



# Music Progression Document

Key Areas	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
<b>Listen and appraise</b>	<ul style="list-style-type: none"> <li>● To know twenty nursery rhymes off by heart.</li> <li>● To know the stories of some of the nursery rhymes</li> <li>● To learn that music can touch your feelings.</li> <li>● To enjoy moving to music by dancing, marching, being animals or Pop stars</li> </ul>	<ul style="list-style-type: none"> <li>● To know 5 songs off by heart.</li> <li>● To know what the songs are about.</li> <li>● To know and recognise the sound and names of some of the instruments they use.</li> <li>● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>● To know some songs have a chorus or a response/answer part.</li> <li>● To know that songs have a musical style</li> <li>● To learn how they can enjoy moving to music by dancing, marching, being animals or pop</li> </ul>	<ul style="list-style-type: none"> <li>● To know five songs from memory and who sang them or wrote them.</li> <li>● To know the style of the five songs.</li> <li>● To choose one song and be able to talk about:               <ul style="list-style-type: none"> <li>○ Its lyrics: what the song is about</li> <li>○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>○ Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>○ Name some of the instruments they heard in the song</li> </ul> </li> <li>● To confidently identify and move</li> </ul>	<ul style="list-style-type: none"> <li>● To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</li> <li>● To know the style of the five songs and to name other songs from the Units in those styles.</li> <li>● To choose two or three other songs and be able to talk about:               <ul style="list-style-type: none"> <li>○ Some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>○ The lyrics: what the songs are about</li> <li>○ Any musical dimensions</li> </ul> </li> </ul>

		<p>stars.</p> <ul style="list-style-type: none"><li>● To learn how songs can tell a story or describe an idea</li></ul>	<p>to the pulse.</p> <ul style="list-style-type: none"><li>● To think about what the words of a song mean.</li><li>● To take it in turn to discuss how the song makes them feel.</li><li>● Listen carefully and respectfully to other people's thoughts about the music</li><li>● When you talk try to use musical words</li></ul>	<p>featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <ul style="list-style-type: none"><li>○ Identify the main sections of the songs (intro, verse, chorus etc.)</li><li>○ Name some of the instruments they heard in the songs</li><li>○ The historical context of the songs. What else was going on at this time?</li><li>○ Know and talk about that fact that we each have a musical identity</li><li>● To identify and move to the pulse with ease.</li><li>● To think about the message of songs.</li><li>● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li><li>● Listen carefully and respectfully to other people's thoughts about the music.</li><li>● When you talk try to use musical words.</li><li>● To talk about the musical dimensions working together in the Unit songs.</li><li>● Talk about the music and</li></ul>
--	--	---	--	--

				how it makes you feel.
<b>Games</b>	<ul style="list-style-type: none"> <li>● To know that we can move with the pulse of the music.</li> <li>● To know that the words of songs can tell stories and paint pictures.</li> <li>● EYFS Games skills</li> </ul>	<ul style="list-style-type: none"> <li>● To know that music has a steady pulse, like a heartbeat.</li> <li>● To know that we can create rhythms from words, our names, favourite food, colours and animals</li> <li>● Y1/Y2 Games skills</li> <li>● Rhythms are different from the steady pulse.</li> <li>● We add high and low sounds, pitch, when we sing and play our instruments.</li> </ul>	<ul style="list-style-type: none"> <li>● Know how to find and demonstrate the pulse.</li> <li>● Know the difference between pulse and rhythm.</li> <li>● Know how pulse, rhythm and pitch work together to create a song.</li> <li>● Know that every piece of music has a pulse/steady beat.</li> <li>● Know the difference between a musical question and an answer</li> <li>● Y3/Y4 Games skills</li> </ul> <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● How pulse, rhythm and pitch work together</li> <li>● Pulse: Finding the pulse – the heartbeat of the music</li> <li>● Rhythm: the long and short patterns over the pulse</li> <li>● Pitch: High and low sounds that create melodies</li> <li>● How to keep the internal pulse</li> <li>● Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li> <li>● How to keep the internal pulse</li> <li>● Musical Leadership: creating musical ideas for the group to copy or respond to</li> <li>● Y5/Y6 Games skills</li> </ul>
<b>Singing</b>	<ul style="list-style-type: none"> <li>● To sing or rap nursery rhymes and simple songs from memory.</li> <li>● Songs have</li> </ul>	<ul style="list-style-type: none"> <li>● Learn about voices, singing notes of different pitches (high and low).</li> <li>● Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Singing in a group can be called a choir</li> <li>● Leader or conductor: A person who the choir or group follow</li> </ul>	<ul style="list-style-type: none"> <li>● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>● To choose a song and be</li> </ul>

	<p>sections.</p> <ul style="list-style-type: none"> <li>● To sing along with a pre-recorded song and add actions.</li> <li>● To sing along with the backing track</li> </ul>	<ul style="list-style-type: none"> <li>● Learn to start and stop singing when following a leader</li> <li>● To confidently know and sing five songs from memory.</li> <li>● To know that unison is everyone singing at the same time.</li> <li>● Songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>● To know why we need to warm up our voices</li> <li>● Learn about voices singing notes of different pitches (high and low).</li> <li>● Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</li> <li>● Learn to find a comfortable singing position.</li> <li>● Learn to start and stop singing when following a leader</li> </ul>	<ul style="list-style-type: none"> <li>● Songs can make you feel different things e.g. happy, energetic or sad</li> <li>● Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>● To know why you must warm up your voice</li> <li>● To sing in unison and in simple two-parts.</li> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To enjoy exploring singing solo.</li> <li>● To sing with awareness of being 'in tune'.</li> <li>● To have an awareness of the pulse internally when singing</li> <li>● To rejoin the song if lost.</li> <li>● To listen to the group when singing</li> </ul>	<p>able to talk about:</p> <ul style="list-style-type: none"> <li>○ Its main features</li> <li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>○ To know what the song is about and the meaning of the lyrics</li> <li>○ To know and explain the importance of warming up your voice</li> <li>● To sing in unison and to sing backing vocals.</li> <li>● To enjoy exploring singing solo. To listen to the group when singing.</li> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To experience rapping and solo singing.</li> <li>● To listen to each other and be aware of how you fit into the group.</li> <li>● To sing with awareness of being 'in tune'</li> </ul>
<p><b>Playing</b></p>		<ul style="list-style-type: none"> <li>● Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>● Treat instruments carefully and with respect.</li> <li>● Play a tuned instrumental part with the song they perform.</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● The instruments used in class (a glockenspiel, a recorder)</li> <li>● To treat instruments carefully and with respect.</li> <li>● Play any one, or all of four, differentiated parts on a tuned</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Different ways of writing music down – e.g. staff notation, symbols</li> <li>● The notes C, D, E, F, G, A, B + C on the treble stave</li> </ul>

		<ul style="list-style-type: none"> <li>● 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).</li> <li>● Listen to and follow musical instructions from a leader</li> <li>● Know the names of untuned percussion instruments played in class</li> <li>● 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).</li> <li>● Play the part in time with the steady pulse.</li> </ul>	<p>instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</p> <ul style="list-style-type: none"> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>● To listen to and follow musical instructions from a leader</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● The instruments used in class (a glockenspiel, recorder or xylophone).</li> <li>● Other instruments they might play or be played in a band or orchestra or by their friends.</li> <li>● To experience leading the playing by making sure everyone plays in the playing section of the song</li> </ul>	<ul style="list-style-type: none"> <li>● The instruments they might play or be played in a band or orchestra or by their friends</li> <li>● Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>● To listen to and follow musical instructions from a leader.</li> <li>● To lead a rehearsal session</li> </ul>
<b>Improvisation</b>		<ul style="list-style-type: none"> <li>● Improvisation is about making up your own tunes on the spot.</li> <li>● Everyone can improvise, and you can use one or two notes</li> </ul> <p>Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back,</p>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>● To know that using one or two notes confidently is better than using five</li> <li>● To know that if you improvise</li> </ul>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● To know that using one or two notes confidently is better than using five</li> </ul>

		<p>then listen and play your own answer using one or two notes. 3. <b>Improvise!</b> – Take it in turns to improvise using one or two notes</p>	<p>using the notes you are given, you cannot make a mistake</p> <ul style="list-style-type: none"> <li>● Y3/Y4 Bronze, silver and Gold challenges</li> <li>● To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> </ul>	<ul style="list-style-type: none"> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> <li>● To know three well-known improvising musicians</li> <li>● Y5/6 Challenges</li> </ul>
<b>Composition</b>		<ul style="list-style-type: none"> <li>● Composing is like writing a story with music.</li> <li>● Everyone can compose</li> <li>● Help to create a simple melody using one, two or three or five notes.</li> <li>● Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>● Different ways of recording compositions (letter names, symbols, audio etc.)</li> <li>● Help create at least one simple melody using one, three or five different notes.</li> <li>● Plan and create a section of music that can be performed within the context of the unit song.</li> <li>● Talk about how it was created.</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>● Record the composition in any way appropriate that recognises the</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>● Notation: recognise the connection between sound and symbol</li> <li>● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>● Explain the keynote or home</li> </ul>

			connection between sound and symbol (e.g. graphic/pictorial notation).	note and the structure of the melody. <ul style="list-style-type: none"> <li>● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>
<b>Performance</b>	<ul style="list-style-type: none"> <li>● To know a performance is sharing music</li> <li>● Perform any of the nursery rhymes by singing and adding actions or dance.</li> <li>● Perform any nursery rhymes or songs adding a simple instrumental part.</li> <li>● Record the performance to talk about</li> </ul>	<ul style="list-style-type: none"> <li>● A performance is sharing music with other people, called an audience</li> <li>● Choose a song they have learnt from the Scheme and perform it.</li> <li>● They can add their ideas to the performance.</li> <li>● Record the performance and say how they were feeling about it</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● You need to know and have planned everything that will be performed</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● It involves communicating feelings, thoughts and ideas about the song/music</li> <li>● To choose what to perform and create a programme.</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● Everything that will be performed must be planned and learned</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● A performance involves communicating ideas, thoughts</li> </ul>

			<ul style="list-style-type: none"><li>● To communicate the meaning of the words and clearly articulate them.</li><li>● To talk about the best place to be when performing and how to stand or sit.</li><li>● To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li></ul>	<p>and feelings about the song/music</p> <ul style="list-style-type: none"><li>● To choose what to perform and create a programme.</li><li>● To communicate the meaning of the words and clearly articulate them.</li><li>● To talk about the venue and how to use it to best effect.</li><li>● To record the performance and compare it to a previous performance.</li><li>● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li></ul>
--	--	--	---	--