words. Listen for being 'in time' or 'out of time', with an awareness of following the beat. Perform actions confidently and in time. Sing a widening range of unison songs, of	Rehearse and learn songs from memory and/or with notation. Sing in different time signatures: 2/4, 3/4 and 4/4. Demonstrate good singing posture. Demonstrate vowel sounds, blended sounds and consonants. Sing 'on pitch' and 'in time'. Sing expressively, with attention to breathing and phrasing. Talk about the different styles of singing used for different styles of song. Talk about how the songs and their styles connect to the world.	Rehearse and learn songs from memory and/or with notation. Sing in 2/4, 3/4, 4/4, 5/4 and 6/8 metre. Sing 'on pitch' and 'in time'. Self-correct if lost or out of time. Sing expressively, with attention to breathing and phrasing. Develop confidence as a soloist. Talk about the different styles of singing used for different styles of song. Talk confidently about how connected they feel to the music and how it connects to the world. Respond to a leader or conductor.	Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing in parts, where appropriate. Sing in 2/4, 3/4, 4/4, 5/4 and 6/8. Demonstrate and maintain good posture and breath control whilst singing. Sing with and without an accompaniment. Sing syncopated melodic patterns. Lead a singing rehearsal.
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				varying styles and structures			Talk about the different styles of singing used in the various styles of song visited throughout this year. Discuss with one another how connected they are to the music and songs, and how the songs and styles are connected to the world.
Vocabulary	melody, echo, tune	pitch, unison, syllable	verse, chorus, phrase	breathing, harmony, scale	range, projection, diction	expression, phrasing, interval	vibrato, modulation, dynamics

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Substantive Concept 4: Playing Instruments Knowledge	Nursery: Explore and handle percussion instruments freely. Use instruments to create sounds and rhythmic patterns. Show interest in the sound different instruments make. Begin to match movements to the sound of instruments.	Rehearse and learn to play a simple melodic instrumental part by ear. Play a part on a tuned or untuned instrument by ear. Learn to treat instruments carefully and with respect. Rehearse and perform their parts within the context of the unit song.	Rehearse and learn to play a simple melodic instrumental part by ear. Play a part on a tuned or untuned instrument by ear (either Part 1, Part 2 or the optional Easy Part). Rehearse and perform their parts within the context of the unit song. Learn to treat instruments carefully and with respect.	Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major and E major. Develop facility in playing tuned percussion or a melodic instrument, such as the violin or recorder. Play a part on a tuned instrument by ear or from notation.	Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major, D major and D minor. Rehearse and perform their parts within the context of the unit song. Treat instruments carefully and with respect.	Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, E♭ major, C minor and D minor. Play a part on a tuned instrument, by ear or from notation. Treat instruments carefully and with respect.	Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E♭ major, D minor and F minor. Play a melody, following staff notation written on one stave and using notes within an octave range; make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).
	Reception: Play percussion instruments with control to maintain a steady beat. Choose appropriate instruments to match a sound or effect. Begin to follow simple instructions (e.g., start/stop, loud/quiet). Explore tuned percussion (e.g.,	Learn to play together with everybody while keeping in time with a steady beat. Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat.	Play together as a group while keeping in time with a steady beat. Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat.	Play the instrumental part they are comfortable with and swap when appropriate. Treat instruments carefully and with respect. Play the right notes with secure rhythms. Play together as a	Play the right notes with secure rhythms. Play together as a group while keeping the beat. Listen to and follow musical instructions	Play the right notes with secure rhythms. Rehearse and perform their parts within the context of the unit song. Play together as a group while keeping the beat.	Play a part on a tuned instrument, by ear or from notation. Treat instruments carefully and with respect.

	glockenspiel) through simple note playing.			group while keeping the beat. Listen to and follow musical instructions from a leader. Play their instruments with good posture and technique	from a leader. Play their instruments with good posture and technique.	Listen to and follow musical instructions from a leader. Play their instruments with good posture. Begin to understand how to rehearse a piece of music in order to improve.	Play the right notes with secure rhythms. Rehearse and perform their parts within the context of the unit song. Play together with everybody while keeping the beat. Listen to and follow musical instructions from a leader. Play their instruments with good posture. Understand how to rehearse a piece of music in order to improve. Play a more complex part.
Vocabulary	play, beat, tap	instrument, sound, rhythm	percussion, pattern, repeat	glockenspiel, note, pulse	recorder, pitch, notation	ukulele, chord, strum	ensemble, technique, melody

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Substantive Concept 5: Improvising	Nursery: Explore making sounds with voice and instruments in imaginative ways.	Explore improvisation within a major and minor scale, using the notes: C, D, E D, E, A F, G, A D, F, G	Explore improvisation within a major scale, using the notes: C, D, E C, G, A G, A, B F, G, A	Explore improvisation within a major scale, using the notes: C, D, E C, D, E, F, G	Explore improvisation within a major scale, using the notes: C, D, E	Explore improvisation within a major and minor scale, using the following notes: C, D, Eb, F, G	Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, Bb, C, D

Knowledge	Create spontaneous musical responses through movement or play. Copy simple rhythmic patterns made by adults. Reception: Improvise using voice, body percussion, or instruments to create short rhythmic or melodic patterns. Use musical play to explore and invent new sound combinations. Improvise around a steady beat or repeated pattern.	Explore and begin to create personal musical ideas using the given notes for the unit. Understand that improvisation is about the children making up their own very simple tunes on the spot. Follow a steady beat and stay 'in time'. Improvise simple vocal patterns using 'question and answer' phrases. Understand the difference between creating a rhythm pattern and a pitch pattern.	Begin to create personal musical ideas using the given notes. Understand that improvisation is about the children making up their own very simple tunes on the spot. Follow a steady beat and stay 'in time'. Work with partners and in the class to improvise simple 'question and answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.	C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D Structure musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end. When improvising, follow a steady beat and stay 'in time'. Become more skilled in improvising; perhaps try more notes and rhythms, including rests or silent beats. Think about creating music with 'phrases' made up of notes, rather than simply lots of notes played one after the other.	C, D, E, G, A C, D, E, F, G D, E, F# D, E, F#, A, B Explore improvisation within a major scale, using more notes. Improvise using a limited range of pitches on the instruments they are learning, making use of musical features, including smooth (legato) and detached (staccato) articulation. Improvise over a simple chord progression /groove.	C, D, E, F, G C, D, E, G, A F, G, A, Bb, C D, E, F, G, A Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). Follow a steady beat and stay 'in time'. Become more skilled in improvising; perhaps try more notes and rhythms. Become more skilled in improvising; perhaps try to use melodic jumps (intervals) that might get higher and lower.	G, A, B, C, D F, G, A, C, D Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation. Follow a steady beat and stay 'in time'. Become more skilled in improvising, perhaps trying more notes and rhythms. Include rests or silent beats. Think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other. Challenge themselves to play for longer periods, both as soloists and in response to others in a
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						Explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests. Include rests or silent beats. Think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other. Include smooth (legato) and detached (staccato) articulation when playing notes.	group.
Vocabulary	make, sound, new explore, pattern, invent	copy, create, clap	improvise, repeat, question	respond, riff, rhythm	variation, structure, phrase	scale, motif, free	jazz, interpretation, spontaneous

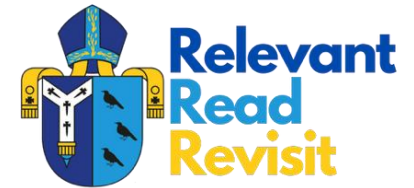
	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Substantive Concept 6: Composing	Nursery: Begin to arrange and combine sounds using voice and instruments. Choose sounds to represent an idea (e.g., rain, animals).	Begin to understand that composing is like writing a story with music. Explore sounds and create their	Continue to understand that composing is like writing a story with music. Perform their simple composition/s	Create a simple melody using crotchets, minims and perhaps paired quavers: <i>C, D</i>	Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale: C, D C, D, E	Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent	Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus

	Experiment with sequencing sounds through play. Reception: Compose simple patterns using instruments, body percussion, or voice. Begin to structure compositions with a clear start and end. Use visual prompts or symbols to support simple composition.	own melody. Perform their simple composition/s using two, three, four or five notes. Use simple notation if appropriate Create a simple melody using crotchets and minims. C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C.	using two, three, four or five notes. Start their tune/s on note one and end it on note one. Use simple notation if appropriate: Create a simple melody using crotchets and minims. C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major).	C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (pentatonic on C). C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major). F, G F, G, A F, G, A, B$\flat$ F, G, A, B$\flat$, C Start and end on the note F (F major).	C, D, E, G C, D, E, G, A Start and end on the note C (pentatonic on C). C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major). A, B A, B, C A, B, C, D A, B, C, D, E Start and end on the note A (A minor).	rests. Use a pentatonic and a full scale. Use major and minor tonality: F, G F, G, A F, G, A, B$\flat$ F, G, A, B$\flat$, C Start and end on the note F (F major). G, A G, A, B G, A, B, C G, A, B, C, D Start and end on the note G (G major)	all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major). G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (pentatonic on G). G, B$\flat$ G, B$\flat$, C G, B$\flat$, C, D G, B$\flat$, C, D, F Start and end on the note G (minor pentatonic on G).
Vocabulary	plan, idea, begin	write, simple, join	pattern, start, end	notation, symbol, organise	score, rhythm, melody	structure, texture, dynamics	arrangement, harmony, layers

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Substantive Concept 7:	Nursery:	Rehearse a song and perform it to an	Rehearse a song and then perform it to an	Plan, rehearse and perform for an	Rehearse and enjoy the	Create, rehearse and present a holistic	Create, rehearse and present a holistic

Performing		Knowledge	
Participate in music-making as part of a group (e.g., action songs, sound exploration).	audience, explaining why the song was chosen	audience, explaining why the song was chosen. Add actions to the song.	audience a song that has been learnt in the lesson, from memory or with notation, and with confidence.
Share musical ideas during free play or adult-led activities.	Add actions and perhaps movement to the song.	Show a simple understanding of the Musical Spotlight and Social Question, and how they have influenced the performance.	Explain why the song was chosen. Show their understanding of the Musical Spotlight and Social Question, and how they have influenced their performance.
Perform simple rhythms or songs for peers and adults.	Perform the song from memory.	Perform the song from memory.	Follow the leader or conductor. Talk about the strengths of the performance, how they felt and what they would like to change.
Reception:	Follow the leader or conductor. Talk about the performance afterwards, expressing what was enjoyed and what they think could have been better.	Follow the leader or conductor. Continue to play tuned and untuned instruments musically within the performance.	Introduce the performance with an understanding of what the song is about and comment on any other
Perform songs, rhymes, and musical patterns from memory with growing confidence.	When planning, rehearsing, introducing and performing the song: ● Introduce the performance. ● Begin to play tuned and untuned instruments musically within the performance. ● Begin to use the voice expressively and creatively by	Continue to use the voice expressively and creatively by singing simple songs.	opportunity to share what has been learnt in the lessons.
Take part in group and class performances with awareness of others.			Perform, with confidence, a song from memory or using notation.
Perform using instruments with a steady beat or simple rhythm.			Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.
			Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.
			Explain why the song
			performance for a specific purpose, for a friendly but unfamiliar audience.
			Perhaps perform in smaller groups, as well as with the whole class.
			Perform a range of repertoire pieces and arrangements, combining acoustic instruments to form mixed ensembles, including a school orchestra.
			Perform from memory or with notation, with confidence and accuracy.
			Include instrumental parts/improvisatory sections/composed passages within the rehearsal and
			performance for a specific event, for an unfamiliar audience, with a detailed understanding of the musical, cultural and historical contexts.
			Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.
			Perform from memory or with notation.
			Understand the value of choreographing any aspect of a performance.
			Understand the importance of the performing space and how to use it.

MUSIC CURRICULUM PROGRESSION



		singing simple songs. ● Begin to play together as a group /band /ensemble	Talk about the performance afterwards; saying what they enjoyed and what they think could have been better.	relevant connections.	was chosen, including its composer and the historical and cultural context of the song. Communicate the meaning of the words and articulate them clearly.	performance.	Rehearse and lead parts of the performance, individually or as a group.
Vocabulary	play, sing, loud	perform, audience, clear	stage, steady, group	confident, accurate, rehearse	expression, presence, timing	communication, interpretation, technique	projection, presentation, evaluate