



## Music Progression

### Knowledge about Musical Elements

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7+
Pulse/ beat/ metre	Watch, follow and move to a steady beat.	Watch, follow, feel and move to a steady beat with others.  Find and enjoy moving to music in different ways.  Respond to the pulse in recorded/live music through movement and dance.	Watch and follow a steady beat.  Find a steady beat.  Tap the beat 4/4 by ear.  Know that the speed of the beat can change, creating a faster or slower pace (tempo).	Recognise and move in time with the beat.  Play the steady beat on percussion instruments. Recognise the 'strong' beat.  Tap/play in time with a steady beat in 4/4 and 3/4.	Play the steady beat on percussion instruments.  Recognise the 'strong' beat.  Play in time with a steady beat in 4/4, 3/4 and 2/4	Understand the differences between 2/4, 3/4 and 4/4 time signatures.  Play in time to these time signatures.	Understand the differences between 2/4, 3/4, 4/4 and 5/4 time signatures Play in time to these time signatures.	Year 9 recognise 6/7 time
Rhythm	Clap copycat rhythms led by the teacher.	Recognise and clap long sounds and short sounds, and simple combinations.  Perform short, copycat rhythm patterns accurately, led by the teacher.		Recognise by ear and notation: minims, crotchets, quavers.	Recognise by ear and notation: minims, crotchets, quavers and their rests Understand the difference between the crotchets and paired quavers	Recognise by ear and notation Semibreves, minims, crotchets, quavers and semiquavers, dotted minims and dotted crotchets.	Recognise by ear and notation emibreves, minims, crotchets, quavers and semiquavers, dotted minims and dotted crotchets.	Recognise by ear and notation, semibreves, minims, crotchets, quavers and semiquavers, dotted minims and dotted crotchets, dotted quavers and dotted semi quavers.
Pitch	Sing along to melodies led by the teacher.	Sing along to melodies led by the teacher.	Recognise when the sound goes up it is a higher pitch.	Say if a sound is a high or low sound. . Recognise when the sound goes down it is a low pitch.	To use the words 'high pitch' and 'low pitch' to describe a sound.	Describe a rising or falling pitch and the affect the feeling of music.	Describe a rising or falling pitch and the affect the feeling of music.	



			<p>Recognise when the sound goes down it is a low pitch.</p> <p>Begin to use a body ladder for do-re-mi.</p>	<p>Recognise when the sound goes down it is a low pitch.</p> <p>Use a body ladder for do-re-mi</p>	<p>Recognise if the pitch is going up or down.</p> <p>Say if an instrument has a low pitch/high pitch</p>	<p>Recognise how different instruments from the same family have different pitches e.g. a double bass is lower than cello.</p>	<p>Recognise how different instruments from the same family have different pitches e.g. a double bass is lower than cello.</p>	
Tempo	Recognise fast and slow beats led by the teacher.	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p> <p>Change the speed of a steady beat, moving from fast to slow, slow to fast.</p>	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p> <p>Change the speed of a steady beat, moving from fast to slow, slow to fast.</p> <p>To begin to use musical terms for speed -allegro, lente</p>	<p>Change the speed of a steady beat, moving from fast to slow, slow to fast.</p> <p>To direct the class in controlling a steady beat in a piece of music.</p> <p>To use musical terms for speed -allegro, adagio</p>	<p>To direct the class in controlling a steady beat in a piece of music.</p> <p>To be able to describe the effect of tempo on building the mood of a piece.</p> <p>To use musical terms for speed -allegro, adagio</p>	<p>Change the speed of a steady beat, moving from fast to slow, slow to fast.</p> <p>Control the speed of a steady beat, getting faster and getting slower.</p> <p>To be able to describe the effect of tempo on building the mood of a piece. adagio (slow), andante (at a walking pace), moderato (moderate), and allegro (quick).</p>	<p>To be able to describe the effect of tempo on building the mood of a piece.</p> <p>Recognise how a rall often shows the end of a song.</p>



Dynamics	Talk about loud sounds and quiet sounds	Talk about loud sounds and quiet sounds and give some examples.	Identify loud and quiet sections of music  Know the meaning of loud and quiet (forte and piano).	Listen out and respond to forte (loud) sections of music.  Identify instruments playing loud dynamics when listening to the music.	Identify gradation of dynamics and begin to use correct vocabulary to describe crescendo and decrescendo  Use dynamics to help communicate the meaning of a song	Identify crescendo and decrescendo and how they change the mood and feel of the music.  Use the terms forte, piano, mezzo forte, mezzo piano correctly.	Identify how dynamics change the mood and feel of music using vocabulary: forte, piano, mezzo forte, mezzo piano, crescendo and decrescendo  Identify how dynamics can support the structure or give a change of mood.  Identify the connection between dynamics and texture.	
Timbre	Identify different sounds in the environment, indoors and outside.	Identify different sounds in the environment, indoors and outside.  Identify the sounds of the instruments played in school	Know the difference between a singing voice and a speaking voice?  Identify the sounds of instruments heard when listening to music	Choose particular instruments for rehearsal and performing.  Identify the sound of different tuned and untuned percussion instruments.	Recognise different instruments belonging to different sections in an orchestra.  Understand how the sound is produced.	Identify how the timbre can vary for different instruments, e.g. a wooden flute and a silver one. Understand how different timbres can be made by technique, e.g. trills on a flute,	Identify and name a wider range of instruments in the orchestra and how vary by family, e.g. violin, viola, cello, double bass.	



					Hear the difference between tongued and untongued notes on a recorder	bowing on a violin compared to plucking.	Identify the difference in timbre between electronic violin and acoustic violin, electric violin and acoustic guitar, electric piano and acoustic piano.	
Texture	Sing together.	Sing together. Add some simple body percussion.	Sing together  Add body percussion accompaniments.	Listen to the accompaniment to a song.  Know that singing and playing together creates a musical texture.  Listen out for solo players.	Explain the term 'unison' and the difference between unison and solo.  Identify male and female solo and backing tracking, and describe the texture they create.	Talk about solo voices, backing vocals and different vocal textures.  Identify changes in texture.  Begin to talk about the different textures caused by intervals and chords.	Identify solos and instrumental breaks in songs and music  Discuss the different textures created by intervals and chords.  Know how texture builds throughout a piece as voices are layered.  Identify repeated riffs in a piece of music and explain the pattern they create.	When playing in groups and ensembles, to understand the sense of ensemble: unity of pulse and balance between parts  To be able to answer is this music expressive? What techniques are used to communicate its expressive intent?



<p>Structure/ form</p>	<p>Add movement to key sections of a song.</p>	<p>Add movement to key sections of a song.</p> <p>Know when to sing in a verse and a chorus.</p>	<p>Recognise call and response songs, and join in when appropriate.</p> <p>Play a part on a percussion instrument alongside another part.</p>	<p>Identify and explain the following structural terms: verse, chorus, call and response.</p> <p>Follow a part playing the recorder, on the song synchroniser score.</p>	<p>Identify and explain the following structural terms: verse, chorus, call and response.</p> <p>Follow a part on a recorder playing alongside another part.</p>	<p>Identify repeated riffs (ostinati) in a piece of music.</p> <p>Identify the different sections in a piece of extended music and where they are repeated. (Recorder unit)</p> <p>Identify verse, chorus, call and response, repeat sign, bridge and instrumental break.</p> <p>Follow a part on a recorder alongside two other parts.</p>	<p>Identify repeated riffs (ostinati) in a piece of music.</p> <p>Identify the different sections in a piece of extended music and where they are repeated. (Recorder unit)</p> <p>Identify verse, chorus, call and response, repeat sign, bridge and instrumental break.</p> <p>Follow a part alongside two other parts.</p>	
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## Music Progression

### Singing

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<p>Sing a range of well-known nursery rhymes and songs</p> <p>Remember and sing familiar songs e.g. pop songs, rhymes.</p> <p>Explore and learn how voices can be changed e.g. louder, quieter.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch.</p> <p>Respond to simple verbal directions e.g. stop, start, loud, quiet and counting in.</p> <p>Sing familiar songs in both low and high voices and talk about the difference in sound.</p> <p>Sing songs at first with a small range e.g. mi-so, and then slightly wider.</p> <p>Include pentatonic songs.</p> <p>Sing a wide range of call and response songs, in order to control</p>	<p>Sing a widening range of unison songs with varying styles and structures.</p> <p>Sing tunefully and with expression.</p> <p>Perform forte and piano.</p> <p>Walk, move or clap a steady beat with others, changing speed as the tempo of the music changes.</p> <p>Sing songs with a wider range of do-so</p> <p>Perform actions confidently and in time to a range of action songs.</p> <p>Perform in school assemblies.</p>	<p>Sing a widening range of unison songs of varying styles.</p> <p>Perform tunefully and with expression. Perform forte and piano</p> <p>Perform songs with a pitch range of do-so.</p> <p>Perform as a choir in assemblies.</p> <p>Begin to sing 2 part songs.</p>	<p>Continue to sing a broad range of unison songs of varying styles.</p> <p>Begin to learn simple harmonies in sections of a piece.</p> <p>Begin to sing 2 part songs</p> <p>Pitch the voice accurately, and follow directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>Perform songs with the range of an octave (do-do). Sing rounds and partner songs in different time signatures (2,3 and 4 time)</p>	<p>Sing a broad range of songs from an extended repertoire. Use a sense of ensemble and performance, including accurate phrasing, accurate pitching and appropriate style.</p> <p>Sing three-part rounds, partner songs and songs with a verse and a chorus.</p> <p>Continue to develop in their use of harmonies.</p> <p>Perform a range of songs in school assemblies and in school performance opportunities.</p>	<p>Sing a broad range of songs, including those that involve syncopated rhythms.</p> <p>Use phrasing, accurate pitching and appropriate style. Observe rhythm closely.</p> <p>Continue to sing 3 parts or partner songs and experiment with positioning singing randomly to develop skills of balance between parts and vocal independence.</p> <p>Perform a range of songs a choir in school assemblies, school performance opportunities and to a wider audience.</p>	<p>Sing regularly from an extended repertoire with a sense of ensemble and performance.</p> <p>Include observing phrasing, accurate pitching and dynamic contrast.</p> <p>Sing three- and four-part rounds, transposing music according to the needs of the class.</p> <p>Create opportunities for engendering a sense of performance, whether that be in front of an audience, in the community or through recordings to be shared on virtual platforms.</p>



	vocal pitch and match the pitch they hear accurately.			Begin to sing songs with small and large leaps. Perform as a choir in assemblies.			
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Teaching staff will select a range of pieces, both from the Model Music Curriculum Repertoires for the appropriate year group, and other musical examples. Singing is encouraged across the curriculum, with songs linked to literacy, numeracy, RE and Curriculum topics. Sing Up, Song Bank has a wide range of songs across the curriculum. Children sing for enjoyment, to develop a sense of community and to increase a sense of wellbeing.



## Listening and Appraising

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7+
<p>Explore and learn how sounds and movements can be changed e.g. louder, quieter.</p> <p>Notice what other children and adults do, mirror what is observed, adding variations and doing it spontaneously.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. ‘eg this is happy music.’</p> <p>Notice what other children and adults do, mirror what is observed, adding variations and doing it spontaneously.</p> <p>Respond imaginatively to music e.g. <i>this music sounds like dinosaurs.</i></p>	<p>Respond to different moods of music, in different ways.</p> <p>Say how a piece of music makes them feel and start to give a reason.</p> <p>Tell the difference between loud and quiet sounds. Begin to describe how sounds are made and changed.</p> <p>Tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds.</p>	<p>Respond to different moods of music, in different ways.</p> <p>Begin to say what they like and dislike.</p> <p>Verbally recall what they have heard with simple vocabulary – loud, soft, high, low.</p> <p>Begin to associate sounds they hear with instruments.</p> <p>Recognise and name different instruments by sight.</p> <p>Listen carefully to recall short rhythmic patterns.</p>	<p>Use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music.</p> <p>Identify the features within a piece of music.</p> <p>Describe music using appropriate vocabulary.</p> <p>Recognise a range of instruments by ear.</p> <p>Begin to identify the texture in a piece of music.</p> <p>Internalise the pulse in a piece of music. Use musical words (pitch, duration, dynamics, tempo) to describe a piece of music.</p>	<p>Use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition.</p> <p>Recognise how the inter-related dimensions of music are used by composers to create different moods and effects.</p> <p>Explore ways in which sounds are combined towards certain effects. Begin to describe the different timbres of instruments. Internalise the pulse in a piece of music. Use musical words (pitch, duration, dynamics, tempo)</p>	<p>Describe and compare different kinds of music using an appropriate and broad musical vocabulary.</p> <p>Describe and compare music using musical vocabulary.</p> <p>Describe the timbre of different instruments, and recognise how different techniques of playing on an instrument can produce different timbres, e.g. staccato, tonguing on a flute, and trills.</p> <p>Distinguish between layers of sound in a piece of music.</p>	<p>Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary.</p> <p>Describe, compare and evaluate music using musical vocabulary.</p> <p>Distinguish between layers of sound in a piece of music and evaluate the effects.</p>	<p>Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary.</p> <p>Evaluate where the music comes from. Evaluate how music is expressive? What techniques are used to communicate its expressive intent?</p> <p>Describe their own subjective/personal reaction to the music. How does this interact with any objective meaning the music might have?</p> <p>To evaluate how a small change of tempo, dynamics, or a pause can make a piece of</p>



			<p>Begin to recognise changes in timbre, dynamics and pitch.</p>	<p>Know that music can be played or listened to for a variety of purposes.</p>	<p>to describe a piece of music.</p>			<p>music more effective.</p>
				<p>Begin to compare different kinds of music. Recognise differences between music of different times and cultures.</p>	<p>Identify texture in a piece of music.</p>			<p>Evaluate if the music was written for a particular reason.</p>
					<p>Describe and identify the different purposes of music. Be able to describe how the purpose of music can affect the style, for instance in Early music, for religious purposes, or for entertainment.</p>			<p>Explore what else was going on in the world at the time, and did these factors influence the piece?</p>
					<p>Compare and contrast the work of established composers and show preferences.</p>			
					<p>Compare and contrast the impact that different composers from different times will have had on the people of the time.</p>			

The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, traditions, history and social contexts of the music they are listening to, singing and appraising. Listening to recorded performances should be complemented by opportunities to experience live music-making in and out of school.



Performance								
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7+
Walk, move or clap a steady beat.		Walk, move or clap a steady beat with others, changing the speed of the beat as the music changes.	Understand that the speed of the beat can change, creating a faster or slower tempo.	Introduce and understand the differences between crochets and paired quavers.	Develop facility in the basic skills of a selected musical instrument. (recorder)	Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation. Initially this will be done in the whole class, and then smaller group performance.	Play a melody using staff notation written on one staff and make decisions about dynamic range.	Play chord sequences from a range of familiar songs as compositional models. • Compose chords sequences on the keyboard or guitar in C major or A minor using mainly primary chords.
Tap out simple repeated rhythms.	Make music in a range of ways e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to.	Perform short copycat rhythm patterns accurately, led by the teacher. Perform short repeated rhythm, ostinati, whilst keeping in a steady beat.	Mark the beat of a listening piece by tapping or clapping, recognising tempo and changes in tempo.	Apply word chants to rhythms, understanding how to link each syllable to one musical note.	Play and perform melodies following staff notation, using a small range e.g. middle C to g, as a whole class or in small groups.	Perform simple chordal accompaniments to familiar songs. (link to chords in music study).	Accompany this same melody using block chords.	Compose bass lines using the root note of each chord. Create melodic song-lines shaped by lyrics and/or harmonic intention.
Play instruments with increasing control to express their feelings and ideas.	Choose particular movements, instruments/ sounds for their own imaginative purposes.	Use body percussion, classroom percussion, playing repeated rhythm patterns and short pitched patterns on tuned instruments.	Walk in time to the beat of a piece of music or song.	Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes.	Perform in two or more parts, e.g. melody and accompaniment or a duet, from simple notation.	Perform a range of repertoire pieces and arrangements.	Engage with others through ensemble playing. Further understand the difference between semibreves, minims, crotchets and crotchet rests.	Learn to find notes on the keyboards. Play rhythmically simple melodies on keyboard instruments, following staff notation written on one staff. Use notes within a
Explore and learn how sounds and movements can be changed e.g. louder, quieter.		Perform word pattern chants e.g. ca-ter-pill-ar. Create, retain and perform their own rhythm patterns.	Play copycat rhythms, copying a leader and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point.	Develop skills in playing tuned percussion or melodic instruments. Play and perform melodies using a small range as a	Copy short melodic phrases including those using pentatonic scale. Read and perform pitch		Further develop skills to develop pitch notation within an octave. Read and play from notation on a 4-bar phrase,	



		<p>Respond to pulse in recorded/live music through movement and dance.</p> <p>Explore percussion sounds to enhance storytelling, e.g. ascending xylophone notes to suggest Jack climbing the beanstalk.</p>	<p>Read and respond to chanted rhythmic patterns.</p> <p>Play a range of singing games, based on cuckoo interval (so-mi) matching voices accurately, supported by the leader playing a melody.</p> <p>Begin to group beats in twos and threes by tapping knee on the strongest first beat.</p> <p>Identify the beat groupings in familiar music.</p>	<p>whole class or in small groups.</p> <p>Use dot notation to show higher or lower pitch.</p>	<p>notation within a defined range (e.g. C-G).</p> <p>Follow and perform simple rhythmic scores to a steady beat; maintain individual parts accurately.</p>		<p>confidently identify the note names and durations.</p>	<p>range of a 5th transposed into C major or A minor. Play given chord sequences as examples of harmonic effect. Compose chord sequences on the keyboard or guitar in C major or A minor.</p> <p>Explore melodic line and simple structural ideas, e.g. ABA. Compose melodies using vocal or instrumental improvisation, bearing in mind phrase structure.</p> <p>Harmonise the cadence points of these phrases</p>
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The skill and confidence of performance will be developed progressively during the pupils' time in our academy. In lessons, plenty of opportunity will be given to practice the physical skills of each instrument. Children will be encouraged to listen to their playing and consider changes. They will have a chance to play in small groups, and then in their class. As they grow in confidence they could perform to a small audience, e.g. another class in their phase. The next stage is informal performance in choir, or music group performance in a relaxed school concert. The children who learn an instrument will have the opportunity to perform solos, duets, or small ensembles in these relaxed performances. Children who attend choir and after school music making club have opportunities to sing in the local community: at St. Bernadettes' Church, St. Bernadette's Parish Centre, and local nursing homes.



## Composing and Improvising

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7+
<p>Develop an understanding of how to create and use sounds intentionally</p> <p>Create own songs, or improvise a song around one they know</p>	<p>Choose particular movements, instruments/sounds for their own imaginative purposes</p> <p>Explore &amp; engage in music making &amp; dance, performing solo or in groups</p>	<p>Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or train journey.</p> <p>Combine sounds to make a story, choosing and playing classroom instruments that would be suitable.</p> <p>Explore percussion sounds to enhance storytelling, e.g. ascending xylophone notes to suggest Jack climbing the beanstalk.</p>	<p>Create music in response to a non-musical stimulus (e.g. a storm, rocket launch).</p> <p>Work with a partner to improvise simple question and answer phrases to be sung and played on untuned percussion, creating a musical conversation.</p> <p>Use graphic symbols, dot notation, and stick notation as appropriate to keep a record of composed pieces.</p> <p>Use music technology to capture, change</p>	<p>Become more skilled in improvising, using voices, tuned and untuned percussion, inventing short responses using a limited note range.</p> <p>Structure musical ideas using an echo, or question and answer structure, to create music that has a beginning, middle and end.</p> <p>Compose in response to different stimuli, e.g. stories, verse, paintings and photographs, and musical sources.</p> <p>Explore developing</p>	<p>Improvise on a limited range of pitches on the instrument they are learning, making use of musical features including smooth legato, and detached (staccato).</p> <p>Begin to make compositional decisions about the overall structure of improvisations.</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood, e.g. to match a film clip.</p>	<p>Improvise freely over a drone, using tuned percussion and melodic instruments.</p> <p>Improvise over a simple groove, responding to the beat, experiment with a wider range of dynamics.</p>	<p>Extend improvisation skills through working in small groups to create music with multiple sections that include repetition and contrast.</p> <p>Use chord changes as part of an improvised sequence</p> <p>Extend compositions beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</p> <p>Plan and compose 8 or 16 beat phrase using pentatonic scale, incorporating rhythmic variety and interest.</p>	<p>Improvise new musical ideas over (a) a drone, (b) a chord sequence(s) or (c) over a groove within a given key. This can be done in pairs, as a group or using sequencing software via a Digital Audio Workstation.</p> <p>Explore D minor and the pentatonic minor starting on D.</p> <p>Compose bass lines using the root note of each chord.</p> <p>Create melodic song-lines shaped by lyrics and/or harmonic intention.</p>



			and combine sounds.	<p>knowledge of musical components by composing music to create a specific mood, e.g. to match a film clip.</p>				
				<p>Combine known rhythmic notation with letter names to create short pentatonic phrases using 5 pitches. Sing and play these phrases as self-standing compositions.</p>				
				<p>Arrange notation cards of known values to create sequences of 2, 3 and 4 beat phrases arranged in bars.</p>				
				<p>Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation.</p>				



*St. Bernadette's Catholic Primary Voluntary Academy*