 **The T-RF Music Progression Yr 1 – Yr 6**

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|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Singing** | Sing a range of well-known nursery rhymes and songs;  Perform songs, rhymes, poems and stories with others, and – when  appropriate try to move in time with music. | Sing songs fast/slow.  Sing action songs staying silent for a particular action.  Keep a steady beat whilst singing a simple song.  Sing songs with verse and chorus. | Memorise simple songs.  Sing a song loudly and quietly.  Echo games/patterns on two notes.  Match the shape of a tune showing pitch. | Prepare to take a breath before starting to sing.  Develop good pitch and diction.  Develop good breathing and phrasing. | Introduce folk songs, sea shanties and songs from other countries.  Explore different kinds of songs i.e. lullaby, sea shanty.  Learn a simple round. | Expand repertoire from different cultures, musical theatre, different times and place.  Explore use of dynamics within a song. | Accompany song with ostinato.  More complex songs i.e. octave leap.  Consider the structure of well-known songs. |

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|  | **Reception F2** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Listening** | Listen attentively and respond to what they hear;  Make comments about what they have heard and ask questions to clarify  their understanding;  Express their ideas and feelings about their experiences. | Recognise moods in music: happy / sad; fast / slow; loud / quiet.  Recognize and distinguish between sounds in the environment.  Listen for steady beat in music and move accordingly.  Listen to sound and copy accurately. | Respond through movement to the mood/character of a piece of music.  Recognition of fast/slow/loud/quiet sounds and silence.  Match same sounds. | Recognize sound made by simple percussion and develop vocab to describe it.  Copy rhythms accurately match same sounds.  Discuss music they have created as well as music of well-known composers.  Create symbols to represent sound heard.  Recognize families of orchestral instruments. | Identify /discuss tempo and dynamics.  Use musical terms to describe music.  Identify and respond to the mood of a piece of music.  Identify patterns in a piece of music. | Discuss their own music and music of well-known composers throughout history.  Distinguish between solo and orchestral instruments.  Recognize form in music i.e. verse and chorus. | Listen for and identify main theme in piece of music i.e. leitmotif.  Distinguish between music from different times and places.  Discuss how composers use their ideas in their music. |

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|  | * **Reception F2** | * **Year 1** | * **Year 2** | * **Year 3** | * **Year 4** | * **Year 5** | * **Year 6** |
| **Explore and play** | Move energetically, such as running, jumping, dancing, hopping, skipping and   * climbing.   Use a range of small tools, including scissors, paint brushes and cutlery; | Explore sound qualities of musical instruments.  Sort sounds into sets.  Explore different techniques for playing instruments.  Introduce names of instruments and sounds they make. | Play instruments starting and stopping with a conductor.  Accompany a song with un-tuned instruments.  Explore a range of instruments in musical question and answer games. | Control playing an instrument to keep a steady beat/rhythm.  Play individual part in a group piece.  Play from symbols to indicate fast/slow/loud/quiet. | Control instruments whilst playing with others.  Devise signs to represent fast/slow/loud/quiet and play from them controlling their instruments. | Develop technical skills on certain instruments ie 2 beaters/recorders.  Use dynamics and tempo in playing. | Play rhythmic accompaniment to song.  Play tuned instruments to accompany a song with ostinato/chords. |

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|  | **Reception F2** | | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Compose** |  | Explore sounds in school environment- long/short/loud/quiet.  Create sound picture. Explore un-tuned percussion to represent familiar pictures i.e. seaside.  . | | Sequence sounds to create pattern/composition.  Describe/accompany a story/poem using musical sounds/patterns.  Explore pitched instruments in their composition. | Question and answer games with partner using tuned/unturned instruments.  Create rhythmic patterns using symbols. Use layers of sound in composition.  Compose piece with beginning and end Song writing – rap.  Question and answer games with a partner using tuned/unturned instruments. | Choose instruments to represent certain sounds.  Create music with extended range of instruments.  Song-writing – verse/rap/with drone/ostinato. | Introduce Pentatonic Scale (CDEGA) Song writing – Verse/chorus/rap/intro/outro.  Design and create a piece of music that has a complete shape/form ABA /ABACA.  Song writing – Complete structure with middle 8/round/war songs /raps/. | Use ostinato/rhythm patterns in composition.  Compose using keyboards / i-pads – Garage band – drum pads/guitar app/use of jam sessions.  Create drone /ostinato to accompany song. |

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| **Perform** | Work and play cooperatively and take turns with others; | Take on role of leader in variety of games.  Clap their own pattern to each other/whole class.  Perform songs as a whole class. | Perform as an individual in a group piece.  Respond to hand signals for loud and quiet.  Accompany a song in performance. | Perform as groups in movement and dance in response to music.  Conduct a graphic score  Create and perform to each other and to whole class. | Perform from rhythmic notation.    Perform accompaniment to song using dynamics. | Create, rehearse and present their own composition to class-whole school- public performance. | Perform from melodic notation.  Conduct a performance. |
|  | **Reception F2** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Musical notation** | Give focused attention to what the teacher says, responding appropriately  even when engaged in activity, and show an ability to follow instructions  involving several ideas or actions. | Interpret a sequence of visual symbols/pictures.  Children decide on the symbols for sound in sound stories. | Using symbols write down ideas as a pattern.  Create and use symbols to show dynamics (loud/quiet). | Use different symbols for different instruments.  Begin to play from a simple graphic score linked to a story/scene/poem. | Write down symbols learned so far for others to interpret and play.  Interpret and play and refine symbols to relate to the actual sound made. | Play from layered score i.e. graphic notation.  Use conventional symbols for writing rhythms.  Use staff notation – as a single line stave. | Create layered score using symbols learned so far.  Use conventional symbols to show dynamics.  Use staff notation. Create layered score using staff notation. |

 **The T-RF Music Curriculum**

**Key vocabulary**

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|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Vocabulary** |  | Rhythm, tempo, beat, loud / quiet, fast / slow, perform, movement, repeat, interpret, sounds, pattern, notes, echo, mood, happy / sad, copy,  conductor, orchestra, pitch, dynamics, un-tuned, tuned, long/ short, sound picture, percussion, sequence, compose, composition, describe,  accompany, instruments | | As for KS1 plus:  Pentatonic, shape, round, phrasing, composer, symphony, opera, solo, ensemble, period of music, clef, classical, modern, medieval, renaissance, romantic era, time signature, chant,  crescendo/ decrescendo, unison, notation, harmony | | As for years 3 and 4 plus:  Offbeat, harmony, accompany, score, clef, octave, repertoire, ostinato, structure, solo, duet, verse, chorus, leitmotif, accompaniment, graphic notation, middle eight | |