

Music Progression Document

| | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| <p>Autumn Spring Summer Thankfulness Love Courage</p> | <p>Fire and Ice (T) Wild and Wonderful (L) Atlantis (C)</p> | <p>Fire and Ice (T) Wild and Wonderful (L) Splish, Splash, Splosh (C)</p> | <p>I'm in Otter Class, get me out of here! (T) Remember when (L) Tribal Tales (C) I am Warrior! (C)</p> | <p>Frozen Kingdom (T) Chopsticks and Lanterns (L) Home and Away (C)</p> | <p>Conflict (T) Eco Heroes (L) Stargazers (L) Traders and Raiders (C)</p> | <p>Toga-Tastic! (T) Fallen Stars (T) Survival of the fittest (L) Dream Big (C)</p> |
| <p>National Curriculum Links</p> | <p>Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | | <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.</p> | | | |

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| <p>Assessment</p> | <p>I can use my voice to speak, sing and chant. I can repeat short, rhythmic patterns. I can repeat short, melodic patterns. I can use instruments to perform.</p> | <p>I can sing and follow the shape of the melody. I can perform simple patterns, keeping a steady pulse. I can represent sounds with symbols. I can order sounds in a simple structure i.e. beginning, middle, end.</p> | <p>I can sing with some expression. I can use musical element words when talking about music. I can create accompaniments using a range of percussive instruments. I can read simple notation (B,A,G) within recorder lessons. I can record my work using a simple graphic score.</p> | <p>I can sing with accurate pitch. I can perform and maintain a simple part within an ensemble. I can compose simple pieces to create pictures/ moods/ideas. I can listen and appraise using musical vocabulary. I can use graphic or notation to record my work. I can identify orchestral instruments and place within correct family.</p> | <p>I can maintain my part whilst others are performing their part. I can improvise within a group using melodic and rhythmic phrases. I can describe, compare and evaluate music using musical vocabulary. I can suggest improvements to my own work and that of others. I can sing as part of a group, a round with confidence.</p> | <p>I can sing a short melody or song in tune. I can perform a melody on tuned percussion or keyboards. I can perform chords on a keyboard. I can improvise using a given set of notes (e.g. pentatonic/blues scale).</p> |
| <p>Area of subject LISTEN AND APPRAISE</p> | <p>Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> | <p>Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. Learn how songs can tell a story or describe an idea.</p> | <p>Confidently identify and move to the pulse. Think about what the words of a song mean. Discuss how a song makes them feel. Listen carefully and respectfully to</p> | <p>Confidently identify and move to the pulse. Talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus</p> | <p>Identify and move to the pulse with ease. Talk about the messages of songs. Compare two songs in the same style, talking about what stands out musically in each</p> | <p>Identify and move to the pulse with ease. Think about the message of songs. Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> |

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| | | | <p>other people's thoughts about the music.</p> | <p>(dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about music.</p> <p>Use musical vocabulary when discussing music.</p> | <p>of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Use musical vocabulary when discussing music.</p> <p>Talk about the musical dimensions working together in songs.</p> <p>Talk about the music and how it makes you feel.</p> | <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Use musical vocabulary when discussing music.</p> <p>Talk about the musical dimensions working together in songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p> |
| <p>Area of subject GAMES</p> | <p>Children are able to find the pulse by following an animal.</p> <p>Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst</p> | <p>Children are able to find the pulse by following an animal.</p> <p>Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</p> <p>Create rhythms for others to copy.</p> | <p>Clap and say back rhythms.</p> <p>Create simple rhythm patterns.</p> <p>Copy back – listen and sing back (no notation).</p> <p>Copy back with instruments, without then with notation.</p> | <p>Clap and say back rhythms.</p> <p>Create simple rhythm patterns.</p> <p>Copy back – listen and sing back (no notation).</p> <p>Copy back with instruments, without then with notation.</p> | <p>Find the pulse.</p> <p>Copy back rhythms based on the words of the main song, that include syncopation/off beat.</p> <p>Copy back one-note riffs using simple and syncopated rhythm patterns.</p> | <p>Find the pulse.</p> <p>Copy back rhythms based on the words of the main song, that include syncopation/off beat.</p> <p>Copy back one-note riffs using simple and syncopated rhythm patterns.</p> |

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| | <p>marching to the steady beat. Create rhythms for others to copy. Listen and sing back. Use your voice to copy back using 'la', whist marching to a steady beat.</p> | <p>Listen and sing back. Use your voice to copy back using 'la', whist marching to a steady beat</p> | | | | |
| <p>Area of subject SINGING</p> | <p>Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader.</p> | <p>Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.</p> | <p>Sing in unison and in simple two-parts. Demonstrate a good singing posture. Follow a leader when singing. Enjoy exploring singing solo. Sing with awareness of being 'in tune'. Have an awareness of the pulse internally when singing.</p> | <p>Sing in unison and in simple two-parts. Demonstrate a good singing posture. Follow a leader when singing. Enjoy exploring singing solo. Sing with awareness of being 'in tune'. Re-join the song if lost. Listen to the group when singing.</p> | <p>Sing in unison and sing backing vocals. Explore singing solo. Demonstrate a good singing posture. Follow a leader when singing. Experience rapping and solo singing. Listen to others and be aware of how you fit into the group. Sing with awareness of being 'in tune'.</p> | <p>Sing in unison and sing backing vocals. Demonstrate a good singing posture. Follow a leader when singing. Experience rapping and solo singing. Listen to others and be aware of how you fit into the group. Sing with awareness of being 'in tune'.</p> |

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| <p>Area of subject PLAYING INSTRUMENTS</p> | <p>Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader.</p> | <p>Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader.</p> | <p>Treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. Rehearse and perform their part within the context of the Unit song. Listen to and follow musical instructions from a leader.</p> | <p>Treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. Rehearse and perform their part within the context of the Unit song. Listen to and follow musical instructions from a leader. Experience leading the playing by making sure everyone plays in the playing section of the song</p> | <p>Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. Rehearse and perform their part within the context of the Unit song. Listen to and follow musical instruments from a leader. Lead a rehearsal session.</p> | <p>Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. Rehearse and perform their part within the context of the Unit song. Listen to and follow musical instruments from a leader. Lead a rehearsal session.</p> |
| <p>Area of subject IMPROVISATION</p> | <p>Listen and clap back, then listen and clap your</p> | <p>Listen and clap back, then listen and clap</p> | <p>Listen and copy back using instruments, using</p> | <p>Listen and copy back using instruments, using</p> | <p>Listen and copy back using</p> | <p>Listen and copy back using instruments and two notes.</p> |

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| | <p>own answer (rhythms of words). Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise using one or two notes.</p> | <p>your own answer (rhythms of words). Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise using one or two notes.</p> | <p>two different notes. Using instruments, listen and play your own answer using one or two notes. Improvise using one or two notes.</p> | <p>two different notes. Using instruments, listen and play your own answer using one or two notes. Improvise using one or two notes.</p> | <p>instruments and one or two notes. Question and answer using instruments, using one or two notes in your answer. Improvise using one or two notes.</p> | <p>Question and answer using instruments, using two notes in your answer. Improvise using two notes.</p> |
| <p>Area of subject COMPOSITION</p> | <p>Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.</p> | <p>Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.</p> | <p>Create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> | <p>Create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics</p> | <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about</p> | <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between</p> |

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| | | | Record a composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | and tempo. Record the composition in any way appropriate that recognises the connection. | how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | sound and symbol (e.g. graphic/pictorial notation). |
| Area of subject PERFORMANCE | Choose a song they have learnt and perform it, adding their ideas to the performance. Record the performance and say how they were feeling about it. | Choose a song they have learnt and perform it, adding their ideas to the performance. Record the performance and say how they were feeling about it. | Choose what to perform and create a programme. Communicate the meaning of the words and clearly articulate them. Explain the best place to be when performing and how to stand or sit. Record a performance and say how they were feeling, what they were pleased with, what they would change and why. | Choose what to perform and create a programme. Present a musical performance designed to capture the audience. Communicate the meaning of the words and clearly articulate them. Talk about the best place to be when performing and how to stand or sit. Record a performance and | Choose what to perform and create a programme. Communicate the meaning of the words and clearly articulate them. Talk about the venue and how to use it to best effect. Record the performance and compare it to a previous performance. Discuss and talk musically about it – “What went | Choose what to perform and create a programme. Communicate the meaning of the words and clearly articulate them. Talk about the venue and how to use it to best effect. Record the performance and compare it to a previous performance. Discuss and talk musically about it – “What went well?” and “It would have been even better if...?” |

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| | | | | say how they were feeling, what they were pleased with what they would change and why. | well?" and "It would have been even better if...?" | |
| Key Vocabulary | Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination. | Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel. | Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco. | Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil | Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, | Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony |

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| | | | | rights, racism, equality | tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody. | |
| Value Links | <p align="center"><u>Thankfulness</u></p> <p>I am thankful for the opportunity to play instruments. I am thankful for my body to allow me to make music. I am thankful for the resources I have to help me.</p> | | <p align="center"><u>Love</u></p> <p>I am supportive towards others. I will celebrate the success of others and my own. I will include and encourage others in my learning.</p> | | <p align="center"><u>Courage</u></p> <p>I have the courage to learn new skills. I have the courage to be resilient when I find something hard. I have the courage to share my skills with others.</p> | |
| Metacognition Links | <p align="center"><u>KS2</u></p> <p>Cooperation – I can work in pairs and small groups. Cooperation – I can share my ideas with others and support them with their learning. Perseverance – If something is difficult, I will show reliance. Perseverance – I will put my best efforts into my learning Independence – I can listen to and follow instructions. Independence – I will take responsibility for my own learning. Motivation – I can self-motivate and motivate others. Motivation – I always look at how I can improve and further my learning Curiosity – I can ask questions to further my knowledge and understanding. Creativity – I can explore different ways to develop as a musician.</p> | | | | | |

See EYFS Expressive Arts and Design progression document for information on EYFS curriculum.

