



MUSIC CURRICULUM

KS2 Progression

Believing | Expressing | Living | Reasoning | Year 3 to Year 6

Purpose of this document

This overview sets out how pupils' listening, composing, performing, musical knowledge and vocabulary develop through Key Stage 2 at Park Road Academy. It brings together the progression of skills and knowledge from the Music document and shows how learning builds from Year 3 to Year 6, preparing pupils for Key Stage 3.

Key Stage 2 curriculum position

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Pupils perform, listen to, review and evaluate music; learn to sing and use their voices; create and compose music on their own and with others; learn a musical instrument; use and understand staff and other notation; and understand how music is created, produced and communicated, including through technology.

Progression principles

BUILD FROM KS1	REVISIT & DEEPEN	DEVELOP INDEPENDENCE	YEAR 7 TRANSITION
Earlier experiences of pulse, rhythm, pitch, dynamics, singing, instruments and simple notation are recalled before pupils meet greater musical and technical demand.	Listening, composing, performing, the inter-related dimensions and musical history recur across the key stage with increasing complexity and connection.	Pupils select sounds, instruments, notation and technology; improvise, compose, rehearse, perform and refine with growing confidence.	Pupils perform accurately and expressively, use musical vocabulary, read and record notation, evaluate thoughtfully and work independently as composers, performers and listeners.

Curriculum strands

Listening	Composing	Performing	Inter-related dimensions	Musical history	Musical vocabulary
Listen, identify, describe, compare and evaluate styles, genres, traditions and musical features.	Improvise, compose, layer, structure, notate, refine and record music using voices, bodies, instruments and technology.	Sing and play accurately, fluently and expressively; keep in time; perform alone and with others.	Develop pitch, duration, dynamics, tempo, timbre, texture, structure and notation vocabulary and understanding.	Explore music from different times, places, cultures, genres and traditions; understand influence and development.	Use increasingly precise language to discuss, explain, evaluate and improve musical choices and performances.



Year 3 Music Curriculum Map

Building listening vocabulary, composition and secure ensemble performance

Learning emphasis

Year 3 establishes musical vocabulary and the core habits of listening, composing and performing. Pupils begin to explain how musical choices create effect and record ideas using simple notation.

Progression area	Musical focus	Knowledge, skills and response
Listening	Indian, classical, Chinese, Battle Songs, Ballads and Jazz	Discuss stylistic features using vocabulary; recognise different world-music features; explain changes; describe timbre, dynamics and texture; begin to understand metre and evaluate improvements.
Composing	Battle Song, Indian Classical, Jazz and Swing	Compose in a given style; combine melodies and rhythms in layered pentatonic music; use letter-name and rhythmic notation; suggest and implement improvements.
Performing	Songs and instrumental parts	Sing varied styles accurately with developing vocal technique; sing and play in time; perform basic staff notation incorporating rhythm and pitch.
Dimensions & history	Pitch, duration, dynamics, tempo, timbre, texture, structure and notation	Understand key, pentatonic scale, crescendo, note duration, instrument timbre, layered texture, stanza and reading written symbols.



Year 4 Music Curriculum Map

Developing musical structure, improvisation and technical control

Learning emphasis

Year 4 pupils deepen their understanding of genre, motif, structure and the inter-related dimensions. They compose with clearer organisation, perform with greater accuracy and use notation and vocabulary more confidently.

Progression area	Musical focus	Knowledge, skills and response
Listening	Samba, Rock and Roll	Recognise motifs; identify gradual dynamic and tempo changes; compare genres and traditions; explain inter-related dimensions; discuss purpose and improvements.
Composing	Styles using voices, bodies and instruments	Compose coherent multi-layered pieces; improvise; develop melodies through rhythmic variation, transposition, inversion and looping; use four layers and clear structure; notate.
Performing	Songs, tuned instruments and syncopation	Sing longer songs from memory with expression; play in time; perform melody parts and syncopated rhythms with accuracy and control.
Dimensions & history	Bass lines, walking bass, glissando, transposition, harmony, motifs and ostinato	Explain how dynamics affect texture; understand harmony, musical motifs, structure and performance directions.



Year 5 Music Curriculum Map

Composing with intention, evaluating critically and performing with fluency

Learning emphasis

Year 5 pupils make more independent musical choices, combine layers and styles, read and write more formal notation, and evaluate their own and others' music using detailed subject vocabulary.

Progression area	Musical focus	Knowledge, skills and response
Listening	South African, West African, Musical Theatre, Blues and Dance Remix	Discuss stylistic features confidently; represent features using graphic notation and colour; compare, evaluate and justify choices with detailed vocabulary.
Composing	Remix, Colours, Stories and Drama	Compose detailed pieces from stimuli; improvise in style; combine ostinato into multi-layered music; use staff notation; refine choices independently and collaboratively.
Performing	Multi-part singing, graphic/staff notation and chords	Sing in two or more parts; adjust dynamics and pitch from graphic scores; perform accurately and fluently; play simple chord progressions.
Dimensions & history	Minor/major keys, bent notes, polyrhythms, chords, loops and 12-bar Blues	Explain how pitch, tempo, dynamics, texture and structure create mood, harmony and interest.



Year 6 Music Curriculum Map

Independent musicianship, leadership and transition readiness

Learning emphasis

Year 6 brings together listening, composing, performing, notation, history and evaluation. Pupils should make and justify independent choices, perform with confidence, lead or conduct, and communicate musical ideas ready for Key Stage 3.

Progression area	Musical focus	Knowledge, skills and response
Listening	Musical eras, composers, Pop art and Film music	Discuss eras and influence; identify relationships between arts; represent pitch, dynamics and texture graphically; evaluate how venue, occasion and purpose affect sound.
Composing	Remix, original songs and multi-layered compositions	Improvise coherently; compose multi-layered music; write lyrics and melodies; develop melodies through variation, transposition and changes in pitch, dynamics and texture; record with notation or technology; critique constructively.
Performing	Two-part singing, solo/leadership and conducting	Sing securely in parts; perform accurately and expressively; take a solo or leadership role; follow conductor cues; perform from staff, graphic and own notation.
Dimensions & history	Solfa, major/minor, rests, quavers, chord progressions, themes and variations	Use precise vocabulary and notation; understand timbre as tone colour, texture and counter-melody; explain how musical features develop over time.



KS2 Music Progression at a Glance

How the musical journey develops

The end point

By the end of KS2, pupils can listen and respond critically, compose and improvise, sing and play accurately and expressively, read and record notation, use technology appropriately, explain musical choices and perform independently with others.

Dimension	Year 3	Year 4	Year 5	Year 6 / end point
Listening	Identify pulse, rhythm, pitch, tempo, dynamics and timbre; describe mood.	Recognise motifs, structure, genre and changing dimensions.	Compare styles and justify interpretations with detail.	Discuss eras, influence, purpose, venue and impact using precise vocabulary.
Composing	Create short patterns, melodies and graphic scores.	Compose structured multi-layered music and improvise.	Use ostinato, staff notation, chords and stimuli; refine choices.	Compose songs and layered pieces; use variation, technology and constructive critique.
Performing	Sing and play in time; respond to simple directions.	Perform longer songs, melody parts and syncopated rhythms.	Perform in parts, from notation and with chord progressions.	Perform fluently, lead or conduct, and adapt inter-related dimensions expressively.
Knowledge	Learn core musical vocabulary and the eight dimensions.	Understand motifs, harmony, ostinato and performance directions.	Understand keys, chords, polyrhythm, loops and Blues structures.	Understand eras, style, notation systems, chord progressions, themes and variations.
Independence	Supported creation, rehearsal and evaluation.	Use notation and vocabulary with growing confidence.	Select, refine and justify musical choices.	Work as an independent composer, performer, listener and leader.



Inter-related Dimensions of Music

Progression in musical knowledge and vocabulary

The musical building blocks

Pupils revisit pitch, duration, dynamics, tempo, timbre, texture, structure and notation in listening, composing and performing. Knowledge develops from recognising and describing changes to selecting, manipulating, notating and evaluating musical effect.

Dimension	Year 3	Year 4	Year 5	Year 6 / end point
Pitch	Pentatonic scales; key and mood.	Bass line, walking bass, glissando and transposition.	Minor/major keys, bent notes and vocal effects.	Softa; major/minor key signatures; adapt melody pitch.
Duration	Note values; crotchet one beat; written music shows duration.	Play in time; motifs and repeated rhythms.	Polyrhythms; show duration through graphic symbols.	uavers, rests and Kod ly notation.
Dynamics	Crescendo means gradually louder.	Changing dynamics changes texture.	Use voice to vary effects.	Adapt melody dynamics, pitch and tempo.
Tempo	Understand pulse and playing in time.	Playing together at the same speed.	Slow tempo can create sadness; vary tempo for effect.	Control tempo as part of expressive performance.
Timbre	Instrument and voice quality; identify contrasting sounds.	Group instruments by timbre; use voices/instruments for effects.	Adapt vocal timbre for effect.	Describe tone colour as warm, cold, rich or bright.
Texture	Layered sound in world music.	Combine instruments/rhythms; understand harmony.	Chords and polyrhythms create layers.	Add/remove instruments; distinguish counter-melody from harmony.
Structure	Verse/stanza; structural features from different places.	Motifs, ostinato and contrasting sections.	Loops, ostinato and 12-bar Blues.	Chord progressions, themes and variations.
Notation	Read written symbols and positions to identify notes.	Use performance directions and notation.	Use graphic and staff notation.	Use graphic/staff notation, Roman numerals and technology.



Assessment and Year Readiness

Evidence, inclusion and next steps

Assessment principle

Assessment is ongoing and practical. Teachers listen for musical understanding, observe performance, review compositions and notation, and assess pupils' ability to explain, refine and evaluate musical choices. Every pupil should have regular opportunities to sing, play, compose, listen and perform.

Area	Year readiness	Possible evidence
Listening and vocabulary	Identify and describe musical features; compare genres, traditions and eras; use precise vocabulary for the inter-related dimensions.	Listening journals; discussion; annotated graphic scores; evaluations.
Composing and notation	Create, improvise, structure, layer, notate, record and refine music using voices, bodies, instruments and technology.	Compositions; scores; DAW/technology recordings; drafts and refinements.
Performing	Sing and play accurately, fluently and expressively; keep in time; perform alone and with others; respond to cues.	Rehearsal observations; concerts; solo/group performance; conducting.
Collaboration and leadership	Communicate, rehearse, respond to feedback, support others and take leadership roles.	Ensemble work; peer feedback; leadership or conducting.

Transition to Year

Pupils are ready for secondary Music when they can perform and compose with increasing independence, read and record musical notation, use technology appropriately, discuss musical features and history with precise vocabulary, evaluate and refine their own and others' work, and contribute confidently as listeners, performers, composers and leaders.