



## MUSIC PROGRESSION OF KEY SKILLS RECEPTION

	RECEPTION
	<b>As Musicians, we are learning to:</b>
<b>Perform</b>	<ul style="list-style-type: none"> <li>- sing or sing along with nursery rhymes and action songs</li> <li>- share and perform the learning that has taken place</li> <li>- discover how to use our voices to create loud and soft sounds.</li> <li>- sing call and response songs.</li> <li>- keep a steady pulse</li> <li>- put two or more sounds into a sequence and repeat them</li> </ul>
<b>Compose and Improve</b>	<ul style="list-style-type: none"> <li>- improvise leading to playing classroom instruments</li> <li>- explore a range of tuned and untuned instruments and play them as they are intended to be used</li> <li>- select instruments based on the appropriate sounds for the intended purpose</li> <li>- make music with different sounds in groups</li> </ul>
<b>Listen and Appraise</b>	<ul style="list-style-type: none"> <li>- listen and respond to different styles of music</li> <li>- copy clapping rhythms</li> <li>- tap the rhythm to a word</li> <li>- listen attentively for increasing periods of time</li> <li>- recognise what pitch, rhythm sounds like (but not introduced specifically to this language)</li> <li>- recognise obvious changes in sounds and take account of musical instructions (getting faster or louder)</li> <li>- embed foundations of the interrelated dimensions of music</li> <li>- say what I like about a piece of music I have listened to, watched or taken part in.</li> </ul>
<b>Areas of Study</b>	<p><b>Nursery Rhymes and Action Songs</b></p> <p>I've Got a Grumpy Face            The Sorcerer's Apprentice            Witch, witch            Row, row, row your boat            Birdspotting: Cuckoo polka            Shake my sillies out            Up and Down            Five Fine bumble bees            Down there under the sea            It's oh so quiet!            Slap clap clap            Bow, bow, bow Belinda</p>

## MUSIC PROGRESSION OF KEY SKILLS KEY STAGE ONE

	YEAR ONE	YEAR TWO
	<b>As Musicians, we are learning to:</b>	<b>As Musicians, we are learning to:</b>
<b>Perform</b>	<p><b>Sing</b></p> <ul style="list-style-type: none"> <li>• Use their voices expressively to speak and chant</li> <li>• Chant or sing and move in time with a steady pulse e.g. clapping, marching, tapping</li> <li>• Use their voices to create sound effects</li> <li>• Slide the pitch of the voice upwards and downwards (sirening)</li> <li>• Sing short songs with a range of a fifth from memory, maintaining the overall shape of the melody, and keeping in time</li> <li>• Play singing games in which children sing a phrase on their own</li> <li>• Sing as part of a year group Christmas performance</li> </ul> <p><b>Play</b></p> <ul style="list-style-type: none"> <li>• Maintain the pulse (play on the beat) using tuned and un-tuned instruments</li> <li>• Describe, name and group a variety of instruments</li> <li>• Play instruments or body percussion in different ways to create sound effects and follow directions to “perform” a story together. e.g. I’m going on a bear hunt/ I was walking through the jungle</li> <li>• Play the pulse of a song using stamps/claps or a tapping instrument</li> <li>• To tap the rhythm pattern of a very familiar song using hands</li> <li>• Play the rhythm of a familiar song or chant on an untuned instrument and use it to accompany the song/ chant</li> </ul>	<p><b>Sing</b></p> <ul style="list-style-type: none"> <li>• Explore different types of voices and use their voices expressively when singing according to the mood of the song, including changing the tempo (speed) and the use of basic dynamics (loud and quiet)</li> <li>• Sing songs with increasing melodic and rhythmic accuracy within a limited pitch (not too high or low)</li> <li>• Use movements to show phrases</li> <li>• Recognise phrase lengths and use this to breathe at the right time whilst beginning to pay attention to posture</li> <li>• Recognise ‘soh’ and ‘me’ pitch intervals and be able to pitch match simple ‘soh’ ‘me’ songs e.g. cherry pie</li> <li>• Follow the shape of the melody when singing songs using hands/ arms or gesture</li> <li>• Use the “thinking voice”- sing words or phrases in their head</li> <li>• Listen to notes G and E on chime bars and pitch match</li> </ul> <p><b>Play</b></p> <ul style="list-style-type: none"> <li>• Handle and play a variety of tuned and un-tuned instruments with control</li> <li>• Copy short rhythmic patterns on un-tuned percussion instruments, keeping a steady pulse</li> <li>• Sing back short melodic patterns by ear, and sing and play short melodic patterns from dot notation, gesture or symbols using two or three different pitches</li> <li>• Contribute ideas and control sounds as part of a class or group composition and performance</li> <li>• Play together using symbols as a support</li> <li>• Sing a song they know well-one group taps the pulse on their thighs and the other group taps the rhythm with two fingers on the palm of their hands. Then add an instrument to play on the beat and one to play with the rhythm</li> </ul>

	<ul style="list-style-type: none"> <li>• Follow a conductor, responding to a range of gestures for: start/ stop, loud/ quiet, fast/slow. Have a go at conducting themselves</li> <li>• Create and follow symbols to represent sounds</li> <li>• Contribute ideas and control sounds as part of a class composition and performance</li> <li>• Illustrate stories or nursery rhymes by playing up or down the notes at appropriate moments</li> </ul>	<ul style="list-style-type: none"> <li>• Perform long/short, loud/ quiet sounds in response to symbols</li> <li>• Introduce the glockenspiel</li> </ul>
<b>Compose and Improvise</b>	<ul style="list-style-type: none"> <li>• Make sounds and recognise how they can communicate ideas. E.g. make sound effects to a story, poem or picture</li> <li>• Explore different sounds using their voices and body percussion</li> <li>• Suggest which instruments would be good to make a particular sound</li> <li>• Make own short sequence of sounds using symbols or pictures as a support</li> <li>• Create and choose sounds in response to a stimulus. e.g. a jungle picture, jack and the beanstalk story</li> <li>• Explore the concepts of loud/quiet, high/low, fast/ slow</li> <li>• Experiment with different timbres (sound qualities)</li> <li>• Make up words and phrases and tap them out</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment and change sounds to improve an intended effect</li> <li>• Explore the effect of silence</li> <li>• Children order sounds in response to a stimulus and make their own short sequence of sounds using symbols as a support</li> <li>• Make various sound effects using body percussion, voices and instruments to describe thematic words or ideas</li> <li>• Select sounds carefully in response to a story or an idea and suggest how they could be added to depict ideas in a composition/ soundscape</li> <li>• Match instruments appropriately to particular sounds e.g. a guiro for a crackling fire</li> <li>• Create a sound story in response to a stimulus and make their own short sequences of sound using symbols as a support</li> <li>• Use flash cards using symbols to represent different sections of a composition or different sounds from a composition</li> <li>• Begin to internalise and create rhythmic patterns</li> <li>• Create short phrases and tap them out</li> <li>• Find and play by ear phrases of simple well known songs</li> <li>• Make up simple two or three note tunes or songs</li> </ul>
<b>Listen and Appraise</b>	<ul style="list-style-type: none"> <li>• Listen to different sounds in the environment</li> <li>• Listen to pieces of music that describe e.g. a bumblebee/ fireworks etc</li> <li>• Identify the pulse in different pieces of music and tap in time to the steady beat</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond to a variety of music from different styles, genres and traditions</li> <li>• Express their own thoughts and feelings about music and respond in different ways giving simple reasons for their response</li> </ul>

	<ul style="list-style-type: none"> <li>• Respond to sounds by likening them to a character or mood.</li> <li>• Respond to music by saying whether they like or dislike it</li> <li>• Begin to listen and respond to the inter-related dimensions of music (loud/quiet)</li> <li>• Use instruments to copy back 4 beat rhythm patterns</li> <li>• Begin to recognise high and low sounds and show with movement or gestures</li> <li>• Listen to and sing back simple melodic phrases with a limited pitch range</li> <li>• Begin to be aware of the inter dimensions they can hear in a piece of music. E.g. quiet/ loud, high/low, fast/ slow</li> </ul>	<ul style="list-style-type: none"> <li>• Have a growing awareness of the different instruments they can hear and be able to describe the sound of them</li> <li>• Listen to and evaluate their own music and that of others, discuss what was good and suggest how it might be improved</li> <li>• Begin to use musical vocabulary to describe music.</li> <li>• Begin to offer ideas to improve work.</li> <li>• Listen for and identify some of the inter-related dimensions of music (dynamics, pitch and timbre, pulse, rhythm, sound effects and so on).</li> <li>• Sing a familiar song, identify then tap the rhythm of the words</li> <li>• Recall short sequences or patterns of sound</li> <li>• Listen to and sing back melodic phrases from known songs</li> <li>• Recall and perform rhythmic patterns to a steady pulse</li> <li>• Recognise simple changes in pitch</li> </ul>
<b>Areas of Study:</b>	<p><b><u>Autumn 1</u></b> Menu Song</p> <p><b><u>Autumn 2</u></b> The King is in the Castle</p> <p><b><u>Spring 1</u></b> Football</p> <p><b><u>Spring 2</u></b> Who stole my chickens and my hens?</p> <p><b><u>Summer 1</u></b> Dancing and drawing to Nautilus Cat and Mouse</p> <p><b><u>Summer 2</u></b> Come dance with me</p>	<p><b><u>Autumn 1</u></b> Tony Chestnut (Traditional Action songs)</p> <p><b><u>Autumn 2</u></b> Creepy Castle – Exploring sounds and graphic scores.</p> <p><b><u>Spring 1</u></b> Carnival of the Animals – Composing using a musical stimulus.</p> <p><b><u>Spring 2</u></b> Grandma Raps – Exploring rhythms and rounds.</p> <p><b><u>Summer 1</u></b> Rockpool Rock – Singing and composition unit based on the Blues and Rock n’ Roll</p> <p><b><u>Summer 2</u></b> How an Technology help me make music? – Music and ICT unit.</p>



## MUSIC PROGRESSION OF KEY SKILLS LOWER KEY STAGE TWO

	YEAR THREE	YEAR FOUR
	As Musicians, we are learning to:	As Musicians, we are learning to:
<b>Perform</b>	<p><b>Sing</b></p> <ul style="list-style-type: none"> <li>• Use voices to create and control sounds (including changing tempo/speed, dynamics/ volume and pitch)</li> <li>• Keep in time with a steady pulse when chanting, singing or moving</li> <li>• Play singing games and clapping games</li> <li>• Sing short songs with the range of an octave from memory, in tune, with expression and control of dynamics (loud, medium, quiet).</li> <li>• Sing words/ phrases of a song in their heads ( use ‘thinking’ voice)</li> <li>• Be aware of correct posture while singing.</li> </ul> <p><b>Play</b></p> <ul style="list-style-type: none"> <li>• Play short rhythmic patterns on un-tuned percussion instruments, keeping a steady pulse.</li> <li>• Play short melodic patterns on recorders and glockenspiels and notate them using letter notation.</li> <li>• create and control sounds on instruments (including changing tempo/speed, dynamics/ volume and pitch)</li> <li>• Play new pieces by ear and from visual symbols</li> <li>• Rehearse together and sing for a year group performance</li> </ul>	<p><b>Sing</b></p> <ul style="list-style-type: none"> <li>• Sing longer and more complex songs with the range of an octave, in tune, with increased expression and control of dynamics (loud, medium, quiet, crescendo, decrescendo).</li> <li>• Sing in tune alone as well as in a group</li> <li>• Begin to be able to evaluate their own singing</li> <li>• Make improvements to singing during rehearsals</li> <li>• Use graphic notation to illustrate the shape and formation of a melody</li> <li>• Begin to follow simple notation to sing songs with two or three levels of pitch</li> <li>• In a larger group, sing a round and/or partner song in two parts</li> </ul> <p><b>Play</b></p> <ul style="list-style-type: none"> <li>• Perform a simple rhythmic part, including rests, on un-tuned percussion.</li> <li>• Play a simple melodic part, from letter notation, on glockenspiel and recorder</li> <li>• Maintain a part in a group performance showing awareness of other parts</li> <li>• Play new pieces from simple notation</li> <li>• Begin to be able to evaluate their own playing</li> <li>• Make improvements to playing and performance</li> </ul>
<b>Compose and improvise</b>	<ul style="list-style-type: none"> <li>• Improvise and devise melodic phrases using pentatonic scales or a limited range of notes</li> <li>• Create layered compositions and soundscapes using simple rhythmic patterns and melodies.</li> <li>• Compose sequences using notated rhythms</li> <li>• Experiment with untuned instruments, improvise rhythms</li> </ul>	<ul style="list-style-type: none"> <li>• Create simple rhythmic patterns, melodies and accompaniments using voice, instruments and technology and use musically based symbols to record their work</li> <li>• Create layers of sound within a composition, showing an understanding of how sounds fit together. For example playing a melody over a drone</li> </ul>

	<ul style="list-style-type: none"> <li>• Use ICT/ electronic devices to record, change and manipulate sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Create and refine musical improvisations considering rhythm and melody.</li> <li>• Be aware of the structure of a song or piece of music and be able to apply a similar structure to their own compositions</li> </ul>
<b>Listen and Appraise</b>	<ul style="list-style-type: none"> <li>• Learn new songs and melodies quickly. Be able to sing and play from memory</li> <li>• Internalise short melodies and play these on pitched instruments</li> <li>• Begin to use musical vocabulary (related to the inter-related dimensions of music) when discussing/ improving their own work.</li> <li>• Listen for and recognise some of the inter-related dimensions of music.</li> <li>• Use an increasing musical vocabulary to discuss likes and dislikes.</li> <li>• Listen for musical elements that are common in a particular genre of music</li> <li>• Recognise changes in the music they are listening to.</li> <li>• Begin to show an awareness of time signatures in music.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify rhythmic and melodic patterns, instruments and repetitions of sounds/ patterns</li> <li>• Listen carefully with attention to detail and be able to recall learnt internalised songs and melodies with increasing aural memory</li> <li>• Use increasing musical vocabulary (related to the inter-related dimensions of music) when discussing their work.</li> <li>• Listen for and recognise an increasing amount of inter-related dimensions of music when appraising a piece of music.</li> <li>• Use an increasing musical vocabulary to discuss musical elements of a piece of music they are listening to</li> <li>• Recognise that different eras have different genres and styles of music.</li> </ul>
<b>Areas of Study:</b>	<p><b><u>Autumn 1</u></b> Wider Opps: Stage 1 Glockenspiel – the first 5 notes C - G</p> <p><b><u>Autumn 2</u></b> I've been to Harlem (Action songs and Rounds)</p> <p><b><u>Spring 1</u></b> Wider Opps: Glockenspiel Unit Stage 2</p> <p><b><u>Spring 2</u></b> From a Railway Carriage – exploring composition</p> <p><b><u>Summer 1</u></b> Wider Opps: Glockenspiel Stage 3 – building up repertoire for a performance.</p> <p><b><u>Summer 2</u></b> Samba Brazilia – Learning about Samba and how a piece can be created used layered rhythm patterns and simple structures.</p>	<p><b><u>Autumn 1</u></b> Wider opps: Stage 1 Recorder – the first 4 notes G – C'</p> <p><b><u>Autumn 2</u></b> This Little Light of Mine! – Gospel Music</p> <p><b><u>Spring 1</u></b> Wider Opps: Stage 2 Recorder</p> <p><b><u>Spring 2</u></b> Gamelan Music – ensemble playing from tablatures and repeated melodic and rhythmic patterns.</p> <p><b><u>Summer 1</u></b> Global Pentatonics – Composition</p> <p><b><u>Summer 2</u></b> Wider Opps: Recorder Stage 3</p>



## MUSIC PROGRESSION OF KEY SKILLS UPPER KEY STAGE TWO

	YEAR FIVE	YEAR SIX
	As Musicians, we are learning to:	As Musicians, we are learning to:
<b>Perform</b>	<ul style="list-style-type: none"> <li>• <b>Sing</b> <ul style="list-style-type: none"> <li>• Sing songs in unison and maintain their own part when singing rounds or songs written in two parts</li> <li>• Sing with developing breath control, posture and sound projection.</li> <li>• Sing songs with an awareness of metre, feeling the pulse on the strong beat</li> <li>• Sing with control of pitch</li> <li>• Sing with increased control, expression, fluency and confidence</li> <li>• Follow graphic or traditional notation to develop a better understanding of the shape of a melody</li> </ul> </li> <li>• <b>Play</b> <ul style="list-style-type: none"> <li>• Play instruments (recorder and glockenspiels) with more control and rhythmic accuracy</li> <li>• Perform a cyclic pattern such as a rhythmic pattern, repeated and layered with other patterns or melodies</li> <li>• Be able to play more challenging pulse activities</li> <li>• Play parts on tuned and untuned instruments from simple staff notation.</li> <li>• Perform pieces from memory</li> <li>• Evaluate in order to refine and improve their own and others' work</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sing</b> <ul style="list-style-type: none"> <li>• Sing songs in unison and in two parts showing understanding of how the harmonies fit together.</li> <li>• Rehearse with others, showing an awareness of how to evaluate their work and achieve a high quality performance</li> <li>• Breathe in agreed places to identify phrases</li> <li>• Create different vocal effects when singing or rapping</li> <li>• Sing with clear diction and musical expression that suits the mood and message of the piece</li> <li>• Follow graphic or traditional notation when singing songs</li> <li>• Be able to sing with confidence in a smaller group or solo part</li> </ul> </li> <li>• <b>Play</b> <ul style="list-style-type: none"> <li>• Perform parts from memory and from simple notation</li> <li>• Rehearse with others, showing an awareness of how to evaluate their work and achieve a high quality performance</li> <li>• Perform a simple round using instruments ( recorder or glockenspiel)</li> <li>• Be aware of other parts when playing an independent part</li> <li>• Begin to be able to use the inter dimensions of music to effect when playing, such as changing tempo, using dynamics, playing staccato or legato depending on the piece</li> </ul> </li> </ul>
<b>Improvise and compose</b>	<ul style="list-style-type: none"> <li>• Improvise rhythmic patterns over a steady beat with confidence</li> <li>• Layer different rhythmic patterns with an understanding of how they interplay against a background pulse</li> <li>• Create music which shows an understanding of simple structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise melodic and rhythmic phrases in a variety of styles and genres.</li> <li>• create own more complex rhythmic patterns e.g. using rests and semi quavers</li> <li>• develop rhythmic and melodic material from their own exploration and improvisational activities</li> <li>• Use different notations to record and create.</li> </ul>

	<ul style="list-style-type: none"> <li>• Improvise with increasing confidence with a given range of notes and within a given structure</li> <li>• Explore different combinations of sounds e.g. different textures of untuned sounds, different combinations of vocal sounds</li> <li>• Use ICT to change and manipulate sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Use ICT to change and manipulate sounds</li> </ul>
<b>Listen and Appraise</b>	<ul style="list-style-type: none"> <li>• Listen “actively” with concentration to longer pieces of instrumental and vocal music</li> <li>• Be able to discuss how music has different intentions</li> <li>• Use a wider musical vocabulary (related to the inter-related dimensions of music) to discuss different kinds of music.</li> <li>• Recognise and begin to discuss some eras in music.</li> <li>• Identify different meters in pieces of music</li> <li>• Evaluate their own and the work of their peers using appropriate musical vocabulary, discussing what is successful/unsuccessful and why.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen “actively” with concentration to longer pieces of instrumental and vocal music</li> <li>• Be able to discuss how music has different intentions</li> <li>• Use a wider musical vocabulary (related to the inter-related dimensions of music) to discuss different kinds of music</li> <li>• Discuss more eras in musical history, describing distinguishing musical features between them and offering preferences.</li> <li>• Analyse elements and features within different pieces of music (e.g. compare melodies)</li> <li>• Evaluate their own work and improve their performance through listening, internalising and analysing</li> </ul>
<b>Areas of Study:</b>	<p><b><u>Autumn 1</u></b> Wider Opps : Stage 1 – Ukulele . The first chords of C, F, G7 and G</p> <p><b><u>Autumn 2</u></b> What shall we do with the drunken sailor? Sea Shanties</p> <p><b><u>Spring 1</u></b> Wider Opps: Stage 2 Ukulele – Reinforce the first chords of C, F, G7 and G. New chords Am , Dm</p> <p><b><u>Spring 2</u></b> Three Little Birds. (Reggae Music)</p> <p><b><u>Summer 1</u></b> The Empress of the Pagodas (Compose focus - Ravel)</p> <p><b><u>Summer 2</u></b> Wider Opps: Ukulele Stage 3</p>	<p><b><u>Autumn 1</u></b> Touch the Skye (Folk Songs).</p> <p><b><u>Autumn 2</u></b> Wider Opps: Keyboard Stage 1</p> <p><b><u>Spring 1</u></b> You’ve Got a Friend (The Music of Carole King).</p> <p><b><u>Spring 2</u></b> Wider Opps: Keyboard Stage 2</p> <p><b><u>Summer 1</u></b> Ame sau vala tara bal - <i>Indian music and ragas.</i></p> <p><b><u>Summer 2</u></b> Wider Opps: Keyboard Stage 3</p>