

Music Progression of Knowledge - based on the National Curriculum and Model Music Curriculum											
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<p>This plan outlines a progressive approach to music education across EYFS and Years 1-6, following the key aims of the National Curriculum for England. It focuses on the core strands of Listening & Appraising, Musicianship, Singing, Instruments & Performing, and Composing & Improvising, emphasising a well-rounded musical experience.</p> <p>These core strands are interwoven with the development of understanding in the following interrelated dimensions of music: Dynamics, Rhythm, Pitch, Tempo, Timbre, Texture, Structure and Music Notation.</p>											
EYFS											
Tiny Steps			Nursery			Reception					
<p>Singing - To chant and sing a range of songs and rhymes with enjoyment.</p> <p>Listening & Appraising - To be exposed to a range of music and be led by the teacher to respond to it through copying gestures.</p> <p>Performing - To be able to perform a song as a group, starting and finishing together.</p> <p>Musicianship: To be able to copy a pulse action led by a teacher when listening to music.</p> <p>Composition and Improvisation: To be able to make a sound with an untuned percussion instrument holding it correctly.</p>						<p>Singing - To chant and sing a range of songs and rhymes with enjoyment. To be able to use their voices in different ways and to sing higher and lower sounds.</p> <p>Listening & Appraising - To be exposed to a range of music and respond to it through gestures/dance movements, recognising when music becomes faster or slower.</p> <p>Performing - To be able to perform a song as a group, starting and finishing together with musical expression (i.e. using dynamic changes - louder and quieter).</p> <p>Musicianship: To be able to copy a pulse action in time with the music; To explore loud and quiet sounds.</p> <p>Composition and Improvisation: To be able to make a sound with two untuned percussion instruments, holding them correctly, in a group activity and be able to refine their performance through listening.</p>					
Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Listening & Appraising											
<p>Be aware of tempo (speed) and dynamics (volume) and respond with movement.</p> <p>Be aware of different instruments.</p> <p>Listen to and recognise the different animals in the music of Carnival of the Animals by Camille Saint-Saëns.</p>		<p>Be aware of tempo (speed) and dynamics (volume) including getting louder/quieter.</p> <p>Be aware of different instruments and name the instruments of the string family.</p> <p>Be able to articulate their likes/dislikes of classical/pop music.</p> <p>Explore the elements of music and instrumentation in the music of Carnival of the Animals by Camille</p>		<p>Listen to and recognise melodies/motifs and instruments used to represent different characters in the music of Peter and the Wolf by Prokofiev.</p> <p>Listen to music from the Baroque era (including works by Bach, Handel and Vivaldi), discussing tempo (speed) and timbre (type of sound).</p> <p>Listen to and recognise music from pop and classical genres.</p>		<p>Explore structure (e.g. call & response, phrases) and texture (e.g. solo, harmony, concertos).</p> <p>Listen to music from the Classical era (including works by Mozart and Beethoven).</p> <p>Explore different keyboard instruments.</p> <p>Listen to music from North Africa and Southwest Asia, investigating the different percussive rhythms.</p>		<p>Listen to music that demonstrates dynamics (forte, piano, crescendo, diminuendo), articulation (legato, staccato), tempo (allegro, adagio, accelerando, rallentando) and timbre (types of sound).</p> <p>Listen to music from the Romantic era and music for the stage, including ballet and opera.</p> <p>Explore music from China and South East Asia, investigating the differences and similarities of Chinese and South East Asian instruments to Western instruments.</p>		<p>Investigate different genres of music including electronic music and music created for computer games, folk/traditional music and film music.</p> <p>Listen to various modern classical music including the use of 12-tone serialism and minimalism.</p> <p>Explore Early Music and Early instruments, including plainchant and the influence of the church.</p>	

	Saint-Saëns, e.g. slow tempo in <i>Tortoises</i> /low sounds in <i>The Elephant</i> .				
Vocabulary Tempo, instruments, composer	Vocabulary Dynamics, the string family, pop	Vocabulary Timbre, the woodwind family, the Baroque era	Vocabulary Concerto, the Classical era, keyboard	Vocabulary Ballet, the Romantic era, articulation	Vocabulary Electronic music, serialism, plainchant
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing					
Perform a solo 4-beat rhythm with body percussion. Recognise and use four untuned percussion instruments to perform with musical expression. Perform a range of songs together for the KS1 nativity. Perform a steady beat, starting and stopping together.	Perform simple repeated rhythmic patterns to accompany a song or a piece of music. Make and control contrasting sounds (e.g. long/short, high/low, fast/slow, loud/quiet). Perform a range of songs for the KS1 nativity together and as part of a small group. Follow instructions on how and when to sing/play. Learn to play the ocarina and use it to play a variety of tunes.	Learn how to hold and blow the recorder correctly. Learn to play the notes B, A, G and E on the recorder and use these notes to perform a variety of tunes. Perform in a concert as a whole class on recorders, demonstrating good discipline and posture. Perform songs together at the Christmas service, respecting the sense of occasion.	Learn how to hold and play the ukulele correctly. Learn to use different techniques such as the thumb brush strum, fingerpicking and shuffling. Learn to play the chords of C, Am, F, C7 and G7 and use these chords to play a variety of songs. Perform in a concert as a whole class on ukuleles, using big gestures to communicate with the audience. Perform songs together at the Christmas service, respecting the sense of occasion.	Learn to play string instruments (violin/viola/cello) together, demonstrating how to hold them and play them correctly. Learn to play the notes of the G major scale on string instruments (violin/viola/cello) and use these notes to play a variety of tunes. Perform in a concert as a whole class on string instruments (violin/viola/cello), listening carefully to make sure they produce a smooth and clear sound. Play tunes in 2 parts. Perform songs together, as a whole class or in small groups for the Christmas service.	Learn to play tunes on tuned percussion and perform together using several layers of texture. Be able to assess the quality of their own and others' performances and look at ways of improving them. Play tunes in 2, 3 or 4 parts. Perform in the Year 6 production, singing in chorus items expressively, with good diction and following cues. Perform songs together, as a whole class, in small groups or as a solo for the Christmas service.
Vocabulary Untuned percussion, performance	Vocabulary Leader, ocarina, posture	Vocabulary Recorder, fingering, discipline	Vocabulary Ukulele, fingerpicking, chord, strum	Vocabulary Strings, bow, pizzicato, scale	Vocabulary Tuned percussion, harmony, solo
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing					
Sing from a starting pitch/chant a variety of short songs/rhymes together. Sing songs that use the <i>so-mi</i> interval (high and low). Explore call and response songs. Use their voices in a variety of ways, including the inner voice.	Sing from a starting pitch/chant a variety of short songs/rhymes together, and include dynamics and tempo. Sing songs that use the <i>so-mi</i> interval (high and low) and learn the singing name and hand signs of <i>so-mi</i> (high and low).	Introduce <i>la</i> (a note higher than <i>so</i>) and use <i>la-so-mi</i> singing names and hand signs (high, middle, low). Sing songs using a range of up to 5 notes, in a group and individually (solo). Be able to sing from a given starting pitch. Follow musical instructions	Sing songs that incorporate <i>mi-re-do</i> , the first 3 notes of a scale and use hand signs to show the pitch. Sing songs within a range of an octave and with more complex rhythms. Use an ostinato to accompany a song. Sing a round together as a class and in small groups.	Sing the notes of the <i>do</i> pentatonic scale (<i>do-re-mi-so-la</i>). Sing songs that use the <i>do</i> pentatonic scale. Use an ostinato or mixed rhythms to accompany a song. Sing partner songs as a class retaining your own part. Sing songs in 2 or 3 parts.	Introduce the notes <i>fa</i> , <i>ti</i> and <i>high do</i> and learn the accompanying hand signs. Be able to sing a major scale using singing names and their hand signs (<i>do-re-mi-fa-so-la-ti-high do</i>). Sing songs beyond the range of an octave with accurate intonation and good diction. Sing songs in 2, 3 or 4 parts.

		including specific terms such as dynamics (forte, piano) and tempo (fast, slow).			
Vocabulary Singing voice, speaking voice, thinking voice	Vocabulary Pitch, high, low	Vocabulary Starting pitch, solo, unison	Vocabulary Ostinato, a round	Vocabulary Pentatonic, partner song	Vocabulary Major scale, harmony, diction
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Musicianship					
<p>Identify changes in pitch using high and low body actions.</p> <p>Understand the word <i>pulse</i> and maintain a steady beat patting knees.</p> <p>Discuss the different types of sounds (timbre) made by percussion instruments.</p> <p>Learn to read a symbol from left to right.</p>	<p>Identify changes in pitch using correct vocabulary (<i>so-mi</i> - high, low) and illustrate with hand signs.</p> <p>Recognise <i>ta</i> and <i>te te</i>, one and two sounds in one beat (crotchets and quavers) and begin to read stick notation.</p> <p>Clap and maintain a steady beat to accompany a song and include tempo changes.</p> <p>Understand the difference between pulse and rhythm.</p>	<p>Introduce the crotchet rest and understand that it is no sound in one beat and is represented in stick notation by Z.</p> <p>Learn the note names of B, A and G for recorder playing.</p> <p>Identify changes in pitch (<i>la-so-mi</i>, high-middle-low) and show the differences with hand signs.</p> <p>Learn to read a graphic score.</p>	<p>Explore music that uses <i>ta-a</i> (minim), one sound in two beats.</p> <p>Read stick notation incorporating <i>ta</i> (crotchet), <i>te te</i> (quavers), Z (crotchet rest) and <i>ta-a</i> (minim).</p> <p>Read and write high and low notes (<i>so-mi</i>) on a 1-line stave.</p> <p>Use the notes C, D and E on tuned percussion to demonstrate <i>do-re-mi</i>, the first 3 notes of a scale.</p>	<p>Introduce ti ri ti ri (semiquavers), four sounds in one beat.</p> <p>Read and write stick notation incorporating <i>ta</i> (crotchet), <i>te te</i> (quavers), Z (crotchet rest), <i>ta-a</i> (minim) and <i>ti ri ti ri</i> (semiquavers).</p> <p>Understand and play the pentatonic scale, using the notes D, E, F#, A and B on string instruments.</p> <p>Read and write notes, using singing names, on a 2-line and 3-line stave.</p>	<p>Investigate music in 2-time, 3-time and 4- time.</p> <p>Introduce <i>ta-a-a-a</i> (semibreve), one sound in four beats.</p> <p>Read and write stick notation incorporating <i>ta</i> (crotchet), <i>te te</i> (quavers), Z (crotchet rest), <i>ta-a</i> (minim), <i>ti ri ti ri</i> (semiquavers) and <i>ta-a-a-a</i> (semibreves).</p> <p>Begin to understand the notes on a 5-line stave, using note names.</p> <p>Use Songmaker on Chrome Music Lab to experiment with the major scale starting on C.</p>
Vocabulary Pulse, high, low	Vocabulary Rhythm, steady beat, pitch	Vocabulary Graphic score, silence	Vocabulary Stick notation, 1-line stave	Vocabulary Pentatonic scale, pitch notation	Vocabulary Quadruple metre, 5-line stave, major scale
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composing and Improvising					
<p>Improvise words or noises to a song or story.</p> <p>Use sounds to represent a picture or an emotion.</p> <p>Improvise sounds using 'question and answer' phrases.</p> <p>Lead others with sounds and actions.</p>	<p>Create a musical pattern using <i>ta</i> and <i>te te</i> (crotchet and quavers).</p> <p>Use sounds to create an effect.</p> <p>Choose and order sounds into a beginning, middle and end.</p> <p>Create a tune using notes on the ocarina.</p>	<p>Write a graphic score.</p> <p>Compose a piece using sounds and silence.</p> <p>Create a melody using notes on the recorder.</p> <p>Improvise on the recorder using the notes B, A and G.</p> <p>Introduce Chrome Lab and experiment with each app.</p>	<p>Record a rhythm they have composed using stick notation.</p> <p>Record high and low notes on a 1-line stave.</p> <p>Create a pattern on Chrome Lab Songmaker to demonstrate high and low sounds.</p> <p>Use texture to create an effect.</p> <p>Create a song using the chords of C,</p>	<p>Compose a melody on Chrome Lab Songmaker, using the pentatonic scale.</p> <p>Compose music that combines layers of sound and show awareness of this effect.</p> <p>Improvise on string instruments using open strings.</p> <p>Create an ostinato to accompany a song.</p>	<p>Compose a jingle.</p> <p>Use music technology to compose and record a piece of music incorporating melody and percussive sounds.</p> <p>Investigate the 12-bar blues and use it to create a song.</p> <p>Improvise using notes of the C major scale on tuned percussion.</p>

			<i>Am</i> and <i>F</i> on the ukulele.		
Vocabulary Leader, question and answer	Vocabulary Musical pattern, choose, sound effects	Vocabulary Melody, graphic score, improvise	Vocabulary Record, texture, musical pattern	Vocabulary Melody, ostinato	Vocabulary Music technology, jingle, 12-bar blues.