

Franche Primary Curriculum Progression in Music – Early Years

LISTENING	SINGING	COMPOSING	PERFORMANCE
Respond to music through movement, altering movement to	To join in with singing known nursery rhymes, new songs and rhymes.	Selecting appropriate instruments to represent action and mood	Handle and play untuned percussion effectively to the pulse
Reflect the tempo, dynamics or pitch of the music.	Explore lyrics by suggesting appropriate actions.	Selecting classroom objects to use as instruments.	Repeat simple rhythm patterns
Recognise high, low, loud and quiet, fast and low, long and short sounds.		Experimenting with body percussion and vocal sounds to respond to music.	Move to music with instruction to perform actions.
Explore the story behind the lyrics or music.		Add appropriate sounds to a story	Match body movements to the speed (tempo) or pulse (beat) of music
Listen to and follow a beat using body percussion and instruments.			Remember and maintain their role within a group performance.
Consider whether a piece of music has a fast, moderate or slow tempo			
Listen to sounds and match them to the object or instrument			

Franche Primary Curriculum Progression in Music – Year 1

LISTENING	SINGING	COMPOSING	PERFORMANCE
Recognise and understand the difference between pulse and rhythm.	Use their voice in a variety of ways eg speak, chant, sing.	Improvise simple vocal chants, using Q&A phrases	Respond to the pulse in recorded/live music through movement and dance
Understand that different types of sounds are called timbres.	Sing simple songs, chants and rhymes from memory collectively at the same pitch	Create musical sound effects and short sequences of sounds in response to stimuli.	Respond to simple musical instructions such as tempo and dynamic changes as part of a class performance
Recognise basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).	Sing maintaining the overall shape of the melody and keeping in time	Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns	Perform short copycat rhythm patterns accurately, led by the teacher.
Describe the character, mood, or 'story' of music they listen to, both verbally and through movement.	Respond to simple visual directions and counting in.	Recognise how graphic notation can represent created sounds. Pupils explore and invent own symbols.	Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.
Describe the differences between two pieces of music	Maintain basic posture with relaxed shoulders	Choose dynamics, tempo and timbre for a piece of music.	Perform word-pattern chants; create, retain and perform their own rhythm patterns
Express a basic opinion about music (like/dislike).			Explore percussion sounds to enhance storytelling.
			Listen and respond to other performers by playing as part of a group.
			Follow pictures and symbols to guide singing and playing
			Use body percussion, and classroom percussion playing repeated rhythm patterns and short, pitched patterns on tuned instruments to maintain a steady beat.

Franche Primary Curriculum Progression in Music – Year 2

LISTENING	SINGING	COMPOSING	PERFORMING
Listen to and recognising instrumentation	Use their voices expressively when singing, including the use of basic dynamics (loud and quiet).	Create music in response to a non-musical stimulus.	Copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.
Recognise structural features in music	Sing short songs from memory, with melodic and rhythmic accuracy.	Create rhythms using word phrases as a starting point	Perform expressively using dynamics and timbre to alter sounds as appropriate.
Begin to use musical vocabulary to describe music.	Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause).	Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.	Play short melodic patterns from letter notation.
Identify melodies that move in steps.	Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody.	Successfully combine and layer several instrumental and vocal patterns within a given structure.	Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.
Suggest improvements to their own and others' work.	Sing short phrases independently within a singing game or short song.	Create simple melodies from five or more notes.	Play copycat rhythms, copying a leader
	Breathe to show phrasing	Choose appropriate dynamics, tempo and timbre for a piece of music.	Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.
		Use letter name and graphic notation to represent the details of their composition.	Create and perform their own chanted rhythm patterns with the same stick notation.
		Use music technology, to capture, change and combine sounds.	Respond independently to pitch changes heard in short melodic phrases, indicating with actions.
		Begin to suggest improvements to their own work.	Recognise dot notation and match it to 3-note tunes played on tuned percussion.

Franche Primary Curriculum Progression in Music – Year 3

LISTENING	SINGING	COMPOSING	PERFORMING
Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.	Sing in variety of musical styles with accuracy and control, demonstrating developing vocal technique.	Compose a piece of music in a given style with voices and instruments	Develop facility in playing tuned percussion or a melodic instrument, such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).
Understand that music from different parts of the world and from different times has different features.	Perform actions confidently and in time to a range of action songs.	Use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.	Apply word chants to rhythms, understanding how to link each syllable to one musical note.
Recognise and explaining the changes within a piece of music using musical vocabulary.	Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.	Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/ group/individual/instrumental teaching), inventing short ‘on-the-spot’ responses using a limited note-range.	Perform from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.
Describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Begin to show an awareness of metre.	Perform as a choir in school assemblies	Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end.	Read and perform pitch notation within a defined range (G-C)
Begin to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others’ work.		Compose song accompaniments on untuned percussion using known rhythms and note values.	Develop facility in the basic skills of a selected musical instrument over a sustained learning period.
		Suggesting and implementing improvements	Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow.
			Extend to question-and-answer phrases

Franche Primary Curriculum Progression in Music

LISTENING	SINGING	COMPOSING	PERFORMING
Recognise the use and development of motifs in music.	Sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.	Compose a coherent piece of music in a given style with voices, bodies and instruments and technological devices.	Play a range of percussion instruments in time with peers with accuracy and awareness of their part in the group performance.
Identify gradual dynamic and tempo changes within a piece of music.	Sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).	Begin to improvise musically within a given style.	Play melody parts on tuned instruments with accuracy and control and developing instrumental technique.
Recognise and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.	Develop melodies using rhythmic variation, transposition, inversion, and looping.	Playing syncopated rhythms with accuracy, control and fluency
Identify common features between different genres, styles and traditions of music.		Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt.	Develop facility in the basic skills of a selected musical instrument over a sustained learning period.
Recognise, naming and explaining the effect of the interrelated dimensions of music.		Create a piece of music with at least four different layers and a clear structure.	Play and perform melodies following staff notation using a small range (e.g. Middle C-G/do-so) as a whole-class or in small groups.
Identify scaled dynamics (crescendo/decrescendo) within a piece of music.		Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.	Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts..
Use musical vocabulary to discuss the purpose of a piece of music.		Suggest improvements to others' work, using musical vocabulary.	Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.
Use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.		Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.	

Franche Primary Curriculum Progression in Music – Year 5

LISTENING	SINGING	COMPOSING	PERFORMING
Recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.	Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.	Compose a detailed piece of music from a given stimulus with voices, bodies and instruments.	Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.
Represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.	Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance.	Improvise coherently within a given style.	Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.
Compare, discussing and evaluating music using detailed musical vocabulary.	Observe phrasing, accurate pitching and appropriate style	Combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.	Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.
Develop confidence in using detailed musical vocabulary) to discuss and evaluate their own and others' work		Use staff notation to record rhythms and melodies.	Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.
		Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.	Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.
		Suggest and demonstrate improvements to own and others' work.	Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.
		Improvise freely responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics	Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.
		Use music technology effectively to manipulate order and create sounds and compositions	Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.
			Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.

Franche Primary Curriculum Progression in Music – Year 6

LISTENING	SINGING	COMPOSING	PERFORMING
Discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.	Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.	Improvise coherently and creatively within a given style, incorporating given features.	Work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.
Recognise and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).	Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance.	Compose a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.	Take a solo or leadership role within a performance.
Identifying the way that features of a song can complement one another to create a coherent overall effect.	Understand and adjust to balance parts and demonstrate vocal independence.	Develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.	Perform with accuracy and fluency from graphic and staff notation and from their own notation.
Use musical vocabulary correctly when describing and evaluating the features of a piece of music.	Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.	Record own composition using appropriate forms of notation and/or technology and incorporating.	Perform by following a conductor's cues and directions.
Evaluate how the venue, occasion and purpose affects the way a piece of music sounds.		Create music with multiple sections that include repetition and contrast.	Play a melody following staff notation written on one staff and using notes within an octave range (do-do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.
Confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.		Use chord changes as part of an improvised sequence.	Accompany a melody, and others, using block chords or a bass line.
		Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest.	
		Use available music software/apps to create and record music, discussing how musical contrasts are achieved.	

