

St Giles' C of E Primary School MUSIC Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>EYFS/KS1 Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>KS2 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<ul style="list-style-type: none"> * make up nonsense words and silly sounds to accompany songs and chants. (Stories and Sounds: Jamaquack jive-Jamaquack) ½ T1 *begin to recognise rhythm in spoken words (Stories and Sounds: Colourful Creatures unit – Huff Puff) ½ T1 * Perform a rap with high, medium, and low vocal sounds. (Going Places: The three bears-3 bears rap) ½ T2 * use body percussion to match the words in the song * join in with repeated words (Going Places: Rhyme Time-Miss Mary Mac) ½ T2 *use vocal sounds and body percussion to express their feelings of the story (Working World: Our Town unit – Foxy comes to town) ½ T5 * enjoy joining in with songs, and respond to music with their bodies (Our Senses : Seaside unit: What can you see?) ½ T6 • independently explore/match instruments(Special People: My turn Your turn- I've got a tambour) ½ T3 *select sounds and movements and use them expressively within a steady beat, following variable speeds. (Special People; Happy New Year Unit - Chinese New Year) ½ T3 	<ul style="list-style-type: none"> * create, respond to, place and change vocal sounds (Unit 1: Ourselves) * understand (recognise) pitch: make high and low vocal sounds (Unit 3: Animals) * sing a song with contrasting high and low melodies (Unit 3: Animals) * control vocal dynamics, duration and timbre (Unit 4: Weather) * sing a song together as a group (Unit 7: Our School) * rehearse and perform a chant/rap with sound effects using voices (Unit 9: Storytime) * combine voices and movement to perform a chant and a song (Unit 11: Travel) * use voices to create descriptive sounds (Unit 12: Water) * learn to play percussion with control (e.g. changing dynamics) (Unit 2: Number) * identify and keep a steady beat using instruments (Unit 2: Number) * explore and control dynamics, duration, and timbre with instruments (Unit 4: Weather) * play percussion instruments at different speeds (tempi) (Unit 5: Machines) * create a soundscape using instruments (Unit 7: Our School) * explore sounds on instruments and find different ways to vary their sound (Unit 8: Pattern) 	<ul style="list-style-type: none"> * develop the use of vocal sounds to express feelings (Unit 1: Ourselves) * chant and sing in two parts while playing a steady beat (Unit 4: Our bodies) * explore voices to create descriptive musical effects (Unit 7: Storytime) * sing with expression, paying attention to the pitch shape of the melody (Unit 8: Seasons) * perform a rhythmic chant and play an independent rhythm pattern to accompany it (Unit 9: Weather) * perform an updated version of a traditional nursery rhyme with a rap section included (Unit 9: Weather) * understand pitch through singing, movement, and note names (Unit 11: Water) * prepare and improve a performance using movement, voice, and percussion (Unit 12: Travel) * listen to and repeat back rhythmic patterns on instruments and body percussion (Unit 4: Our bodies) * play pitch lines on tuned percussion (Unit 5: Animals) * perform a steady beat and simple rhythms using movement, percussion, and body percussion (Unit 6: Number) * accompany a song with vocal, body percussion and instrumental (rhythmic) ostinati (Unit 8: Seasons) * explore and develop an understanding of pitch using percussion instruments (Unit 11: Water) * use instruments expressively in response to visual stimuli (Unit 12: Travel) 	<ul style="list-style-type: none"> * sing in two-part harmony (Unit 1: Environment) * accompany a song with a melodic ostinato on tuned percussion (Unit 1: Environment) * combine rhythms in layers on untuned percussion instruments (Unit 2: Building) * perform a pentatonic song with tuned and untuned accompaniment (Unit 5: China) * play independent parts in more than one metre simultaneously on tuned, untuned and body percussion (Unit 6: Time) * perform rhythmic ostinati individually and in combination (Unit 6: Time) * mimic and create a wide range of vocal sounds to incorporate into a song (Unit 8: Communication) * sing in two parts (two different melodies) with movements and percussion (Unit 9: Human body) * perform a round in three parts (Unit 11: Ancient worlds) 	<ul style="list-style-type: none"> * use beatbox techniques to imitate the sound of a drum kit (Units 1: Poetry & 3: Sounds) * perform a rap or song with a vocal beatbox accompaniment (Units 1: Poetry & 3: Sounds) * perform a poem with rhythmic accuracy (choral speaking) in time with a steady beat and each other (Unit 1: Poetry) * learn to sing partner songs (Unit 3: Sounds) * perform verse and chorus structure (Unit 4: Recycling) * chant in three parts (Unit 4: Recycling) * combine four body percussion ostinati as a song accompaniment (Unit 5: Building) * play a pentatonic song with leaps in pitch on tuned percussion (Unit 6: Around the world) * combine tuned percussion, untuned percussion, and singing in a performance (Units 6: Around the world & 8: Singing Spanish) * sing a call and response song in a minor key in two groups (Unit 8: Singing Spanish) * sing a song with three simple independent parts (Unit 10: Time) * play a piece with melody, chords, bass and rhythm parts from notations (graphic, rhythm and staff) (Unit 11: In the past) * combine singing, playing and dancing in a 	<ul style="list-style-type: none"> * conduct metres of two, three and four (Unit 1: Our Community) * prepare for a performance by considering narration, performance space, setting up and other logistics (Unit 1: Our Community) * develop techniques of performing rap using texture and rhythm (Unit 2: Solar system) * create and present a performance of song, music and poetry (Unit 2: Solar system) * sing and play scales and chromatic melodies accurately (Unit 4: Keeping healthy) * sing and play on percussion a piece with changes in tempo and dynamics as a group (Unit 5: At the movies) * perform music together in synchronisation with a short movie (Unit 5: At the movies) * sing a song in unison and three-part harmony (Unit 6: Celebration) * perform a song with a complex structure in four parts (Unit 6: Celebration) * sing with attention to accuracy in rhythm, pitch and dynamics (Unit 6: Celebration) * develop ensemble playing, focusing on steady beat and placing notes accurately together (Unit 6: Celebration) 	<ul style="list-style-type: none"> * demonstrate understanding of beat and syncopation through song and body percussion (Unit 1: World unite) * demonstrate coordination and rhythm skills by participating in a complex circle game (Unit 1: World unite) * convey lyrical meaning through expressive singing in a part-song with echoes (Unit 2: Journeys) * develop song cycles for performance, making decisions about texture, staging and dramatization (Unit 2: Journeys) * learn to sing major and minor note patterns accurately (Unit 2: Journeys) * demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers (Unit 2: Journeys) * play a chordal accompaniment to a piece (Unit 3: Growth) * develop, rehearse and perform a mini-musical, covering dialogue, singing, playing and movement (Unit 4: Roots) * refine vocal performance with consideration of posture, breathing and enunciation (Unit 5: Class awards)

	<ul style="list-style-type: none"> * create and perform actions and play instruments to a steady beat. (Special people unit: My turn, your turn-I've got a tambour) ½ T3 *perform body actions, movements and sounds to a beat which sometimes stays the same and sometimes gets faster. (Special People: Hands, feet and faces Unit- Hands and feet patterns) ½ T3 *express feelings in music by responding to the moods suggested by the colours of the rainbow (Working World Light unit – Rainbow Dreams) ½ T5 * play sound patterns with contrasting timbre and tone colours (Our Senses : Seaside unit: What can you see?) ½ T6 	<ul style="list-style-type: none"> * rehearse and perform a chant/rap with sound effects using instruments (Unit 9: Storytime) * use instruments to create descriptive sounds (Unit 12: Water) 			<ul style="list-style-type: none"> song performance (Unit 11: In the past) * play an instrumental accompaniment of rhythms, chords and riffs (Unit 11: In the past) 	<ul style="list-style-type: none"> * control short, loud sounds on a variety of instruments (Unit 6: Celebration) 	<ul style="list-style-type: none"> * perform complex song rhythms confidently (Unit 6: Moving on) * change vocal tone to reflect mood and style (Unit 6: Moving on)
<p>EYFS / KS1 Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>KS2 Listen with attention to detail and recall sounds with increasing aural memory</p>	<ul style="list-style-type: none"> *listen to songs within stories and use costumes and instruments to create performances (Stories and Sounds: Sing me a story unit- Three Billy Goats Gruff) ½ T1 *sing an action song and create hand and whole body movements. Perform actions to accompany music. (Growth and change: Caterpillar-Caterpillar Caper) ½ T4 *move freely with pleasure and confidence in response to music Growth and Change: Winter-The snow is dancing (Claude Debussy). ½ T4 	<ul style="list-style-type: none"> * recognise and respond to changes in tempo in music (Unit 2: Number) * identify a sequence of sounds (structure) in a piece of music (Unit 4: Weather) * respond to music through movement (Unit 4: Weather) * identify changes in pitch and respond to them with movement (Unit 6: Seasons) * listen in detail to a piece of orchestral music (e.g. identify instruments) (Unit 6: Seasons) * identify metre by recognising its pattern (Unit 8: Pattern) 	<ul style="list-style-type: none"> * identify ways of producing sounds (e.g. shake, strike, pluck) (Unit 3: Our land) * match descriptive sounds to images (Unit 3: Our land) * listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) (Unit 9: Weather) * use simple musical vocabulary to describe music (Unit 12: Travel) * listen, describe and respond to contemporary orchestral music (Unit 12: Travel) 	<ul style="list-style-type: none"> * identify a sequence of sounds (structure) in a piece of music (Unit 4: Poetry) * identify the metre in a piece of music (Unit 6: Time) * recognise pitch shapes (Unit 10: Singing French) * explore musical phrases, melodic imitation and rounds (Unit 11: Ancient worlds) 	<ul style="list-style-type: none"> * understand how articulation (accents) affects musical sounds (Unit 1: Poetry) * identify different instrument groups from a recording (Unit 3: Sounds) * demonstrate understanding of how sound is produced by making instruments (Unit 4: Recycling) * compare and contrast the structure of two pieces of music (Unit 7: Ancient worlds) * copy rhythms and a short melody (Unit 9: Communication) * identify the metre of a new song or piece (Unit 10: Time) 	<ul style="list-style-type: none"> * listen to music with focus and analyse using musical vocabulary (Unit 2: Solar system) * hear and understand the features of the whole tone scale (Unit 2: Solar system) * compare and contrast two pieces of 19th century Romantic music (Unit 3: Life cycles) * identify changes in tempo and their effects (Unit 5: At the movies) * demonstrate understanding of the effect of music in movies (Unit 5: At the movies) * explore and analyse a song arrangement and 	<ul style="list-style-type: none"> * revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music (Unit 3: Growth) * experience and understand the effect of harmony changing (Unit 6: Moving on) * listen to and understand modulation in a musical bridge (Unit 6: Moving on)

	<ul style="list-style-type: none"> * use materials in original ways * represent their own ideas in music * identify similar and different sounds (Our Senses : Cakemakers unit - Shake, tappety scrape) ½ T6 	<ul style="list-style-type: none"> * understand how music can tell a story (Unit 9: Storytime) * respond to change of mood in a piece of music with a slow and fast steady beat (Unit 10: Our bodies) * identify a repeated rhythm pattern (Unit 10: Our bodies) * understand musical structure by listening and responding through movement (Unit 12: Water) 				<ul style="list-style-type: none"> its structure (Unit 6: Celebration) * rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time (Unit 6: Celebration) 	
<p>EYFS / KS1</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music*</p> <p>KS2</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music*</p> <p>*Inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</p>	<ul style="list-style-type: none"> * perform a rap using high and low vocal and Instrumental sounds to represent different animal voices. (Going Places: Noah) ½ T1 *use soundmakers to represent characters and events (Stories and Sounds: Sing me a story unit- Three Billy Goats Gruff) ½ T2 *show control and coordination with soundmakers (Growth and Change: Winter- Wakey Wakey Sleepy Bear) ½ T4 *create their own animal sounds to wake up bear (Growth and Change: Winter- Brown bear's snoring) ½ T4 *explore animal movements, matching them to sounds and performing them singly and in combination using a simple graphic score (Working world: Farm time unit- When we're on the farm) ½ T5 * use imagination to create sounds to translate teddy's actions (Our Senses : Teddy bear unit - Teddy bear, teddy bear) ½ T6 	<ul style="list-style-type: none"> * explore, create and place vocal and body percussion sounds (Unit 1: Ourselves) * explore and develop an understanding of pitch using the voice and body movements (Unit 3: Animals) * explore and control dynamics (volume), duration, and timbre with voices, body percussion, and instruments (Unit 4: Weather) * improvise descriptive music (Unit 4: Weather) * play and control changes in tempo (Unit 5: Machines) * relate pitch changes to graphic symbols and perform pitch changes vocally (Unit 6: Seasons) * explore different sound sources and materials (Unit 7: Our School) * create a soundscape using instruments as part of a song performance (Unit 7: Our School) * explore sounds on instruments and find different ways to vary their sound (Unit 8: Pattern) * play fast, slow, loud, and quiet on percussion instruments (Unit 9: Storytime) 	<ul style="list-style-type: none"> * notate pitch shape and duration using simple line graphics (Unit 1: Ourselves) * understand the structure of call and response songs (Unit 1: Ourselves) * mark beats within a four-beat metre (Unit 2: Toys) * explore timbre and texture to understand how sounds can be descriptive (Unit 3: Our land) * understand and perform upwards and downwards pitch direction (Unit 5: Animals) * read and write simple pitch line notation (Unit 5: Animals) * combine pitch change with changes in other elements/dimensions (Unit 5: Animals) * understand and differentiate between beat and rhythm (Unit 6: Number) * combine sounds to create a musical effect in response to visual stimuli (Unit 7: Storytime) * identify rising and falling pitch (Unit 8: Seasons) * compose music to illustrate a story (Unit 9: Weather) * perform and create simple three- and four-beat rhythms using a simple score (Unit 10: Pattern) * explore different ways to organise music (Unit 10: Pattern) * understand and play from simple notation (Unit 12: Travel) 	<ul style="list-style-type: none"> * select descriptive sounds to accompany a poem (Unit 1: Environment) * choose timbre to make an accompaniment (Unit 1: Environment) * make choices about musical structure (Unit 2: Building) * improvise descriptive music (Unit 4: Poetry) * improvise to an ostinato accompaniment (Unit 6: Time) * develop a song by choosing lyrics and verse order (Unit 10: Singing French) * arrange an accompaniment with attention to balance and musical effect (Unit 11: Ancient worlds) * explore simple accompaniments using beat and rhythm patterns (Unit 12: Food and drink) * use a score and combine sounds to create different musical textures (Unit 12: Food and drink) 	<ul style="list-style-type: none"> * balance voices in a performance by choosing appropriate dynamics (volume) (Unit 1: Poetry) * compose an introduction for a song (Unit 2: Environment) * improvise with a focus on timbre in response to visual stimuli (Unit 4: Recycling) * explore household items as instruments, match rhythms with appropriate soundmakers (Unit 4: Recycling) * improvise melodies with a given set of five notes (a pentatonic scale) (Unit 5: Building) * create descriptive sound pictures with instruments (Unit 8: Singing Spanish) * compose a rap (Unit 9: Communication) * understand syncopation and clap off-beat rhythms in improvisation (Unit 10: Time) * compose a fanfare (Unit 11: In the past) * compose and play sequences of word rhythms (Unit 12: Food and drink) 	<ul style="list-style-type: none"> * develop accompaniments using ostinato and invented or improvised rhythms on untuned percussion (Unit 1: Our Community) * play and improvise using the whole tone scale (Unit 2: Solar system) * create musical effects using contrasting pitch (Unit 3: Life cycles) * use the musical dimensions to create and perform music for a movie (Unit 5: At the movies) * evaluate and refine compositions with reference to the inter-related dimensions of music (Unit 5: At the movies) 	<ul style="list-style-type: none"> * devise, combine and structure rhythms through dance (Unit 1: World unite) * improvise descriptive music on instruments and other soundmakers (Unit 4: Roots) * compose programme music from a visual stimulus (Unit 5: Class awards)

		<ul style="list-style-type: none"> * invent and perform new rhythms to a steady beat (Unit 10: Our bodies) * create, play and combine simple word rhythms (Unit 11: Travel) create a picture in sound (Unit 12: Water) 					
Use and understand staff and other musical notations				<ul style="list-style-type: none"> * use graphic notation with the pentatonic scale (Unit 5: China) * recognise rhythm patterns in staff notation (Unit 6: Time) * understand and use pitch notations (Unit 7: In the past) * read simple rhythm notation (Unit 7: In the past) * create and perform from a symbol score (Unit 8: Communication) * read graphic notation to play a melody on tuned instruments (Unit 10: Singing French) 	<ul style="list-style-type: none"> * compose and notate pentatonic melodies on a graphic score (Unit 6: Around the world) * explore layers and layering using a graphic score (Unit 7: Ancient worlds) * play and sing repeated patterns (ostinati) from staff notation (Unit 10: Time) * match short rhythmic phrases with rhythm notation (Unit 10: Time) * learn to play a Renaissance dance from notations (graphic, rhythm and staff) (Unit 11: In the past) 	<ul style="list-style-type: none"> * read a melody in staff notation (Unit 3: Life cycles) * develop a structure for a vocal piece and create graphic scores or diagrams (Unit 3: Life cycles) * read grid or staff notation to play a bassline (Unit 4: Keeping healthy) * interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities (Unit 5: At the movies) * learn about and use cue scores (Unit 5: At the movies) * create sounds for a movie, following a timesheet (Unit 5: At the movies) 	<ul style="list-style-type: none"> * demonstrate understanding of pitch through singing from simple staff notation (Unit 1: World unite) * follow and interpret a complex graphic score for four instruments (Unit 3: Growth) * play tuned instrumental parts confidently from graphic scores with note names (Unit 6: Moving on)
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians				<ul style="list-style-type: none"> * learn about ternary form (Unit 1: Environment) * understand how music can be organised in sequences and layers (Unit 2: Building) * learn a traditional Caribbean song (Unit 3: Sounds) * listen to and learn about Hindustani classical music (Unit 3: Sounds) * learn how sounds are produced and how instruments are classified (Unit 3: Sounds) * understand the pentatonic scale (Unit 5: China) * listen to and learn about traditional Chinese music (Unit 5: China) * understand and perform binary form (Unit 9: Human body) 	<ul style="list-style-type: none"> * explore the descriptive music of two famous composers (20th and 21st century pieces) (Unit 2: Environment) * listen to and play along with Bhangra music (Unit 4: Recycling) * perform a piece in rondo form (Unit 4: Recycling) * describe the structure of a piece of orchestral music (Unit 5: Building) * use rondo structure to build a performance (Unit 5: Building) * learn about and sing an African-American spiritual 	<ul style="list-style-type: none"> * learn about jazz scat singing and devise scat sounds (Unit 1: Our Community) * listen to a 19th century tone poem and describe its effects and use of the musical dimensions (Unit 2: Solar system) * explore extended vocal techniques through listening to and composing a capella vocal music based on graphic scores (Unit 3: Life cycles) * sing and play an American spiritual (Unit 4: Keeping healthy) 	<ul style="list-style-type: none"> * learn a 1980s pop song with understanding of its structure (Unit 2: Journeys) * learn to sing and play ostinati from an early 20th-century orchestral work (Unit 3: Growth) * sing and play traditional Ghanaian music (Unit 4: Roots) * sing two West African call and response songs in two groups (Unit 4: Roots)

					(Unit 6: Around the world) * develop listening skills by analysing and comparing music from different traditions (Unit 6: Around the world) * learn a traditional West African call and response song (Unit 12: Food and drink)	* learn about and explore techniques used in movie soundtracks (Unit 5: At the movies)	
Develop an understanding of the history of music				* listen to and learn about a Romantic piece of music (Unit 6: Time) * listen to and learn about a medieval antiphon (Unit 7: In the past) * listen to, learn about, play and dance to Tudor dance music (Unit 7: In the past) * learn about an instrument from Ancient Greece (Unit 11: Ancient worlds)	* listen to and learn about 1940s dance band music (Unit 3: Sounds) * identify key features of minimalist music (Unit 7: Ancient worlds) * listen to and analyse 20th century ballet music (Unit 10: Time) * learn a dance and play music from a 19th century German opera (Unit 11: In the past) * listen to and learn about Renaissance instruments (Unit 11: In the past) * learn a 1960s pop song and popular dance styles of the time (Unit 11: In the past)	* learn to sing a song from English musical heritage (20th century) (Unit 1: Our Community) * listen to and learn about modern classical/avant garde music (20th century) (Unit 2: Solar system) * listen to and analyse 19th century impressionist music using musical vocabulary (Unit 2: Solar system) * learn about the music of an early Baroque opera (Unit 3: Life cycles)	* learn to sing a 21st-century British choral work (Unit 2: Journeys) * learn to sing and play ostinati from an early 20th-century orchestral work (Unit 3: Growth) * discuss the music of a Russian Romantic composer with reference to a painting from the same period (Unit 5: Class awards)
Enrichment	<ul style="list-style-type: none"> * Church visits and Worship Ensemble singing * Key Stage Productions * Visiting musicians: Music service, Sally Tonge, * Visiting Drama companies * Local school singing events: Shropshire Sings, Singing Festival 						