

Music Progression

Overview:
 We provide a high-quality music curriculum that engages and inspires pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to a variety of musical styles.

Aims for the National Curriculum music curriculum:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Pupils will be taught the following knowledge and skills:

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
LISTEN AND APPRAISE	<p>To know many nursery rhymes off by heart</p> <p>To learn that music can touch your feelings</p>	<p>To know five songs from memory</p> <p>To know and recognise the sound and names of some of the instruments used within songs</p> <p>To enjoy moving to music by dancing, marching and being animals</p>	<p>To know five songs from memory and what they are about</p> <p>To know some songs have a chorus or a response/answer part</p> <p>To know that songs have a musical style</p> <p>To learn how songs can tell a story or describe an idea</p>	<p>To know five songs from memory and who sang them or wrote them</p> <p>To be able to explain what a song is about, based on its lyrics</p> <p>To identify any musical dimensions within a song and where they are used: texture, dynamics, tempo, rhythm and pitch</p> <p>To name some of the instruments heard in a song</p> <p>To identify and move to the pulse</p> <p>To explain how a song makes them feel</p>	<p>To know five songs from memory and what style they are</p> <p>To identify some of the style indicators of a song, e.g. <i>the musical characteristics that give the song its style</i></p> <p>To identify the main sections of a song: introduction, verse, chorus etc.</p> <p>To explain how the musical dimensions work together in a song, e.g. <i>if the song gets louder in the chorus (dynamics).</i></p> <p>To listen to other people's thoughts about music</p> <p>To use musical words when talking about songs</p>	<p>To know five songs from memory and name other songs with the same style</p> <p>To identify the similarities and differences between two or three songs, e.g. lyrics, musical dimensions, sections, instruments used</p> <p>To discuss the historical context of some songs, e.g. <i>What else was going on at this time and how did that impact the song writing?</i></p> <p>To think about the message of songs</p> <p>To talk about the musical dimensions working together in songs</p>	<p>To know five songs from memory, who sang or wrote them, when they were written and why</p> <p>To identify any musical dimensions featured in a range of songs and where they are used: texture, dynamics, tempo, rhythm, pitch and timbre</p> <p>To identify the structure of different songs</p> <p>To discuss what was going on musically and historically during the time that songs were written</p> <p>To know that fact that we each have a musical identity</p> <p>To talk about the music and how it makes you feel, using musical language to describe it</p>

Music Progression

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
COMPOSITION & NOTATION		<p>To know that composing is like writing a story with music</p> <p>To know that everyone can compose</p> <p>To help create a simple melody using one, two or three notes</p>	<p>To help create three simple melodies using one, three or five different notes</p> <p>To know that the notes of the composition can be written down and changed if necessary</p>	<p>To know that a composition is music that is created and kept in some way</p> <p>To plan and create a section of music that can be performed within the context of the unit song</p> <p>To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo</p>	<p>To know that composition can be played or performed again to your friends</p> <p>To know that there are different ways of recording compositions: letter names, symbols, audio etc.</p> <p>To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song</p>	<p>To know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <p>To know that notation is the connection between sound and symbol</p> <p>To identify the keynote or home note and the structure of the melody</p>	<p>To create simple melodies using up to five different notes and simple rhythms that work musically with the style of a given song</p> <p>To record a composition in any way appropriate that recognises the connection between sound and symbol, e.g. graphic/pictorial notation</p>
SINGING	<p>To sing or rap nursery rhymes and simple songs from memory</p> <p>To know that songs have sections</p> <p>To sing along with a pre-recorded song and add actions</p> <p>To sing along with the backing track</p>	<p>To confidently sing or rap five songs from memory and sing them in unison</p> <p>To know that unison is everyone singing at the same time</p> <p>To identify different voices and singing notes of different pitches (high and low), in songs</p> <p>To know that voices can make different types of sounds: rapping, humming, saying words in rhythm</p> <p>To learn to start and stop singing when following a leader</p>	<p>To confidently know and sing five songs from memory</p> <p>To know that songs include other ways of using the voice e.g. <i>rapping (spoken word)</i></p> <p>To know why we need to warm up our voices</p> <p>To know how to find a comfortable singing position</p>	<p>To know that singing in a group can be called a choir</p> <p>To know that a conductor is a person who the choir or group follow</p> <p>To know that songs can make you feel different things e.g. <i>happy, energetic or sad</i></p> <p>To sing in unison and in simple two-parts</p> <p>To understand that singing solo requires confidence</p> <p>To sing with awareness of being 'in tune'</p>	<p>To know how a solo singer makes a thinner texture than a large group</p> <p>To know that you must listen to each other when singing as part of an ensemble or large group</p> <p>To re-join the song if lost</p> <p>To listen to the group when singing</p> <p>To have an awareness of the pulse, internally, when singing</p>	<p>To know and sing five songs and their parts, from memory, and to sing them with a strong internal pulse</p> <p>To choose a song and be able to talk about its main features: singing in unison, the solo, lead vocal, backing vocals or rapping</p> <p>To understand that including rapping will change the style of a song</p> <p>To listen to each other singing and be aware of how you fit into the group</p>	<p>To know about the style of a song and use this to represent the feeling and context to an audience</p> <p>To identify what a song is about and the meaning of the lyrics</p> <p>To sing in unison and to sing backing vocals</p>

Music Progression

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">EXPLORE AND CREATE: PLAYING</p>	<p>To know that we can move with the pulse of the music</p> <p>To know that the words of songs can tell stories and paint pictures</p> <p>To find the pulse by copying a character in a nursery rhyme</p> <p>To copy basic rhythm patterns</p> <p>To explore high and low using voices and sounds of characters in the songs</p>	<p>To know that instruments must be treated carefully and with respect</p> <p>To know the names of the instruments they are playing</p> <p>To know that music has a steady pulse, like a heartbeat</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals</p> <p>To create rhythms for others to copy</p> <p>To play a tuned instrumental part</p>	<p>To know the names of the notes in their instrumental part from memory or when written down</p> <p>To know the names of untuned percussion instruments played in class</p> <p>To know that rhythms are different from the steady pulse</p> <p>To know that we add high and low sounds (pitch) when we sing and play instruments</p> <p>To play a part in time with the steady pulse</p>	<p>To know how to find and demonstrate the pulse</p> <p>To know the difference between pulse and rhythm: - Pulse: finding the heartbeat of the music - Rhythm: the long and short patterns over the pulse</p> <p>To know that every piece of music has a pulse/steady beat</p> <p>To know the difference between a musical question and an answer</p> <p>To rehearse and perform a part within the context of the unit song</p>	<p>To know that pulse, rhythm and pitch work together to create a song</p> <p>To know that pitch is high and low sounds that create melodies</p> <p>To know how to keep the internal pulse</p> <p>To play any one, or all four, differentiated parts on a tuned instrument, from memory or using notation.</p> <p>To experience leading the playing by making sure everyone plays at the right time</p>	<p>To know different ways of writing music down, e.g. symbols</p> <p>To know the names of a variety of instruments they might play</p> <p>To play a musical instrument with the correct technique within the context of the unit song</p> <p>To lead a rehearsal session</p>	<p>To know different ways of writing music down, e.g. staff notation</p> <p>To identify the notes C, D, E, F, G, A, B + C on the treble stave</p> <p>To select and learn an instrumental part that matches their musical challenge, from memory or using notation</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SHARE AND PERFORM</p>	<p>To know that a performance involves sharing music</p> <p>To perform any of the nursery rhymes by singing and adding actions or dance</p> <p>To perform any nursery rhymes or songs adding a simple instrumental part</p>	<p>To know that a performance is sharing music with other people</p> <p>To add their ideas when planning a performance</p>	<p>To know that a performance can be a special occasion and involve a class, a year group or a whole school</p> <p>To know that an audience can include your parents and friends</p> <p>To record a performance and say how they were feeling about it</p>	<p>To know that performing is sharing music with other people: this is called an audience</p> <p>To know that you must sing or rap the words clearly and play with confidence when performing</p> <p>To communicate the meaning of the words and clearly articulate them</p> <p>To know the best place to be when performing and know how to stand or sit</p>	<p>To know that a performance doesn't have to be a drama; it can be to one person or to each other</p> <p>To know that a performance involves communicating feelings, thoughts and ideas about the song/music</p> <p>To present a musical performance designed to capture the audience</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why</p>	<p>To know that everything that will be performed must be planned and learned</p> <p>To talk about the performance venue and how to use it to best effect</p> <p>To record the performance and compare it to a previous performance</p>	<p>To choose what to perform and create a programme</p> <p>To discuss and talk musically about performances: "What went well?" and "It would have been even better if...?"</p>

Music Progression

IMPROVISATION		<p>To know that improvisation is about making up your own tunes on the spot</p> <p>To know that improvisation is not written down and it belongs to the person who makes it</p> <p>To listen to a rhythm and clap back, then listen and clap own answer (<i>rhythms of words</i>)</p>	<p>To know that when someone improvises they make up their own tune that has never been heard before</p> <p>To understand that everyone can improvise</p> <p>To know that improvising can use one or two notes</p> <p>To take turns to improvise using one or two notes</p>	<p>To know that using one or two notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>To use instruments to listen to a rhythm and play an answer using one or two notes</p>	<p>To know that you can use some of the riffs from other songs in improvisations</p> <p>To improvise using instruments in the context of the song that is being learnt</p>	<p>To know three well-known improvising musicians</p> <p>To copy back using instruments</p> <p>To improve always starting on a G</p>	<p>To use up to three notes in improvisation</p>
Vocabulary	<p>nursery rhymes, songs, music, sections, move, perform, actions, dance</p>	<p>improvisation, instruments, composing, compose, melody, notes, unison, sing, rap, hum, high, low, tuned, untuned, performance,</p>	<p>chorus, response part, answer part, musical style, composition, melodies, memory, voice, audience,</p>	<p>pulse, rhythm, lyrics, texture, dynamics, tempo, pitch, choir, conductor, solo, tune,</p>	<p>memory, musical characteristics, style indicators, introduction, verse, bridge, musical dimensions, record, recording, texture, ensemble, parts,</p>	<p>context, message, structure, notation, symbol, keynote, home note, backing vocals, lead vocal, style, rehearse, rehearsal, venue,</p>	<p>musical identity, connection, represent, meaning, notes, programme,</p>

Music Progression

Unit overview & main songs:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Exploring Sound Five Little Ducks Name Song Things For Fingers	Celebration Music Pat-a-cake 1, 2, 3, 4, 5, Once I caught a Fish Alive This Old Man	Music and Movement Hickory Dickory Dock The ABC Song	Musical Stories Rock-a-bye Baby Row, Row, Row Your Boat Twinkle Twinkle	Transport Wheels on the Bus Baa Baa Black Sheep Incy Wincy Spider	Big Band I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses
Year 1/2 (Year A)	Keeping the Pulse (Y1) - All about me	Pitch (Y1) - Superheroes	Instruments (Y2) – Musical Storytelling	Contrasting Dynamics (Y2) -Space	Singing - On this Island (Y2)	Musical Symbols (Y1) - Under the Sea
Year 1/2 (Year B)	Tempo (Y1) - Snail and mouse	Structure: Myths and legends (Y2)	Pitch - Musical me (Y2)	Sound patterns (Y1) - Fairytales	Call and response - Animals (Y2)	Dynamics (Y1) - Seaside
Year 3/4 (Year A)	Rock and Roll (Y4)	Ballads (Y3)	Pentatonic melodies and composition (Y3) - Chinese New Year	Creating compositions in response to an animation (Y3) - Mountains	Traditional instruments and improvisation (Y3) - India	Adapting and transposing motifs (Y4) - Romans
Year 3/4 (Year B)	Composition notation -Ancient Egypt	Jazz (Y3)	Body and tuned percussion (Y4) Rainforests	Samba and carnival sounds and instruments (Y4) - South America	Haiku, music and performance (Y4) - Hanami festival	Changes in pitch, tempo and dynamics (Y4) - Rivers
Year 5/6 (Year A)	Songs of World War 2 (Y6)	Theme and variations (Theme: Pop Art) (Y6)	Blues (Y5)	Musical Theatre (Y5)	Baroque (Y6)	Looping and remixing (Y5) Composing and Performing a Leavers Song (Y6)
Year 5/6 (Year B)	Developing singing techniques – The Vikings	Film Music (Y6)	Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn) (Y6)	Composition to represent the festival of colour (Theme: Holi festival) (Y5)	South and West Africa (Y5)	Looping and remixing (Y5) Composing and Performing a Leavers Song (Y6)