

## Progression Grid

Music Progression Grid								
Breadth of Study	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SINGING AND PERFORMING	<p>Sings a few familiar songs.</p> <p>Uses movement to express feelings in response to music.</p> <p>Sings to self and makes up simple songs.</p>	<p>Sings a few familiar songs.</p> <p>Uses movement to express feelings in response to music.</p> <p>Sings to self and makes up simple songs.</p> <p>Begins to build a repertoire of songs</p> <p>Beginning to be aware of when to stop and start a performance</p> <p>Can follow and repeat simple patterns using body percussion (clapping etc) and percussion instruments</p>	<p>To sing simple songs with a growing sense of expression.</p> <p>To sing some songs from memory.</p> <p>To participate in a small performance.</p> <p>To begin to recognise and repeat simple rhythm patterns including chanting their names, singing out the syllables in words</p> <p>To know the meaning of PITCH as a high and low sound</p> <p>To learn and experience what is meant by a PULSE or a steady beat.</p> <p>To start to keep a pulse through actions while singing a song and to follow a changing tempo.</p>	<p>To sing simple songs with a sense of expression.</p> <p>To sing recently taught songs from memory.</p> <p>To participate in a performance with confidence.</p> <p>To recognise and repeat rhythm patterns with growing confidence and accuracy</p> <p>To continue to learn and experience what is meant by a PULSE or a steady beat.</p> <p>To accurately keep a steady pulse through actions while singing a song and to follow a changing tempo.</p>	<p>Sings songs in different ways such as singing from memory, in parts, through games and rounds.</p> <p>Show awareness of pitch, tempo and duration when singing and performing</p> <p>Singing in parts</p> <p>Development of musical literacy using "Solfa"</p>	<p>Singing songs from memory with expression</p> <p>Singing development using more complex rounds</p>	<p>Singing more complex songs from memory with expression</p> <p>Singing and playing simultaneously, including recorder and ukulele</p>	<p>Echo and call, using visual and aural signals</p> <p>Brazilian songs (using singing /recorders /ukuleles /percussion)</p> <p>Rap compositions</p>

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PLAYING INSTRUMENTS	Taps out simple repeated rhythms	<p>Taps out simple repeated rhythms</p> <p>To explore sounds and music through play</p> <p>Begin to compose my own patterns using instruments</p>	<p>To join in and stop appropriately</p> <p>To contribute to a performance using percussion instruments</p> <p>Begin to show a sense of pulse and rhythm when performing</p> <p>To begin to compose and perform simple rhythm patterns in groups.</p>	<p>To be able to talk about sounds and music with growing confidence with some musical vocabulary.</p> <p>To join in and stop correctly, when playing individually and with a group.</p> <p>To contribute to a performance using percussion instruments with confidence and growing accuracy.</p> <p>To demonstrate a sense of pulse and rhythm when performing with instruments.</p> <p>To compose and perform rhythm patterns in groups with confidence.</p>	<p>Body percussion and coordination development (notes up to BAGCD)</p> <p>Recorder skills- playing notes correctly, including playing from memory</p> <p>Reading from simple stick and staff notation</p> <p>Playing a tuned instrument from simple staff notation</p>	<p>Recorder skills (using BAGCDE notes)</p> <p>Introduce tamboo bamboo</p> <p>Take part in small group compositions, including recorders</p> <p>Begin to use and understand staff and other musical notation</p>	<p>Introducing Ukulele skills using chords C, C7, F, G7</p> <p>Continue recorders skills (BAGCDED notes)</p> <p>Introducing African drumming skills</p> <p>Play and perform in solo and ensemble contexts with developing confidence.</p> <p>To use and understand staff and other musical notations with growing confidence.</p>	<p>Recapping instrumental skills</p> <p>Layering more complex rhythm including syncopation</p> <p>Rhythmic improvisations</p> <p>Play and perform in solo and ensemble contexts with confidence.</p> <p>To use and understand staff and other musical notations with confidence.</p>
LISTENING	<p>To listen and enjoy a range of music styles</p> <p>Recognises rhythm in spoken words.</p>	<p>Listens to music and beginning to move rhythmically.</p> <p>Listen attentively to different styles of music</p>	<p>Begin to listen to a variety of live and recorded music with some concentration</p> <p>Respond to music using words and actions.</p> <p>To start to listen to</p>	<p>To listen to a variety of live and recorded music with sustained concentration</p> <p>Respond to music using words and actions with more</p>	<p>Begin to listen with more attention to detail</p> <p>To listen to and recall sounds with increasing aural memory</p>	<p>To listen with growing attention to detail and recall sounds with increasing aural memory</p> <p>To begin to appreciate and</p>	<p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers</p>	<p>Using all skills to create a whole class performance</p> <p>To listen with attention to detail, and recall sounds with increasing aural memory and</p>

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			each other carefully, in order to start and finish at the same time	independence.  To listen to each other carefully in order to start and finish at the same time.	To listen to high-quality live and recorded music drawn from different traditions and from great composers and musicians  Begin to develop an understanding of the history of music.	understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Develop an understanding of the history of music.	and musicians  Show increasing awareness of the history of music	sustained concentration.  To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Show good awareness of the history of music.
EXPERIMENTING WITH SOUND	Explores sounds in the environment  Explores and learns how sounds can be changed.  Makes up simple rhythms	Explores and learns how sounds can be changed.  Makes up simple rhythms  Developing preferences for forms of expression.  Explores the different sounds of instruments.  Initiates new combinations of movements and gestures to express and respond to	To know and use the names of some percussion instruments correctly.  To know how to play simple percussion instruments with growing confidence.  To know how some sounds can be changed (eg making sounds higher/lower or louder/quieter)  To know the	To know the names of a wider range of percussion instruments.  To know how to play simple percussion instruments with confidence.  To be able to demonstrate and talk about how sounds can be changed with a wider range of percussion instruments.  To use body	Experimenting with different body percussion.  Experiment with our voices to make sounds of different pitch and volume	Experiment with more complex body percussion patterns  Experiment with patterns using bamboo instruments  Begin to improvise and compose music for a range of purposes using the inter-related dimensions of music	Take part in small group compositions using tuned or untuned instruments eg recorders, ukulele and percussion.  Improvise using percussion instruments and compose music for a range of purposes using the inter-related dimensions of music	Experimenting with Beatbox – skills, composing and grid notation  With confidence, improvise and compose music for a range of purposes using the inter-related dimensions of music

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		feelings created by music	different ways of making body percussion sounds.  Enjoy making, playing and changing sounds  Experiment with different ways of producing sounds with voice, musical instruments, body percussion (eg tapping, clicking, marching, stamping etc)	percussion sounds effectively.  To enjoy making, playing and changing sounds with confidence  Experiment with different ways of producing sounds with voice, musical instruments, body percussion more independently.  listen with attention to detail and recall sounds with increasing aural memory				
Vocabulary	Listen, stop, fast, slow, loud, quiet	Names of instruments, vocabulary from songs/rhymes, high, low, fast, slow, loud, quiet	Beat, rhythm, pitch, high, low, tempo, fast, slow, loud, quiet, Performance, Body percussion, Click, Clap, Stamp, Steady beat, Pulse, volume	Beat, rhythm, pitch, tempo, dynamics, round, Grid notation Duration, pulse, Percussion instrument names, Chant, Expression,	Tempo, pitch, dynamics, beat, rhythm, improvisation, accompaniment, ostinato, names of instruments, mood/expression words, relevant notational symbols, relevant Italian terms, verse	Tempo, pitch, dynamics, beat, rhythm, improvisation, composition, names of instruments, parts of the ukulele, ostinato, drone, round, structure, relevant notational symbols, pluck, strum, chord, harmony, ensemble, solo, arrangement,	Tempo, pitch, dynamics, beat, rhythm, improvisation, composition, names of instruments, parts of the ukulele, ostinato, drone, round, structure, relevant notational symbols, pluck, strum, chord, harmony, ensemble, solo, arrangement,	Tempo, pitch, dynamics, beat, rhythm, improvisation, composition, names of instruments, parts of the ukulele, ostinato, drone, round, structure, relevant notational symbols, pluck, strum, chord, harmony, ensemble, solo, arrangement,

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						mood/expression words, relevant Italian terms	mood/expression words, relevant Italian terms, articulation, chord sequence, call and response, groove, syncopation, relevant Italian terms.	mood/expression words, articulation, chord sequence, call and response, groove, syncopation, relevant Italian terms. Parts of the drum kit relevant to beat boxing sounds, names of samba instruments, break, bateria, conduct, rehearse, relevant Italian terms.
History of Music					<p>Know the time era of "Early Music"</p> <p>Know the names of an early musical instrument</p> <p>Know how early instruments were made and played.</p> <p>Know the names of some early composers</p> <p>Know key facts about Ancient music and instruments</p> <p>Know when the Renaissance period</p>	<p>Know about the timings of the Baroque period of music.</p> <p>Name a composer from the Baroque period and give facts about their life</p> <p>Know the names of some early composers and their famous music</p> <p>Know when the Classical period was</p> <p>Know the key features of classical music</p>	<p>Know when the Romantic period was</p> <p>Know when the Early 20th Century period was</p> <p>Know the names of some Romantic composers and their famous music</p> <p>Know the names of some early 20th Century music styles</p>	<p>Know the time-line/chronology of music history</p> <p>Know the names of some modern composers</p> <p>Know the names and features of modern music styles</p>

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					<p>was</p> <p>Know the name of key renaissance composers</p> <p>Know key facts about Renaissance music and instruments</p>			
<p>Vocabulary</p> <p>History of Music</p>					<p>Early Music and Renaissance:</p> <p>Ancient</p> <p>Prehistoric</p> <p>Divje bone flute</p> <p>Gude bone flute</p> <p>Aulos, Renaissance,</p> <p>Thomas Tallis</p> <p>William Byrd 1</p> <p>Claudio Monteverdi</p> <p>Tudor, composer,</p> <p>The Harp , The</p> <p>Citole , The Viol,</p> <p>modern</p>	<p>Baroque and Classical:</p> <p>Baroque,</p> <p>Harpsichord,</p> <p>Concerto, sonata</p> <p>Movement, Bach</p> <p>Handel, Vivaldi,</p> <p>Pachabel,</p> <p>Composition,</p> <p>Tempo, Pitch,</p> <p>Seasons, Extract,</p> <p>Dynamics, Classical</p> <p>Beethoven, Mozart</p> <p>Concerto,</p> <p>Symphony</p>	<p>Romantic and Early 20th Century:</p> <p>Classical,</p> <p>composer, Piotr</p> <p>Ilyich, Tchaikovsky</p> <p>Frédéric Chopin,</p> <p>Clara Schumann,</p> <p>Chronology,</p> <p>Romantic, Brahms</p> <p>Pitch, Tempo,</p> <p>Pulse, Rhythm</p> <p>Body percussion,</p> <p>Volume, Dynamics</p> <p>Orchestra, Ballet</p>	<p>Modern:</p> <p>Romantic</p> <p>Chronology</p> <p>Modern</p> <p>Rock 'n' roll</p> <p>Traditional pop</p> <p>Country</p> <p>Rhythm and Blues</p> <p>Swing, Big band</p> <p>Rock and roll</p> <p>Funk, Disco, Hip</p> <p>hop, Indie</p> <p>Rhythm and blues</p>