



Progression in Music: Overview

Music Progression: Understanding the EYFS to KS1 progression

Organisation of knowledge	Vocalising and singing	Hearing and listening	Moving and dancing	Exploring and playing
Relevant ELG	<p>ELG: Managing self</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge <p>ELG: Being imaginative and expressive</p> <ul style="list-style-type: none"> - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with the music 	<p>ELG: Listening, attention and understanding</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions <p>ELG: Speaking</p> <ul style="list-style-type: none"> - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher 	<p>ELG: Gross motor skills</p> <ul style="list-style-type: none"> - Demonstrate strength, balance and coordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>ELG: Being imaginative and expressive</p> <ul style="list-style-type: none"> - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with the music 	<p>ELG: Building relationships</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others <p>ELG: Listening, attention and understanding</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
KS1 readiness objective	<ul style="list-style-type: none"> - To join in with singing familiar songs and rhymes. - To make up songs and rhymes of their own. - To match the pitch of their voice to the pitch of the song they are singing. 	<ul style="list-style-type: none"> - To listen to live and recorded music, hearing lyrics, rhymes and instruments. - To listen to live and recorded music, hearing changes in tempo, rhythm and dynamics. - To respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine. 	<ul style="list-style-type: none"> - To respond to music, including individual instruments with movement and dance - To match movements to the rhythm and pulse of a piece of music 	<ul style="list-style-type: none"> - To explore the range of sounds made by different instruments. - To use a range of percussive instruments to enhance songs and rhymes. - To know the names of instruments that they have explored and used.

Music Progression: National Curriculum Programme of Study

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high- quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims of the National Curriculum

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Music Progression: Subject Content in KS1 & KS2

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and 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.

	EYFS*		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Core Knowledge	<p>Traditional songs, nursery rhymes and chants have been passed down to different generations using the oral tradition. They usually contain repeated rhythms or melodies, a strong pulse and rhyming words.</p> <p>A rhythm is a pattern or grouping of long and short sounds and is one of the basic elements of music. A pulse is a steady beat, like a heartbeat. People can clap or tap their feet to the pulse</p> <p>Sounds can be made by playing tuned or untuned instruments, using the voice, hitting, shaking or scraping objects, or using the body to make percussive sounds. A rhythm is a pattern or grouping of long and short sounds and is one of the basic elements of music.</p> <p>Musical notes and symbols have meaning and can be read by musicians when they play.</p> <p>Responses to music include playing or clapping along to the pulse and rhythms, humming or singing melodies, creating actions and dance movements, and using adjectives, such as lively or cheerful, to describe the music.</p> <p>Basic, easily identifiable features of music are the tempo (quick or slow), the dynamics (loud or quiet), instruments used and the</p>	<p>A melody is a succession of notes arranged to create a musical shape and is the dominant tune of the composition. The shape of music is the direction of the music through structure, dynamics and expression.</p> <p>Percussion instruments make a sound when they are hit, shaken or scraped. Tuned percussion instruments produce notes of different pitches. They should be played with an awareness of pitch, rhythm and dynamics. Untuned percussion instruments produce sounds with no definite pitch. They should be played with an awareness of rhythm and dynamics.</p> <p>Pulse often stays the same throughout a piece of music, whereas the rhythm changes.</p> <p>Combining layers of sound can create pleasant, harmonious sounds or unpleasant, discordant sounds, depending on the combination of the pitches, rhythms and other elements of music used. Adding sounds together creates texture in a piece of music.</p> <p>Notes in musical notation are written on a staff, which tells the musician the pitch of the note. The pitch of a note is how high or low it is. The way that a note is drawn tells the musician the duration of a note. The duration of a crotchet is one</p>	<p>The voice can be used to create notes of different pitches, durations and dynamics (loudness) to add interest to the music by highlighting certain lyrics or creating different moods.</p> <p>Control in music can include breath control, where singers ensure that they have enough breath to sing to the end of phrases, or control of a musical instrument, such as using bow strokes correctly when playing the violin. To sing or play accurately, the pitch, rhythm and dynamics of notes should match the intent of the musical score.</p> <p>Music is written in bars, with a set number of beats per bar. Time signatures tell musicians how many beats are in a bar. The time signature 4/4 shows that there are four crotchet beats in a bar, 3/4 shows that there are three crotchet beats in a bar and 2/4 shows that there are two crotchet beats in a bar. In a bar, the beats receive the main pulse of the music and they can be played, clapped, counted or conducted.</p> <p>Sequences of sounds combine melodies, harmonies, pitches, rhythms and dynamics. Sequences can be written down using informal pictures or symbols in a graphic score or using musical notation.</p>	<p>Solo singing is singing alone. Accurate solo singing includes good timing, note memory and accurate pitching of notes. Ensemble singing is singing in a group. Accurate ensemble singing includes the ability to listen to others, sing at the same volume as them, and follow the signals and instructions of a conductor.</p> <p>Identifying the pitch and length of notes, observing rests and responding to dynamic marking, such as *p* or **f* will increase the accuracy, fluency, control and expression of a performance.</p> <p>One type of rhythmic pattern is an ostinato. An ostinato is a short melody that is played over and over again. A rhythmic ostinato is a short, constantly repeated rhythmic pattern.</p> <p>Sequences of sounds for different instruments are written on separate lines in a graphic score or on separate staves of musical notation.</p> <p>Musical notation symbols for dynamics, such as *pp, p, mp, mf, f* and **ff*, tell musicians how loudly or quietly they should play. Piano (*p*) means that the music should be played quietly. Forte (**f*) means that the music should be played loudly.</p>	<p>Rounds consist of the same melody being sung at different times in a group. Harmony singing consists of a melody line accompanied by other lines of music made up of differently pitched notes that, when sung together, give a pleasing effect. Harmonies can have the same words at the same time, or 'oo's and 'ah's sung underneath a melody.</p> <p>Accurate and confident group performances benefit from various factors: practice and preparation; the monitoring and adjustment of pitch, rhythm, timbre and dynamics; rapid responses to the actions of others and awareness of the role of each musician.</p> <p>An ostinato is a short melody that is played over and over again. A rhythmic ostinato is a short, constantly repeated rhythmic pattern. Other musical techniques are pitch (high or low), tempo (speed) and dynamics (loudness).</p> <p>Effective compositions involve using a variety of instruments, different pitches, repeated and contrasting rhythms, melodies and harmonies and dynamics.</p> <p>In musical notation, time signatures tell musicians how many beats are in a bar. For example the time signature 4/4 shows that there are four crotchet beats in a bar. In a piece of music written in 4/4, there may be eight quavers,</p>	<p> Gestures in music include eye contact, body language, and movement in time to the music. Some gestures are associated with different types of music. For example, nodding the head in time to the beat during a virtuoso guitar solo in rock music. Expression is the addition of personal nuances to evoke feelings in music. In musical scores, musicians are directed to do this by a range of words, such as <i>dramatico</i> (in a dramatic, exaggerated style), <i>legato</i> (smoothly and connected), <i>tranquillo</i> (quiet and peaceful) and <i>cantabile</i> (in a singing or flowing style).</p> <p>Suggestions for improvements to musical performances include more practise; strategies to cope with performance pressure; better presentation, including eye contact with the audience; improving the planning and logistics of a performance and confidently introducing pieces and songs.</p> <p>Pulse can be created using bar lines to write bars of music with the same number of beats per bar, and using articulation to create strong beats. Rhythm can be created using notes of varying length, such as quavers, crotchets, minims and semibreves.</p> <p>A score contains all the information musicians need to rehearse and perform a piece of music, including separate lines for each instrument or voice part, notation showing</p>

			<p>feelings that the music engenders, such as happiness, anger or fear.</p> <p>A composer is a person who writes a piece of music.</p>	<p>beat, a minim is two beats and a semibreve is four beats.</p> <p>Responses to a piece of music that tell a story include creating movements relating to characters or events in the music, identifying instruments and sounds that represent characters or events, describing key events and changes in the sound and drawing scenes inspired by the music.</p> <p>Different instruments can be used to represent other sounds, animals or objects. This is done by changing the pitch (high or low), rhythm (simple or complex), or dynamics (loud or soft).</p> <p>Composers, at various points in history, wrote pieces of music with many differences between them, based on their life experience and the country they lived in. This affected the choice of instruments, the style and the feelings that they provoked in listener</p>	<p>In musical notation, rests, such as crotchet rests, minim rests and semibreve rests, tell musicians when not to play or sing and are used between musical notes.</p> <p>Features of music that can be listened and responded to include the musical instruments used, the rhythms, dynamics, tempo and timbre. These features may be similar in music written around the same time period or theme.</p> <p>Specific terms can be used to describe the sounds and changes in a piece of music, including pitch (high or low), timbre (sound quality), dynamics (loudness) and tempo (speed).</p> <p>Composers of romantic music worked from approximately 1800 to 1910. Romantic music focuses on provoking emotions and passion, and the music was used to evoke stories, places or events. During this period composers wrote dramatic symphonies, operas, overtures and complex piano music.</p>	<p>Genres of music include baroque, romantic, classical, blues, gospel, reggae, rock, samba, country, pop, folk, and world music. Each genre has its own distinguishing features: the use of instruments; structure of the music; inclusion of typical rhythms, harmonies, tempi and dynamics; date of composition and style of performance.</p> <p>Instruments include strings, such as violins; brass, such as trombones; woodwind, such as clarinets and percussion, such as drums. Composers choose instruments for the timbre, pitch and sounds that they can create, to replicate and represent objects, animals, mood and feelings.</p> <p>Popular music began in the late 19th century and evolved rapidly. From the 1950s, technology, fashion and popular culture have all influenced how composers create and present their music.</p>	<p>four crotchets, two minims, one semibreve or a combination that add up to the total of four crotchet beats.</p> <p>Musical vocabulary includes pitch, rhythm, pulse, duration, structure, dynamics, harmony, tempo, timbre and texture.</p> <p>A mixture of pitch, tempo, rhythm, melody and dynamics create mood and feeling in the listener. For example, quick, high-pitched notes can create a feeling of panic, and long, low-pitched notes can create a feeling of calm. All music is written in a major or minor key. Music written in a major key sounds happy, and music written in a minor key sounds sad.</p> <p>The Baroque period in music was from roughly 1600 to 1750 and composers included Monteverdi, Bach and Handel. Baroque music often includes an instrument called the harpsichord and is characterised by long, flowing melodic lines with lots of ornamentation (trills and turns).</p>	<p>pitch and duration of sounds and markings to show dynamics, such as *mp* and *mf*.</p> <p>Features of musical notation include staves, time signatures, bar lines, notes, rests and dynamic markings.</p> <p>A motif in music is a short musical idea that is repeated and developed throughout a piece.</p> <p>Genres of music include baroque, romantic, classical, blues, gospel, reggae, rock, samba, country, pop, Latin American, folk, swing, and world music. Each genre has its own distinguishing features: the use of instruments; structure of the music; inclusion of typical rhythms, harmonies, tempo and dynamics; date of composition and style of performance.</p> <p>The Classical era was approximately between the years 1750 and 1825. Composers like Joseph Haydn and Wolfgang Amadeus Mozart composed music in different genres and styles, such as the symphony, concerto, suite and opera. Classical orchestras were larger in size and pieces of music had sweeping melodies, homophonic accompaniment (where all parts move together rather than independently) and a clear structure.</p>
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		Skills	<p>Sing a song with contrasting high and low melodies</p> <p>Control vocal dynamics, duration and timbre.</p> <p>Sing a song together as a group.</p> <p>Combine voices and movement to perform a chant and a song</p> <p>Use voices to create descriptive sounds.</p> <p>Identify and keep pa steady beat using instruments</p> <p>Explore and control dynamics, duration and timbre with instruments.</p> <p>Play percussion instruments at different speeds (tempo).</p> <p>Play and control changes in tempo.</p> <p>Explore sounds on instruments and find different ways to vary their sound.</p> <p>Use instruments to create descriptive sounds.</p> <p>Improvise descriptive music.</p> <p>Respond to music through movement.</p> <p>Create a soundscape using instruments.</p> <p>Explore different sound sources and materials.</p> <p>Explore sounds on instruments and find different ways to vary their sound.</p> <p>Invent and perform new rhythms to a steady beat.</p> <p>Create, play and combine simple word rhythms.</p> <p>Create a picture in sound.</p>	<p>Chant and sing in two parts while playing a steady beat.</p> <p>Sing with expression, playing attention to the pitch shape of the melody.</p> <p>Understand pitch through singing, movement and note names.</p> <p>Prepare and improve a performance using movement, voice and percussion.</p> <p>Listen to and repeat rhythmic patterns on body percussion and instruments.</p> <p>Play pitch lines on tuned percussion.</p> <p>Accompany a song with vocal, body percussion and instrumenta ostinati.</p> <p>Use instruments expressively in response to visual stimuli.</p> <p>Explore timbre and texture to understand how sounds can be descriptive.</p> <p>Combine sounds to create a musical effect in response to visual stimuli.</p> <p>Explore voices to create descriptive musical effects.</p> <p>Explore different ways to organise music.</p> <p>Compose music to illustrate a story.</p> <p>Perform and create simple three and four beat rhythms using a simple score.</p> <p>Match descriptive sounds to images.</p> <p>Listen and repeat back rhythmic patterns on instruments and body percussion.</p>	<p>Sing in a two part harmony.</p> <p>Copy and create a wide range of vocal sounds to incorporate into a song.</p> <p>Sing in two parts with movements and percussion.</p> <p>Accompany a song with a melodic ostinato on a tuned instrument.</p> <p>Perform a pentatonic song with tuned and untuned accompaniment.</p> <p>Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion.</p> <p>Perform rhythmic ostinato individually and in combination.</p> <p>Understand and use pitch notation.</p> <p>Read simple rhythm notation.</p> <p>Create and perform from a symbol score.</p> <p>Read graphic notation to play a melody on tuned instruments.</p> <p>Improvise descriptive music.</p> <p>Improvise to an ostinato accompaniment.</p> <p>Explore simple accompaniments using beat and rhythm patterns.</p> <p>Select descriptive sounds to accompany a poem.</p> <p>Choose different timbres to make an accompaniment.</p> <p>Make choices about musical structure.</p> <p>Create and perform from a symbol score.</p>	<p>Perform a poem as an ensemble with rhythmic accuracy to steady beat.</p> <p>Use beatbox techniques to imitate the sound of a drum kit.</p> <p>Listen to partner songs.</p> <p>Sing a call and response song in a minor key in two groups.</p> <p>Sing a song with three simple independent parts.</p> <p>Combine, singing, playing and dancing in a performance.</p> <p>Combine four body percussion ostinato as a song accompaniment.</p> <p>Play a pentatonic song with leaps in pitch on tuned percussion.</p> <p>Play and sing repeated patterns from staff notation.</p> <p>Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notation.</p> <p>Improvise in response to visual stimuli, with a focus on timbre.</p> <p>Explore household items as instruments and match rhythms with appropriate sound makers.</p> <p>Improvise melodies with a given set of five notes.</p> <p>Explore layers and layering using a graphic score.</p> <p>Understand syncopation and clap improvised off-beat rhythms.</p> <p>Compose an introduction to a song.</p>		
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			<p>Recognise and respond to changes in tempo in music.</p> <p>Identify changes in pitch and respond to them with movement.</p> <p>Understand how music can tell a story.</p> <p>Understand musical structure by listening and responding through movement.</p> <p>Identify a sequence of sounds in a piece of music.</p> <p>Listen in detail to a piece of orchestral music.</p> <p>Identify metre by recognising its pattern</p> <p>Identify a repeated rhythm pattern.</p>	<p>Identify ways of producing sounds.</p> <p>Identify rising and falling pitch.</p> <p>Use simple vocabulary to describe music.</p> <p>Listen, describe and respond to contemporary orchestral music.</p>	<p>Arrange an accompaniment with attention to balance and musical effect.</p> <p>Use a score and combine sounds to create different musical textures.</p> <p>Listen to and learn about Hindustani classical music.</p> <p>Learn how sounds and produced and how instruments are classified.</p> <p>Listen to and learn about traditional Chinese music.</p> <p>Listen to and learn about a Romantic piece of music.</p> <p>Listen to and learn about a medieval antiphon.</p> <p>Listen to, learn about, play and dance to Tudor dance music.</p> <p>Identify the metre in a piece of music.</p> <p>Recognise rhythm patterns in staff notation.</p> <p>Recognise pitch shapes.</p>	<p>Compose and notate pentatonic melodies on a graphic score.</p> <p>Compose a rap.</p> <p>Compose a fanfare.</p> <p>Compose and play sequences of word rhythms.</p>		
	<p>nursery rhymes, action songs, instruments, share, respond, explore, listen, sing, play, learn, beat, pulse, rhythm, pitch, high, low, long, short, perform, share, play, stop, move, listen, actions, voice, hands, feet instrument, big sounds, soft sounds, loud sounds, soft sounds, soft, medium, hard, solo, group, shake, tap, ring.</p>	<p>Vocabulary</p>	<p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination</p>	<p>Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.</p>	<p>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.</p>	<p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong</p>	<p>Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody</p>	

What will our pupils go on to learn?

Music Progression: Programme of Study KS3

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high- quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims of the National Curriculum

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Attainment targets

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Music Progression: Subject Content KS3

Key stage 3

Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.

Pupils should be taught to:

- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- listen with increasing discrimination to a wide range of music from great composers and musicians
- develop a deepening understanding of the music that they perform and to which they listen, and its history.