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## **Introduction**

Our curriculum is structured into 3 progressive stages: Discover, Explore and Develop. Each stage is further divided into 2 levels – A and B. Typically, each level corresponds to a specific year group. For example, *Discover (level A)* is generally suited to Year 1 learners, whilst *Develop (level B)* is designed for those in Year 6.

These stages align broadly with the key stages as follows:

- *Discover* for Key Stage 1
- *Explore* for Lower Key Stage 2
- *Develop* for Upper Key Stage 2

We recognise that different classes may engage with the curriculum at varying entry points. To ensure the best fit, each class is assessed at the beginning of the academic year to determine the most appropriate stage and level for their needs.





**Table of progression**

	<b>Discover A</b>	<b>Discover B</b>	<b>Explore A</b>	<b>Explore B</b>	<b>Develop A</b>	<b>Develop B</b>
<b>Rhythms</b>	pulse, ta, tete, shh	ta, tete, shh & tika-tika	tika-tika, tika-te, te-tika	too, ta-a-a, ta-a-a-a	tum, tre-o-la, ta-te	syncopation
<b>Pitches</b>	high/low	high/low on body	3 pitches	notes within a 5 <sup>th</sup> (interval jumps of 4 <sup>th</sup> & 5 <sup>th</sup> and stepwise)	notes within a 6 <sup>th</sup> (plus jumps)	notes within an octave
<b>Notation</b>	-	symbol form, heartbeats, graphic, so-mi reduced stave	full stave	full stave	full stave	Full stave and graphic score
<b>Singing</b>	different voices	sm, sml, drm, drms, drmsl	round in 2 parts	partner songs and 2-part harmony in step	3-part rounds and with a drone	in harmony moving in step together
<b>Metre</b>	4/4	4/4	4/4	3/4	6/8	consolidate
<b>Other key elements</b>	concept pairs and timbral discovery	independent pulse, common instruments (outside of class)	call & response, repeat marks, melody shape	ostinato, 1 <sup>st</sup> /2 <sup>nd</sup> time bars, stepwise, drone	pentatonic, 12-bar blues, structure, chords, world instruments	expression, syncopation, performance,



## Knowledge & Skills overview (by stage)

DISCOVER (A)	
Knowledge	<p><i>As a DISCOVERER (level A), I can:</i></p> <ul style="list-style-type: none"><li>• show that I am an inquisitive musical learner, asking questions, listening to the opinions and ideas of others, and demonstrating curiosity about what I see and hear</li><li>• respond to music through movement of my body, whether my hands, feet, or whole body</li><li>• discover instrumental timbre of untuned percussion in the classroom (hit, scrape, shake...)</li><li>• discover and identify common instruments and instrumental groups by sight and sound (blow, hit, strum etc)</li><li>• understand that music has a steady pulse, like a heartbeat</li><li>• show understanding of concept pairs, including, but not restricted to: start and stop, high and low, loud and quiet smooth and spiky, hit and shake, sound and silence</li></ul>
Skills	<p><i>As a DISCOVERER (level A), I can:</i></p> <ul style="list-style-type: none"><li>• use my voice confidently, alone and as part of a group</li><li>• use my thinking, speaking, and singing voices, or a character voice</li><li>• speak rhythmically and in time - using <i>ta, tete and shh</i> (crotchets &amp; quavers) but without symbols</li><li>• reliably keep the pulse of a beat on my body or on an untuned percussion instrument</li><li>• show good control of musical instruments, being able to take turns</li><li>• follow a leader</li><li>• recall a simple rhythm (four beats) and clap or tap it back</li><li>• use instruments to discover effect and create soundscapes (eg. to accompany stories)</li></ul>



<b>DISCOVER (B)</b>	
<b>Knowledge</b>	<p><i>As a DISCOVERER (level B), I can:</i></p> <ul style="list-style-type: none"><li>• accurately distinguish between <i>ta, tete, tika-tika</i> and <i>shh</i> in symbol form, with no written or verbal prompts</li><li>• assign simple rhythmic units to graphic representations of pulse (heart beats, for example)</li><li>• read so- mi notation on a reduced stave</li><li>• discover and identify a wider variety of common music instruments (eg. piano, guitar) by sight and sound</li><li>• demonstrate increasing independence and versatility in talking about concept pairs, perhaps beginning to show awareness of nuance</li><li>• understand what improvisation is</li></ul>
<b>Skills</b>	<p><i>As a DISCOVERER (level B), I can:</i></p> <ul style="list-style-type: none"><li>• sing songs on limited pitch sets (sm, sml, drm, drms, drmsl) in tune and with confidence</li><li>• maintain an accurate sense of pulse, independently and in front of peers</li><li>• demonstrate good vocal control, being able to 'take charge' and start or lead a song with others</li><li>• use different parts of the body to keep the pulse and to demonstrate rhythms</li><li>• use different parts of the body to demonstrate changes in pitch (eg. high &amp; low)</li><li>• use simple graphic representation of sounds to create a score</li><li>• show compositional and improvisational creativity using <i>ta, tete</i> and <i>shh</i> on familiar instruments available to them</li></ul>



EXPLORE (A)	
Knowledge	<p>As an EXPLORER (level A), I can:</p> <ul style="list-style-type: none"><li>• read simple notation for my instrument</li><li>• read <i>tika-tika</i>, <i>tika-te</i> and <i>te-tika</i> rhythms (semiquavers and quaver patterns)</li><li>• understand 'piano' and 'forte' markings</li><li>• explore and understand the instruments being used</li><li>• match syllables to rhythms in lyrics</li><li>• follow and identify repeat marks</li><li>• follow the shape of a melody within a 3<sup>rd</sup></li><li>• combine short melodies into a larger group structure</li><li>• explore and recognise orchestral instruments</li></ul>
Skills	<p>As an EXPLORER (level A), I can:</p> <ul style="list-style-type: none"><li>• prepare my breath to sing longer phrases</li><li>• stand with good posture to sing</li><li>• move to a pulse in 4/4 time, accenting beats 1 &amp; 3</li><li>• play a piece of music using 2 different notes/strings</li><li>• play and sing <i>tika-tika</i>, <i>te-tika</i> and <i>tika-te</i> rhythms</li><li>• control the volume (dynamics) of my sound</li><li>• repeat d-m-s-l phrases in tune</li><li>• perform a song with call &amp; response</li><li>• write down simple 1-bar rhythms I have heard</li><li>• write simple lines for a new verse to a song</li><li>• perform a simple round in 2 parts</li><li>• identify and play 3 different pitches</li><li>• create 1 bar melodies using known pitches and rhythms</li></ul>



EXPLORE (B)	
Knowledge	<p>As an EXPLORER (level B), I can:</p> <ul style="list-style-type: none"><li>• understand and explain a drone</li><li>• read more complex notation for my instrument (eg ukulele chord diagrams)</li><li>• read <i>too</i> (minims), <i>ta-a-a</i> (dotted minim) and <i>ta-a-a-a</i> (semibreve) patterns</li><li>• track the contour of a melody within a 5<sup>th</sup></li><li>• explore ostinato</li><li>• use 1<sup>st</sup> and 2<sup>nd</sup> time bars within repeated sections</li><li>• recognise and explore <math>\frac{3}{4}</math> time</li><li>• understand stylistic choices when creating music</li></ul>
Skills	<p>As an EXPLORER (level B), I can:</p> <ul style="list-style-type: none"><li>• control my breath to change the dynamics of my voice</li><li>• accurately pitch and sing intervals of 4ths and 5ths</li><li>• sing with a drone harmony</li><li>• identify d-r-m-s-l pitch changes by ear and represent them on my body (or another way)</li><li>• perform percussion patterns whilst singing</li><li>• play patterns of <i>toom</i>, <i>ta-a-a-a</i> and <i>ta-a-a</i></li><li>• play notes within a range of a 5<sup>th</sup></li><li>• create a 1 bar ostinato pattern</li><li>• sing simple partner songs</li><li>• compose a melody using stepwise movement and a repeated structure</li><li>• sing in 2-part harmony in step</li><li>• perform as part of an ensemble, maintaining my part</li></ul>



<b>DEVELOP (A)</b>	
<b>Knowledge</b>	<p>As a <i>DEVELOPER (level A)</i>, I can:</p> <ul style="list-style-type: none"><li>• describe and understand the pentatonic scale</li><li>• analyse and discuss how music and the wider world (including historical context) impact each other</li><li>• discuss different ways of structuring a piece of music, such as chordal structure</li><li>• develop understanding of metre including 6/8 time</li><li>• read <i>tum (dotted crotchet)</i>, <i>tre-o-la</i> (triplet quavers) and <i>ta-te</i> rhythms</li><li>• develop awareness and recognition of instruments from the wider world</li><li>• compare and contrast similar instruments from around the world</li></ul>
<b>Skills</b>	<p>As a <i>DEVELOPER (level A)</i>, I can:</p> <ul style="list-style-type: none"><li>• accurately pitch jumps with intervals of a 6<sup>th</sup></li><li>• plays notes within a 6<sup>th</sup></li><li>• play and create using the pentatonic scale</li><li>• follow more complex instructions given by a conductor</li><li>• improvise a short phrase using the pentatonic scale</li><li>• perform songs with harmony including 3-part rounds and drones</li><li>• play and sing: <i>tum (dotted crotchet)</i>, <i>tre-o-la</i> (triplet quavers) and <i>ta-te</i> rhythms</li><li>• play and explain expressive markings including: <i>mp mf, cresc, dim, legato</i> and <i>staccato</i></li></ul>



<b>DEVELOP (B)</b>	
<b>Knowledge</b>	<p><i>As a DEVELOPER (level B), I can:</i></p> <ul style="list-style-type: none"><li>• read music that includes both stepwise movement and jumps of up to an octave</li><li>• follow the contour of a melody using up to a full octave</li><li>• identify the structure of a song</li><li>• talk about style indicators and characteristics of a song, including global music and traditions outside of Western Classical music</li><li>• distinguish between different metres and their effects</li><li>• understand how to project and communicate well in a performance</li></ul>
<b>Skills</b>	<p><i>As a DEVELOPER (level B), I can:</i></p> <ul style="list-style-type: none"><li>• develop my use of vocal techniques to include loops and vocal improvisation</li><li>• improvise on my instrument using pitches and rhythms I've learned</li><li>• sing in harmony moving in step with another part</li><li>• compose with the voice</li><li>• create, sing and play musically, showing clear awareness of the inter-related dimensions of music</li><li>• notate my ideas in a variety of ways: traditional notation, graphic scores etc</li><li>• play in an ensemble with multiple parts</li><li>• rehearse and perform within our class ensemble with evidence of musicality and expression</li></ul>



## **Half termly unit focus**

The overview of skills & knowledge may be separated into progressive half termly units as follows.

### **DISCOVER: A**

The outcomes for the first phase of the Discover programme are developed throughout the year and delivered through stand-alone, themed sessions. Rather than following a fixed musical focus each half term, the programme embeds and threads key musical skills across the year, guided by the overall objectives set out in the phase overview table. These skills grow in both complexity and depth as the phase progresses. We recognise that children begin the programme with varying levels of prior musical experience and exposure. This inclusive approach ensures that those with limited musical exposure during their early developmental years or EYFS can explore and build their musical understanding alongside peers who may engage with the same lesson at a more advanced level. By the end of this phase, all children are equipped with a solid foundation of musical skills and understanding, setting them off on a level playing field as they move into the next phase of the programme—Discover B.



**DISCOVER: B**

<b>AUTUMN 1</b>	<p><b>I CAN:</b></p> <ul style="list-style-type: none"> <li>maintain an accurate sense of pulse, with support</li> <li>demonstrate good vocal control, being able to 'take charge' and start or lead a song with others</li> <li>sing songs on limited pitch sets (so-mi, so-mi-la, do-re-mi) in tune and with confidence</li> <li>begin to recognise ta, tete, and shh in symbol form, with no written or verbal prompts</li> </ul>	<b>AUTUMN 2</b>	<p><b>I CAN:</b></p> <ul style="list-style-type: none"> <li>assign simple rhythmic units to graphic representations of pulse (heart beats, for example)</li> <li>identify a wider variety of musical instruments</li> <li>demonstrate increasing independence and versatility in talking about concept pairs eg high/low, loud/quiet, fast/slow</li> </ul>
<b>SPRING 1</b>	<p><b>I CAN:</b></p> <ul style="list-style-type: none"> <li>identify a wider variety of music instruments including those from other cultures</li> <li>show compositional and improvisational creativity using ta, tete and shh on familiar instruments available to them</li> <li>maintain an accurate sense of pulse, independently</li> </ul>	<b>SPRING 2</b>	<p><b>I CAN:</b></p> <ul style="list-style-type: none"> <li>show compositional and improvisational creativity</li> <li>demonstrate increasing independence and versatility in talking about concept pairs, perhaps beginning to show awareness of gradation</li> <li>use different parts of the body to demonstrate changes in pitch</li> </ul>
<b>SUMMER 1</b>	<p><b>I CAN:</b></p> <ul style="list-style-type: none"> <li>demonstrate good instrumental control</li> <li>use different parts of the body to keep the pulse and to demonstrate rhythms</li> <li>demonstrate increasing independence and versatility in talking about concept pairs, showing awareness of gradation</li> <li>sing songs on limited pitch sets (sm, sml, drm, drms, drmsl) in tune and with confidence</li> <li>accurately distinguish between ta, tete, and shh in symbol form, with no written or verbal prompts</li> </ul>	<b>SUMMER 2</b>	<p><b>I CAN:</b></p> <ul style="list-style-type: none"> <li>sing songs on limited pitch sets (sm, sml, drm, drms, drmsl) in tune and with confidence</li> <li>accurately distinguish between ta, tete, tika- tika, te-tika, tika -te and shh in symbol form, with no written or verbal prompts</li> <li>maintain an accurate sense of pulse, independently and in front of peers</li> <li>demonstrate good vocal and instrumental control, being able to 'take charge' and start or lead a song or piece with others</li> </ul>



## EXPLORE: A

AUTUMN 1	<p><b>I CAN:</b></p> <ul style="list-style-type: none"> <li>prepare my breath to sing longer phrases</li> <li>stand with good posture to sing</li> <li>move to a pulse in 4/4 time, accenting beats 1 and 3</li> <li>explore the instruments i use</li> <li>play a piece of music using: 2 open strings (ukulele), the note B (recorder) or up to 3 different notes (glockenspiel)</li> </ul>	AUTUMN 2	<p><b>I CAN:</b></p> <ul style="list-style-type: none"> <li>read, sing and play tika-tika rhythms</li> <li>play quiet and loud sounds</li> <li>read simple notation for my instrument</li> <li>recognise and use '<i>piano</i>' &amp; '<i>forte</i>' markings</li> </ul>
SPRING 1	<p><b>I CAN:</b></p> <ul style="list-style-type: none"> <li>repeat <i>d m s l</i> phrases in tune</li> <li>perform a song with call &amp; response</li> <li>read, sing and play <i>te-tika</i> and <i>tika-te</i> rhythms</li> <li>write down simple 1 bar rhythms I have heard</li> <li>write simple lines for a new verse to a song</li> </ul>	SPRING 2	<p><b>I CAN:</b></p> <ul style="list-style-type: none"> <li>perform a simple round in 2 parts</li> <li>identify and follow repeat marks</li> <li>play songs using 3 different pitches that move up and down by step</li> </ul>
SUMMER 1	<p><b>I CAN:</b></p> <ul style="list-style-type: none"> <li>play notes within a 3<sup>rd</sup>, tracking the contour of the melody</li> <li>compose 1 bar melodies (within a 3<sup>rd</sup>) using known rhythms</li> <li>combine 1 bar melodies into a larger structure</li> </ul>	SUMMER 2	<p><b>I CAN:</b></p> <ul style="list-style-type: none"> <li>sing <i>d r m s l</i> phrases and songs in tune</li> <li>maintain a simple rhythm as one layer within a larger texture</li> <li>begin to make improvisational choices as part of a group performance</li> </ul>



<b>EXPLORE: B</b>			
<b>AUTUMN 1</b>	<p><b>I CAN:</b></p> <ul style="list-style-type: none"> <li>control my breath to create and control loud &amp; quiet sounds with my voice</li> <li>accurately pitch larger interval jumps (4ths &amp; 5ths)</li> <li>sing a song with a drone harmony</li> <li>start to read more complex notation for my instrument</li> </ul>	<b>AUTUMN 2</b>	<p><b>I CAN:</b></p> <ul style="list-style-type: none"> <li>identify <i>d r m s l</i> pitch changes by ear</li> <li>represent <i>d r m s l</i> pitches on my body (on another way)</li> <li>read, sing and play too (minims) and ta-a-a-a (semibreve) rhythms</li> </ul>
<b>SPRING 1</b>	<p><b>I CAN:</b></p> <ul style="list-style-type: none"> <li>perform percussion patterns whilst singing</li> <li>play notes within a 5<sup>th</sup>, tracking the contour of the melody</li> <li>compose a 1 bar ostinato</li> </ul>	<b>SPRING 2</b>	<p><b>I CAN:</b></p> <ul style="list-style-type: none"> <li>sing simple partner songs with a steady pulse</li> <li>follow repeat marks with 1<sup>st</sup> and 2<sup>nd</sup> time bars</li> <li>compose an extended melody using step-wise movement and repeat marks</li> </ul>
<b>SUMMER 1</b>	<p><b>I CAN:</b></p> <ul style="list-style-type: none"> <li>perform music in 3/4 time, accenting beat 1</li> <li>read, sing and play ta-a-a (dotted minim) rhythms</li> <li>sing 2-part harmony in step</li> </ul>	<b>SUMMER 2</b>	<p><b>I CAN:</b></p> <ul style="list-style-type: none"> <li>perform as part of an ensemble, maintaining my part within the texture</li> <li>compose, combining the skills I've learned to make structural and stylistic choices</li> </ul>



**DEVELOP: A**

<b>AUTUMN 1</b>	<p><b>I CAN:</b></p> <ul style="list-style-type: none"> <li>accurately pitch larger interval jumps (6<sup>th</sup>)</li> <li>play notes within a 6<sup>th</sup>, tracking the contour of the melody</li> <li>play a piece using the pentatonic scale</li> </ul>	<b>AUTUMN 2</b>	<p><b>I CAN:</b></p> <ul style="list-style-type: none"> <li>identify, explain and follow expressive markings (including <i>mp</i>, <i>mf</i>, <i>cresc</i>, <i>dim</i>, <i>legato</i> &amp; <i>staccato</i> )</li> <li>perform songs with a drone</li> <li>follow more complex instructions given by a conductor</li> </ul>
	<b>SPRING 1</b>		<p><b>I CAN:</b></p> <ul style="list-style-type: none"> <li>improvise using the pentatonic scale</li> <li>discuss different ways of structuring a piece of music</li> <li>develop awareness and recognition of instruments from the wider world</li> <li>discuss and analyse the ways in which music and the wider world impact each other</li> </ul>
<b>SUMMER 1</b>		<p><b>I CAN:</b></p> <ul style="list-style-type: none"> <li>perform music in 6/8 time</li> <li>develop my understanding of metre</li> <li>read, sing and play dotted crotchet (<i>tum</i>), triplet quavers (<i>tre-o-la</i>) and crotchet-quaver (<i>ta- te</i>) rhythms</li> </ul>	<b>SUMMER 2</b>



## DEVELOP: B

<b>AUTUMN 1</b>	<p><b>I CAN:</b></p> <ul style="list-style-type: none"><li>• use my voice to improvise, including performing vocal loops</li><li>• improvise on my instrument using pitches and rhythms i have previously learnt</li><li>• follow the contour of a melody using up to a full octave</li></ul>	<b>AUTUMN 2</b>	<p><b>I CAN:</b></p> <ul style="list-style-type: none"><li>• read and play music that includes both step-wise movement and jumps within 1 octave</li><li>• understand how to project and communicate well in a performance</li><li>• rehearse and perform within our class ensemble with evidence of musicality and expression</li></ul>
<b>SPRING 1</b>	<p><b>I CAN:</b></p> <ul style="list-style-type: none"><li>• talk about style indicators and characteristics of a song, including global music and traditions outside of western classical music</li><li>• distinguish between different metres and their effects</li><li>• perform in an ensemble with more than one part, playing similar material</li></ul>	<b>SPRING 2</b>	<p><b>I CAN:</b></p> <ul style="list-style-type: none"><li>• sing in harmony moving in step with another part</li><li>• compose with the voice</li><li>• notate my ideas in a variety of ways: traditional notation, graphic scores etc</li></ul>
<b>SUMMER 1</b>	<p><b>I CAN:</b></p> <ul style="list-style-type: none"><li>• accurately pitch octave jumps with the voice</li><li>• comment on the structure of a song, referencing different examples heard throughout the curriculum</li><li>• perform as one part within an ensemble, with parts playing contrasting material</li></ul>	<b>SUMMER 2</b>	<p><b>I CAN:</b></p> <ul style="list-style-type: none"><li>• create, sing and play musically, showing clear awareness of the inter-related dimensions of music</li><li>• discuss listening examples with reference to, e.g., forces, metre, structure, and purpose</li><li>• perform as one part of an ensemble, demonstrating a strong sense of pulse and musicianship</li></ul>