

Music progression Document 2022

	Statutory Curriculum	Specific subject knowledge	Subject Specific Skills to be taught	
			Nursery	Reception
EYFS	<p>Joins in with a growing number of songs and rhymes.</p> <p>Joins in with action songs and ring games.</p>	<p>Knows that music has a pulse and rhythm</p> <p>Use body percussion and instruments to join in with a pulse or rhythm</p>	<p>Listening Listens to a range of music. Shows enjoyment and preferences by joining in, moving or explaining.</p> <p>Composing Create their own songs, or improvise a song around one they know.</p> <p>Experiment with a variety of instruments, and the sounds they make.</p> <p>Dynamics and Tempo Respond to and create noise versus silence.</p> <p>Move/play and stop and move/play and stop</p> <p>Recognise and create loud and soft noises.</p> <p>Move/play/sing fast and move/play/sing slow</p> <p>Pulse and Rhythm Copy very short rhythmic patterns derived from words</p> <p>Timbre and texture Join in with adding instrumental sound effects to poems and stories as part of a group.</p> <p>Pitch</p>	<p>Listening Accurately anticipates changes in music, e.g. when music is going to get faster, louder, slower.</p> <p>Composing name a growing number of instruments and playing them in different ways to make different sounds.</p> <p>Pulse and Rhythm Mark the rhythmic patterns of whole short rhymes with body and untuned percussion. Improvise dance moves to music with a strong pulse. Feel and mark/count the beat in your head. Feel and mark the beat with non-tuned percussion.</p> <p>Dynamics and Tempo Play/sing getting louder and softer Make simple percussion patterns of loud and soft sounds Play/sing/move getting faster and getting slower. Combine gestures and movements into a simple dance sequence with support, following the changes in tempo.</p> <p>Timbre and texture</p>

			Make and conduct patterns of high and low sounds.	Match onomatopoeic words to instrumental sounds. Add instrumental sound effects to poems and stories as part of a group. Pitch Memorise longer melody patterns as part of the repertoire of songs.
KS1	use their voices expressively and creatively by singing songs and speaking chants and rhymes	Importance of vocal warm up Pulse	Can sing as part of a larger group. Can follow warm up exercises to establish a good singing position. Can sing together with the group. Can stop and start as appropriate, begin to follow a leader/conductor.	Can sing as part of a larger and smaller group group and begin to sing alone. Can sing words with some meaning Can keep the pulse when singing with a group. Can follow a leader / conductor
	play tuned (chime bars and untuned instruments musically	Names of classroom instruments and how to play them - displayed in music room Tuned - Glockenspiel, chime bars. Untuned - woodblocks, tambourine, tambour, cymbal, sleigh bells, maracas, guiro, triangle, agogo, kokoriko	Can begin to play a classroom instrument (chime bar, percussion instrument) as part of a group/ensemble. Can stop/start and begin to respond to basic musical cues (louder/quieter) from the leader / conductor. Can learn how to treat instruments with respect and how to play it correctly. Can play as part of your ensemble/group with a sound-before-symbol (by ear) approach.	Can play a range of classroom instruments (Glockenspiel, chime bars, key board, percussion instruments) as part of a group/ensemble. Can play differentiated parts (easy / medium) using a sound-before-symbol approach. Can respond to respond to basic musical cues from the leader/conductor (high/low/loud/quiet). Can continue to treat instrument with respect and play it correctly. Can play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach.

<p>listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Musical periods and timeline. <i>Assembly listening music</i> (display in music room) See styles of music for each yr group.</p>	<p>Can start to recognise very simple style indicators and different instruments used. Can march, clap, tap your knees, move to find the pulse following a leader. Can begin to basic musical language (fast / slow, loud/quiet, steady beat) to describe the music you are listening to and say how it makes you feel. Can begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to.</p> <p>Styles of music Hip Hop, Reggae, Western Classical Rock, Pop, Latin, Big band and jazz.</p>	<p>Can recognise and begin to identify very simple style indicators and different instruments used. Can find and move more confidently to the pulse Can use basic musical language ((pulse - steady beat, rhythm patterns heard, pitch, tempo -fast, slow and dynamics -loud, quiet) to describe the music you are listening to and explain why it makes you feel a certain way. Can listen, with respect, to other people's ideas and feelings towards the music you have listened to.</p> <p>Styles of music South African Rock, Reggae, Early Classical, 20th Century Contemporary Classical.</p>
<p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Improvisation and composition - An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition</p> <p>Musical dimensions Pulse is the heartbeat of the rhythm/music that you hear Rhythm - Pitch (higher / lower) Tempo (fast / slow. Getting faster, getting slower) Dynamics (p- piano, f -forte,</p>	<p>Can explore and create simple musical sounds with voices and instruments within the context of the song being learnt. Can copy a simple rhythm using voice, body or instrument. Can improvise using simple rhythm patterns (linked to names ♩ ♪ ♫) or using one or two notes in a group. Can start to perform your own rhythms and melodies with increasing confidence in the group. Start improvising using one or two notes. Create compositions using one or two notes, increasing to three notes if</p>	<p>Use own voice / body and instruments to create an effective sound for the music being created/listened to. Can clap/play the rhythm of their name, favourite food, favourite colour etc confidently and create their own rhythm. Can improvise using known rhythm patterns (♩ ♪ ♫) and using 1/ 2 / 3 notes in a group or as a solo. Can create very simple melodies (usually in a group) within the context of the song that is being learnt. Can compose using one or two notes, increasing to three notes if appropriate.</p>

		<p>pp pianissimo, ff- fortissimo) Timbre (texture) is what makes a particular musical sound have a different sound from another. Recognise how pitch can be notated. Ways to record notation - 1x4 grids, 4x4 grids Rhythm notation - crotchets, quavers, minims, rests)</p>	<p>appropriate. Can record the composition in any way appropriate. Can follow music notated in different ways, using graphic/pictorial notation. Can perform to other people.</p>	<p>Can record the composition in any way appropriate. Can begin to notate music in different ways, using graphic/pictorial notation, video, ICT. Can use some of the interrelated dimensions of music when creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo) and slower (tempo)</p>
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			Year 3	Year 4
KS2	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	Importance of vocal warm up and why. Understand structures within music eg introduction/chorus/verse/chorus	Can sing in tune. Can perform simple melodic and rhythmic parts. Can sing in two parts. Can improvise repeated patterns. Can start to show control in voice. Can perform with confidence	Can sing in tune with awareness of others. Can perform simple melodic and rhythmic parts with awareness of others. Can improvise repeated patterns growing in sophistication. Can sing songs from memory with accurate pitch. Can maintain a simple part within a group. Can understand the importance of pronouncing the words in a song well. Can play notes on instruments with care so they sound clear.
	improvise and compose music for a range of purposes using the inter-related dimensions of music	Improvisation and composition - An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition Musical dimensions Pulse is the heartbeat of the rhythm/ music that you hear Rhythm - Pitch (higher / lower)	Can carefully choose sounds to achieve an effect. Can order sounds to help create an effect (garage band loops) Can create short musical patterns with long and short sequences and rhythmic phrases.	Can compose music that combines several layers of sound. Can use ICT to compose (garage band) Can use sound to create abstract effects (garage band loops). Can recognise and create repeated patterns with a range of instruments. Can create simple accompaniments for tunes. Can carefully choose order, combine and control sounds with awareness of their combined effect.

		<p>Tempo (fast / slow. Getting faster, getting slower) Dynamics (p- piano, f -forte, pp pianissimo, ff- fortissimo) Timbre (texture) is what makes a particular musical sound have a different sound from another. Recognise how pitch can be notated. Ways to record notation - 4x4 grids, 5 line stave Rhythm notation - crotchets, quavers, minims, rests)</p>		
	listen with attention to detail and recall sounds with increasing aural memory		Can sing / play a short melodic pattern heard.	Can sing/play a short melodic pattern heard
	use and understand staff and other musical notations	Crotchet J Mimim Semibreve Quaver J Rest symbol for above 5 line stave	Recognise notes (CDEFGAB) on a stave. Begin to use this to follow and /or record compositions. Know how many beats in a minim, crotchet and semibreve and recognise their symbols. Know the symbol for a rest in music, and use silence for effect in my music	Can begin reading music during lessons - notes taught. (CDEFGAB) Begin to use staff and musical notation when composing work.
	appreciate and	Periods in music	Can identify basic musical styles through learning about their style	Can recognise and identify instruments and numbers of instruments and voices being

	<p>understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>history(display in music room) Key composers in each period</p>	<p>indicators and the instruments played. Can use accurate musical language to describe and talk about music.</p> <p>Styles of Music: RnB, Rock, Reggae, Pop, Classical, Musicals, Motown, Soul, Disco, Funk, Hip Hop, Big Band Jazz.</p>	<p>played. Can compare music heard and express growing tastes in music. Can explain how musical elements can be used together to compose music.</p> <p>Styles of Music ABBA, Grime, Beatles, Gospel, Classical Romantic, Tango, Hip Hop, Early Classical Music, 20th Century Contemporary Classical Music.</p>
	<p>develop an understanding of the history of music.</p>	<p>Where composers fit in time and how each impacted on the next - from early music to current day popular music.</p>	<p>Describe the different purposes of music throughout history and in other cultures.</p>	<p>Describe the different purposes of music throughout history and in other cultures.</p>
		Specific knowledge	Year 5	Year 6

	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression		<p>Can create songs with an understanding of the relationship between lyrics and melody.</p> <p>Can sing in multiple parts, maintain own part with awareness of how the different parts fit together and the need to achieve an overall effect.</p> <p>Can breathe well and pronounce words, change pitch and show control in singing.</p> <p>Can sustain a drone or melodic ostinato to accompany singing.</p> <p>Can play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).</p>	<p>Can sing or play from memory and notation with confidence, expressively and in tune.</p> <p>Can refine and improve own work.</p> <p>Can perform alone and in a group, displaying a variety of techniques with awareness of own contribution.</p> <p>Can take turns to lead a group.</p> <p>Can sing a harmony part confidently and accurately.</p>
	improvise and compose music for a range of purposes using the inter-related dimensions of music		<p>Can compose by developing ideas within musical structures.</p> <p>Can improvise melodic and rhythmic phases as part of a group performance.</p>	<p>Can create own musical patterns.</p> <p>Can improvise melodic and rhythmic material within given structures to convey an idea.</p>
	listen with attention to detail and recall sounds with increasing aural memory		Can sing/play a longer melodic pattern heard	Can sing and play a melodic pattern heard.
	use and understand staff	Crotchet Mimim	Continue to read music during lessons - notes taught. (CDEFGAB) Use staff and musical notation when	Read and follow music from staff notation. Use staff notation to record compositions.

	and other musical notations	Semibreve Quaver Rest symbol for above 5 line stave	composing work with increasing independence.	
	appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Periods in music history(display in music room) Key composers in each period	Can compare and evaluate different kinds of music using appropriate musical vocabulary. Styles of Music Pop, Motown, Country, A Capella Music, 80s Rock, Funk, The Beatles, Latin, Early Classical Music, 20th Century Classical Music, Contemporary Classical Music.	Can analyse and compare musical features choosing appropriate musical vocabulary. Explain and evaluate how musical elements, features and styles can be used together to compose music. Styles of Music The Music of Michael Jackson, Jazz, The Music of Benjamin Britten, Rock music, The Music of Carole King, Early Classical Music, 20th Century Contemporary Classical Music.
	develop an understanding of the history of music.	Where composers fit in time and how each impacted on the next - from early music to current day popular music.		

Inter related dimensions of music	Glossary
Dynamics	Dynamics is the musical term for “volume” and refers to how loud or quiet a piece of music is played. In

	Western music dynamics are indicated with Italian terms such as forte or f (loud) and piano or p (quiet). “issimo” (meaning “very”) is added to create fortissimo (ff) or pianissimo (pp) in the musical score. This is sometimes taken to extremes and musicians sometimes see ffff (very very very loud) in their printed music! Dynamics are a good way of helping to create a specific mood or effect in music. You could try using dynamics in your own music, or think about how dynamics are affecting the mood of some music that you are listening to!
Pitch	Pitch is how high or low a note sounds.
Pulse	Pulse is the steady heartbeat of the music that we feel throughout most music we hear. Pulse is a framework for rhythm patterns. Musicians experience a strong sense or feeling of a shared pulse as they perform together and this is what enables them to perform accurately in time with one another.
Rhythm	Rhythm is the combination of different lengths of notes or silences within the framework of a steady pulse. It is most easily understood in the context of songs where it is “the pattern of the syllables”. In Western culture rhythm notation includes crochets and quavers. Silences are called “rests”. Pulse and rhythm are sometimes confused. This is possibly because babies bouncing to the pulse are always told they have a good sense of rhythm!
Tempo	The tempo refers to the speed of the pulse. Tempo is one of the elements that effects our emotions when we listen to a piece of music. Slower music calms us down and faster music is more energising.
Timbre	Timbre is about sound quality. Every instrument and each voice (speaking and singing) has a different timbre that enables us to recognise it. Try playing a game where everyone closes their eyes and one child sings a song or phrase. Can you guess who is singing by the timbre of their voice?

Suggestion for Charanga Units across the school - could move them to fit with any projects.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<i>Me</i>	My Stories Christmas Production	<i>Everyone</i>	<i>Our World</i>	<i>Big Bear Funk</i>	<i>Reflect, Rewind and play Year R</i>
Year 1	Hey You	Rhythm in the way we walk Reggae/Hip hop Christmas Production	<i>In the groove</i> Mixed styles	<i>Round and round</i> Latin, Big band and jazz	<i>Your imagination</i>	<i>Reflect, Rewind and play Year 1</i>
Year 2	Hands and feet	Ho Ho Ho Christmas Production	<i>I wanna play in a band</i>	<i>Zootime</i>	<i>Friendship songs</i>	<i>Reflect, Rewind and play Year 2</i>

Year 3	<i>Let your spirit fly</i>	<i>Glockenspiel stage 1</i> Instrumental skills Christmas	<i>Three Little Birds</i>	<i>The Dragon Song</i>	<i>Bringing us together</i>	<i>Reflect, Rewind and play</i> Year 3
Composer study	Overview of musical periods – become familiar with names of eras and listen to variety of composers Opportunities Assembly listening music					
Year 4	<i>Mamma Mia</i>	<i>Glockenspiel Stage 2</i> Instrumental skills Christmas songs	<i>Stop</i>	<i>Lean on Me</i>	<i>Blackbird</i>	<i>Reflect, Rewind and play</i> Year 4
Composer study	Medieval		Baroque			
Year 5	<i>Livin on a Prayer</i>	<i>Classroom jazz</i> <i>Christingle songs</i>	<i>Make you feel my love</i> Pop	<i>Fresh Prince of Bel Air</i> Hiphop	<i>Dancing in the street</i>	Summer Production Incorporate wider opps
Composer study	Classical		Romantic			

Wider Opportunities	Ukulele tuition unit for wider opportunities throughout the year					
Year 6	I'll be there	<i>Classroom Jazz 2</i> History of music Christingle songs	<i>A new year Carol / You've got a friend</i>	Happy	<i>Reflect, Rewind and play</i> Year 6	Summer Production
Composer study	Renaissance		Modern			