



CHJS Curriculum Progression for Music



Let your light shine (Matthew 5:16)

In music, children are encouraged to “let their light shine” (Matthew 5:16) by discovering and celebrating the beauty of sound in God’s wonderful world. They develop their voices and perform on a wide range of instruments, exploring music as both personal expression and shared experience. Through listening to and appreciating diverse genres, children encounter composers from different historical periods and cultures across the globe. They learn how music has been used to inspire, to bring people together, and to shape positive change in communities near and far. Every child arrives at Church Hill with unique musical gifts, and the curriculum provides rich opportunities for them to share their knowledge and skills, while also supporting and encouraging others. In this way, music becomes a means not only of developing creativity and confidence, but also of building community and contributing to the flourishing of all.

Substantive Knowledge	Year 3 and 4 Cycle B	Year 3 and 4 Cycle A	Year 5	Year 6
<p>At Church Hill C of E Junior School, we follow the Leicester Primary Music Scheme to deliver the Model Music Curriculum. This is built around interrelated dimensions which are also sometimes referred to as musical elements: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. The units of work which we follow, alongside the whole-school singing sessions and whole-class instrumental tuition, focus on developing children’s skills and knowledge required for them to develop as confident musicians. We achieve this by providing ample opportunities for deliberate practice of these skills, through which children can demonstrate their fluency of knowledge.</p>				
<p>Singing</p>	<p>Know that words can create rhythmic patterns</p> <p>Know features of some different musical genres: House / Reggae / Rock and Roll/Minimalism / Musicals / Pop</p>	<p>Begin to know what song structure looks like</p> <p>Know the structure of Verse and Chorus songs</p> <p>Know that melody lines can be created from one or more phrases</p>	<p>Know that songs can be notated using graphic or standard notation</p> <p>Know what song structure looks like</p> <p>Know that letters can be used to represent each different section of song structure</p>	<p>Know that phrases can be sung legato or staccato for different effects</p> <p>Know that songs can be notated using graphic or standard notation and that letters can be used to represent each different section of song structure</p> <p>Know that lyrics can be used to tell a story</p> <p>Know what song structure looks like</p>

<p>Listening</p>	<p>Know that a pentatonic scale is built on 5 notes</p> <p>Know the difference between rhythm and pulse</p> <p>Know that ostinatos are used to create rhythmic patterns and can also be melodic.</p> <p>Know that a drone can be used to keep the pulse</p> <p>Begin to know the difference between rhythms on the beat and rhythms off the beat(syncopated)</p> <p>Know features of some different musical genres: House / Reggae / Rock and Roll/Minimalism / Musicals / Pop</p>	<p>Know that many traditional songs use the pentatonic scale and they built on 5 notes.</p> <p>Know how the size of an instrument can relate to the pitch range</p> <p>Know some musical devices used to create mood</p> <p>Know the meaning of some dynamics symbols eg. (p, pp, f, ff, <, >)</p>	<p>Know that music can be structured into blocks with differing textures</p> <p>Know about the pitch qualities of different instruments and how this can relate to their size</p> <p>Know the families of the orchestra</p> <p>Know the difference between a major and minor key</p> <p>Know the difference between a Pentatonic major scale or a Pentatonic minor scale</p> <p>Know that a range of audio effects can be used to enhance music using technology</p> <p>Know features of some different musical genres: Jazz / Expressionism / Film Music</p>	<p>Know how instruments can be played in different ways to create different timbres</p> <p>Know how a piece of music can be structured into ternary form</p> <p>Know the meaning of all of these dynamics symbols (p, pp, f, ff, <, >)</p> <p>Know the features of a fanfare</p> <p>Know some different scales / musical devices used for pitch (eg. pentatonic, major / minor, chromatic, dissonant, arpeggios, chords)</p> <p>Know that a range of audio effects can be used to enhance music using technology</p> <p>Know features of some different musical genres: Hip hop / Minimalism / Wartime music (swing)</p>
<p>Composing</p>	<p>Know and name standard notation for crotchets, paired quavers, crotchet</p>	<p>Know that letters can be used to represent each different section of song structure</p>	<p>Know that graphic notation can relate to standard notation</p>	<p>Know the differences between semibreves, minims, crotchets and crotchet rests,</p>

	<p>rests and minims. Know the relationship between these.</p> <p>Know that music can be created entirely through body percussion and vocal sounds</p>	<p>Know that different software programmes and apps can be combined to capture and alter sounds and enhance live music making</p> <p>Know that a range of audio effects can be used to enhance music</p> <p>Know that motifs are a way of representing moods or characters</p>	<p>Know the names and durations of crotchets, paired quavers, semi-quavers minims and semibreves and crotchet rests</p> <p>Begin to know treble clef pitch notation for a full octave (C-C')</p> <p>Know how time signatures change the beats per bar, recognising the differences between 2/4, 3/4 and 4/4 time signatures</p>	<p>paired quavers and semiquavers.</p> <p>Know how a piece of music can be structured into ternary form</p> <p>Know the meaning of all of these dynamics symbols (p, pp, f, ff, <, >)</p> <p>Know the features of a fanfare</p> <p>Know some different scales / musical devices used for pitch (eg. pentatonic, major / minor, chromatic, dissonant, arpeggios, chords)</p>
Performing	<p>Know why it can be important to maintain a steady pulse</p> <p>Know that ostinatos are used to create rhythmic patterns and can also be melodic.</p> <p>Know the relationship between crotchets and paired quavers and the musical symbols for these and for a crotchet rest.</p>	<p>Know that alignment (posture) can affect performance</p> <p>Know how the size of an instrument can relate to the pitch range</p> <p>Know the meaning of some dynamics symbols eg. (p, pp, f, ff, <, >)</p>	<p>Know that graphic notation can relate to standard notation</p> <p>Know the names and durations of crotchets, paired quavers, semi-quavers minims and semibreves and crotchet rests</p> <p>Begin to know the names of the notes on the treble clef staff</p>	<p>Know that beats can be played in irregular groupings and that the time signature tells us the groupings</p> <p>Know the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>Know that a groove can form the basis over which</p>

	<p>Begin to know the difference between rhythms on the beat and rhythms off the beat (syncopated)</p> <p>Know that a drone can be used to keep the pulse</p>		<p>Know how time signatures change the beats per bar, recognising the differences between 2/4, 3/4 and 4/4 time signatures</p>	<p>improvisations can be tried out</p> <p>Know how instruments can be played in different ways to create different timbres</p> <p>Know the meaning of all of these dynamics symbols (p, pp, f, ff, <, >)</p>
Disciplinary Knowledge	Year 3 and 4 Cycle B	Year 3 and 4 Cycle A	Year 5	Year 6
Singing	<p>To know how to...</p> <p>Sing and play confidently, identifying and maintaining a steady pulse.</p> <p>Maintain a part in a piece and respond to visual and aural cues</p> <p>Apply word chants to rhythms and link each syllable to a musical note</p> <p>Maintain an independent part in a small group when playing or singing (eg, a drone, ostinato, rhythm)</p>	<p>To know how to...</p> <p>Sing fluently in unison or parts and pitch match accurately</p> <p>Maintain own part when singing in multiple parts, accurately following performance directions.</p> <p>Use expression, dynamics and actions to enhance my vocal performance</p> <p>Use graphic notation to create a melody</p> <p>Sing with an awareness of breathing and pronunciation.</p> <p>Show good awareness of pitch matching when singing</p>	<p>To know how to...</p> <p>Sing / play confidently, identifying and maintaining a strong sense of pulse</p> <p>Maintain an independent part in a group with accuracy when playing</p> <p>Maintain an independent part with increasing awareness of other parts</p> <p>Experiment and perform sounds made by voice.</p> <p>Follow and perform a vocal piece using a graphic / notated score.</p>	<p>To know how to...</p> <p>Sing confidently, identifying and maintaining a strong sense of pulse and recognise when going out of time.</p> <p>Maintain an independent part in a group when singing with an awareness of other parts / performers.</p> <p>Follow staff and other notations through singing short passages of music</p> <p>Maintain an independent part with good awareness of other parts</p> <p>Experiment with, perform and refine sounds made by voice.</p>

<p>Listening</p>	<p>To know how to...</p> <p>Comment on own and other people's performances using vocabulary learnt</p> <p>Identify features of different musical genres: House music / Reggae / Rock and Roll / Minimalism / Musicals / Pop</p>	<p>To know how to...</p> <p>Comment on own and other people's performances using vocabulary learnt</p> <p>Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately.</p> <p>Listen to and use features of music from other traditions, genres and times</p> <p>Recognise, respond and use multiple sections within song structure</p>	<p>To know how to...</p> <p>Comment on own and other people's performances using Yr 5 vocabulary learnt</p> <p>Identify key features of musical structures</p>	<p>To know how to...</p> <p>Listen to and evaluate a range of live and recorded music from different traditions, genres, cultures styles and times, responding appropriately to the context.</p> <p>Comment on own and other people's performances using Yr 6 vocabulary learnt</p>
<p>Composing</p>	<p>To know how to...</p> <p>Use standard notation to compose own rhythms, using crotchets, paired quavers and crotchet rests</p> <p>Compose, perform and lead simple pieces in 4/4 time using ostinatos and drones</p> <p>Use graphic and standard notation to compose and notate rhythms and perform them to a steady pulse.</p> <p>Create different rhythms and play them confidently within a set structure.</p> <p>Create and practise a piece of music using features of different genres (using key skills and knowledge).</p>	<p>To know how to...</p> <p>Create simple melodies containing rhythmic patterns and use accompaniments</p> <p>Use technology to create, change and combine sounds.</p> <p>Compose following the basic sections of song structure</p> <p>Listen to and use features of music from other traditions, genres and times</p> <p>Use voice, sounds, technology and instruments in creative ways</p> <p>Recognise, respond and use multiple sections within song structure</p>	<p>To know how to...</p> <p>Create simple rhythmic pieces which demonstrate understanding of rhythm using graphic and standard notation</p> <p>Use a variety of timbres and techniques when creating music</p> <p>Create contrasting rhythms within a range of time signatures..</p> <p>Use basic musical symbols including standard notation</p> <p>Begin to create music which demonstrates an understanding of basic structure and an awareness of contrasting pitches and melodies.</p> <p>Begin to use a variety of musical devices and techniques when creating music</p>	<p>To know how to...</p> <p>Use a variety of musical devices, including contrasting timbres and textures when creating and playing music</p> <p>Create music which demonstrates understanding of basic structure with a focus on contrasting pitches and melodies</p> <p>Use a variety of musical devices such as timbre, texture, dynamics and tempo changes when creating music.</p> <p>Create and practise a piece of music using features of different genres (using Yr 6 key skills and knowledge).</p> <p>Create and perform a vocal piece by following a graphic / notated score.</p>

			<p>Consider some musical devices when creating music using voice, sounds, technology and instruments</p> <p>Use key features of musical structures</p> <p>Create and practise a piece of music using features of different genres (using Yr 5 key skills and knowledge).</p>	
<p>Performing (to include reading notation)</p>	<p>To know how to...</p> <p>Sing and play confidently, identifying and maintaining a steady pulse.</p> <p>Maintain a part in a piece and respond to visual and aural cues</p> <p>Apply word chants to rhythms and link each syllable to a musical note</p> <p>Maintain an independent part in a small group when playing or singing (eg, a drone, ostinato, rhythm)</p> <p>Follow basic symbols (standard and graphical notation)</p> <p>Perform rhythmic phrases accurately, whilst maintaining a steady sense of pulse</p>	<p>To know how to...</p> <p>Use expression, dynamics and actions to enhance my vocal performance</p> <p>Aurally identify, recognise, and use graphic notation to represent basic changes in pitch within a limited range</p> <p>Aurally recognise, respond to and use musical symbols and basic pitch changes within a limited range</p>	<p>To know how to...</p> <p>Sing / play confidently, identifying and maintaining a strong sense of pulse</p> <p>Maintain an independent part in a group with accuracy when playing</p> <p>Read simple rhythms using paired quavers, crotchets, crotchet rests, minims and semibreves</p> <p>Use a variety of timbres and techniques when creating and playing music</p> <p>Play contrasting rhythms within a range of time signatures.</p> <p>Maintain a rhythmic part in a group performance with an awareness of structure.</p> <p>Respond to basic musical symbols including standard notation</p> <p>Demonstrate increasing confidence and skill when taking different roles in rehearsal and</p>	<p>To know how to...</p> <p>Play confidently, identifying and maintaining a strong sense of pulse and recognise when going out of time.</p> <p>Maintain an independent part in a group when playing with an awareness of other parts / performers.</p> <p>Play regular (2/4, 3/4, 4/4) and irregular (7/4, 5/4) timings</p> <p>Follow staff and other notations through playing short passages of music</p> <p>Use a variety of musical devices, including contrasting timbres and textures when creating and playing music</p> <p>Confidently maintain a part in a group performance including a variety of rhythms</p>

	<p>Demonstrate understanding of the difference between pulse and rhythm whilst performing and playing instruments – clarinets.</p> <p>Take part in a performance, following musical signals and maintain a strong sense of pulse</p> <p>Use graphic and standard notation to rhythms perform them to a steady pulse.</p> <p>Perform different rhythms and play them confidently within a set structure.</p> <p>Confidently maintain an independent part while playing an instrument in a small group</p> <p>Perform features of different musical genres: House music / Reggae / Rock and Roll/ Minimalism / Musicals / Pop</p>		<p>performance</p> <p>Play from standard pitch notation in the treble clef. Begin to use a variety of musical devices and techniques when making music</p> <p>Consider some musical devices when playing music using voice, sounds, technology and instruments</p> <p>Identify and perform features of different musical genres: Jazz / Expressionism / Film Music</p>	<p>Read, play and identify short passages of rhythms using standard notation.</p> <p>Interpret a graphic score and use it to perform.</p> <p>Demonstrate increasing confidence, expression, skill and levels of musicality when taking different roles in performance and rehearsal.</p> <p>Use a variety of musical devices such as timbre, texture, dynamics and tempo changes when making music.</p> <p>Identify and perform features of different musical genres: Hip Hop / Minimalism / Wartime (Swing)</p>
<p>Vocabulary</p>	<p>Adagio Bass line / Ground bass bpm Bridge Chords Crotchet Crotchet rest Drone</p>	<p>Audio effects Audio recording Bar Bridge Chord Crescendo Crotchet Delay</p>	<p>A Capella Atonal Audio effects Audio recording Bar Bent note Bridge Chord</p>	<p>Arpeggio Audio effects Audio recording Bar Beat Bridge Chord Chromatic</p>

	Dynamics Genre Graphic notation Graphic score Harmonies Hi-hat Hook Improvise Internalising words Kick drum Looped samples Lyrics Melodies Melody Minim Motif Ostinato Paired quavers Pentatonic scale Phrase Pulse Rest Rhythm Riff Standard notation Synthesiser Syncopated rhythm Syncopation Tempo Texture Upbeat Verse and chorus	Diction Dynamics Forte Graphic notation Harmony Intro Interval Legato Loops Lyrics Major Melody Minim Minor Motif Music technology Octave Ostinato Outro Paired quavers Pentatonic scale Phrase Piano - quiet Pitch Pitch-match Pulse Reverb Rhythm Rondo Round Scale Song structure Staccato Stave Structure	Crotchet Crotchet rest Diction Dissonance Dynamics Genre Graphic notation Graphic score Harmony Improvise Improvisation Interval Intro Key Signature Loops Lyrics Major Melodic phrase Minimalist music Minim Minor Motif Music technology Ostinato Outro Paired quavers Pentatonic scale Phrase Pitch Pulse Quaver Rap Rhythm Rondo Scale	Coda Crotchet Crotchet rest DJ-ing Dissonance Drone Dynamics Genre Graphic notation Graphic score Harmony Improvise Interval Intro Key Signatures Legato Loops Lyrics Melodic phrase Minim Motif Music technology Ostinato Ostinati Outro Paired quavers Pentatonic Phasing Pitch Pre-chorus Pulse Rap Rapping Rallentando Rhythm
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Cross-curricular reading	BBC Ten Pieces – fact files on composers to support listening. Facts about instruments learnt in WCIT sessions. Reading lyrics and playscript for annual nativity performance.	BBC Ten Pieces – fact files on composers to support listening. Facts about instruments learnt in WCIT sessions. Reading lyrics and playscript for annual Easter service.	BBC Ten Pieces – fact files on composers to support listening. Facts about instruments learnt in WCIT sessions.	BBC Ten Pieces – fact files on composers to support listening. Facts about instruments learnt in WCIT sessions. Reading lyrics and playscript for annual leavers' performance.
Cross-curricular links	Christmas nativity Easter Service Times tables songs	Christmas Nativity Easter service Science unit – sound Times tables songs	Carol Service Times tables songs Songs to help children remember facts and information.	Year 6 Production English – playscripts / song writing (end of year performance) Times tables songs

	<p>Songs to help children remember facts and information.</p> <p>French culture day (listening activity)</p> <p>Listening and appraising of music from different cultural contexts</p> <p>Maths – fractions related to values of notation.</p> <p>History – how music reflects social, historical and cultural change</p> <p>Computing - music technology</p> <p>Geography – investigating world music traditions</p> <p>Team work, collaboration, wellbeing, mindfulness, respecting cultures.</p>	<p>Songs to help children remember facts and information.</p> <p>French culture day (listening activity)</p> <p>Listening and appraising of music from different cultural contexts</p> <p>Maths – fractions related to values of notation.</p> <p>History – how music reflects social, historical and cultural change</p> <p>Computing - music technology</p> <p>Geography – investigating world music traditions</p> <p>Team work, collaboration, wellbeing, mindfulness, respecting cultures.</p>	<p>French culture day (listening activity)</p> <p>Listening and appraising of music from different cultural contexts</p> <p>Maths – fractions related to values of notation.</p> <p>History – how music reflects social, historical and cultural change</p> <p>Computing - music technology</p> <p>Geography – investigating world music traditions</p> <p>Team work, collaboration, wellbeing, mindfulness, respecting cultures.</p>	<p>Songs to help children remember facts and information.</p> <p>French culture day (listening activity)</p> <p>Listening and appraising of music from different cultural contexts</p> <p>Maths – fractions related to values of notation.</p> <p>History – how music reflects social, historical and cultural change</p> <p>Computing - music technology</p> <p>Geography – investigating world music traditions</p> <p>Team work, collaboration, wellbeing, mindfulness, respecting cultures.</p>
<p>Christian Values</p>	<p>Courage – Children develop courageous advocacy through music, understanding how it can be a powerful tool used to make positive changes in the world. Learning about important figures in history who have used music as a way of expressing their views on important global issues, both encourages and inspires children at Church Hill. Children show courage when performing and learn how making mistakes in music is an important part of the learning process.</p> <p>Fairness: Through music, children learn about how many composers through history have had to strive to have their musical works recognised and appreciated. These opportunities often open important discussions. Children working in small ensembles work together on making group activities fair so that everyone feels included and valued in their roles.</p>			

	<p>Kindness: Children regularly listen and appraise performances and are supportive and encouraging towards others, sharing ideas on how to improve. Children learn how to give constructive feedback and have opportunities to work together in teams. Members of musical groups choose charities to donate proceeds of concerts to, ranging from international charities such as The Red Cross, to more local charities.</p> <p>Koinonia: Through music, children demonstrate their understanding and respect of other cultures and beliefs. In music lessons and performances both within school and in the wider community, children work together to ensure everyone feel included and valued: everyone has a part to play.</p> <p>Responsibility: Children develop their skills of responsibility when working in small ensembles, developing their ideas and taking ownership of practising their compositions so they are ready to perform to audiences. They take care of the instruments in school and sing about important issues in music lessons and in whole-school assemblies. Children take pride singing their school song which underpins the school's values.</p> <p>Thankfulness: Through our pupil voice, children are given the chance to share their views on music. They are thankful for chances to perform in whole-school events, in church and within the community, within their music lessons and in the musical clubs on offer at Church Hill. Not only are they thankful for the range of musical opportunities they are given, children share their thanks musically through songs in our weekly singing 'get-togethers'</p> <p>Truthfulness: In music, this value helps children to understand and develop the positive impact that musical artists can have on global matters.</p>
<p>Spiritual Development</p>	<p>Music plays a central role in the lives of both children and staff at Church Hill. Through lessons, rehearsals, clubs, and performances, children are inspired to develop not only technical skills but also a deep appreciation for the beauty and diversity of music. Weekly singing practice allows children to engage with songs from around the world, fostering a sense of connection with others and an awareness of different cultures. Through these musical opportunities, we aim to nurture children's self-confidence, resilience, and creativity, encouraging them to discover and celebrate their own voices and talents. Children are supported to reflect not only on the technical aspects of their work but also on the personal impact of music—how it evokes emotion, sparks imagination, and brings joy to themselves and others. In doing so, they develop a richer understanding of beauty, expression, and collaboration, which they can carry with them long after they leave our school.</p>