

## Music Progression Document

		EYFS 3-4	EYFS Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<b>Overview:</b> <ul style="list-style-type: none"> <li>• Warm-ups</li> <li>• Breathing</li> <li>• Posture</li> <li>• Dynamics (volume)</li> <li>• Phrasing</li> <li>• Context (bring music to life – context in which the music was written)</li> <li>• Vocal health (warm up and stay hydrated)</li> </ul>					
	Singing	<p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Sing a large repertoire of songs.</p>	<p>Learn rhymes, poems and songs.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<ul style="list-style-type: none"> <li>• Chants</li> <li>• Pitch – mi-so</li> <li>• Pentatonic (5 note)</li> <li>• Call and response songs</li> <li>• Suggested repertoire list on MMC and Charanga MMC</li> </ul>	<ul style="list-style-type: none"> <li>• Chants</li> <li>• Pitch – mi-so</li> <li>• Pentatonic (5 note)</li> <li>• Call and response songs</li> <li>• Suggested repertoire list on MMC and Charanga MMC</li> </ul>	<ul style="list-style-type: none"> <li>• Pitch – do-so</li> <li>• Dynamics – forte/piano</li> <li>• Move + clap beat inc. tempo changes</li> <li>• Sing in a choir</li> </ul>	<ul style="list-style-type: none"> <li>• Pitch - do-do (octave range)</li> <li>• Dynamics – include &lt; &gt; (getting louder and getting softer)</li> <li>• Rounds, partner songs</li> <li>• Time signatures - 2, 3 and 4 time</li> <li>• Add leaps</li> </ul>	<ul style="list-style-type: none"> <li>• Broad range of songs</li> <li>• Sense of ensemble and performance</li> <li>• Phrasing (musical sentences)</li> <li>• Accurate pitching</li> <li>• Appropriate style</li> <li>• 3-part rounds, partner songs, songs with verse and chorus</li> <li>• Performance opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Broad range of songs including syncopation (off-beat rhythms)</li> <li>• 3 and 4-part rounds and partner songs</li> <li>• Space singers apart to develop greater skills</li> <li>• Live performances in school and to a wider audience</li> </ul>
	Vocabulary								

Listening	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p><b>Listening overview:</b></p> <ul style="list-style-type: none"> <li>• Critical listening – understanding of how music is constructed - consider the impact on the listener - develops composing and performing skills</li> <li>• Content – wide range of cultures and traditions - incl. western classical, pop, tradition music from around the world</li> </ul> <p><b>Suggested listening:</b></p> <ul style="list-style-type: none"> <li>• MMC</li> <li>• BBC Ten Pieces (trailblazers)</li> <li>• Charanga – Listening Centre, Listening Calendar</li> <li>• Live and recorded music – peers, professionals, in and out of school</li> </ul> <p><b>Listening questioning:</b></p> <ul style="list-style-type: none"> <li>• Do you like it? always ask why and no is an acceptable answer</li> <li>• What instruments can you hear? Discuss instrument families</li> <li>• Tempo – speed • Dynamics – volume • Texture - many sounds or just 1 or 2</li> <li>• Timbre – what kind of sounds (scrapy, smooth, mellow, blasting)</li> <li>• Pitch – high/low</li> <li>• Metre – beats in a bar 2, 3 or 4</li> <li>• Structure/form</li> <li>• Rhythms/ostinati</li> </ul>
	Composing		<p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Creative process</li> <li>• Begin with Question and Answer to start improvisation process</li> <li>• Create melodies and develop into short phrases</li> <li>• Link to music listening</li> <li>• Develop musical memory – recall melodic shapes and rhythmic patterns</li> </ul> <p><b>Notating composition:</b></p> <ul style="list-style-type: none"> <li>• Graphic scores – pictures and shapes</li> <li>• Stick notation</li> <li>• Dot notation</li> <li>• Stave notation - tradition notation on a stave</li> </ul>

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	<p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p>	<ul style="list-style-type: none"> <li>• Question and Answer</li> <li>• Improvise vocal chants</li> <li>• Musical sound effects</li> <li>• Sequences/patterns</li> <li>• Invent, retain, recall</li> <li>• Graphic scores</li> </ul>	<ul style="list-style-type: none"> <li>• Q+A develop into improvisation</li> <li>• Graphic scores</li> <li>• Dot notation and stick notation</li> <li>• Music technology</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Improvise</b> - tuned and untuned percussion - whole class/group/individual</li> <li>• Q+A /Echo</li> <li>• <b>Compose with structure</b> - beginning/middle/end</li> <li>• Use rhythmic notation</li> <li>• Use dot notation/ CDE</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Improvise</b> – using limited range of pitches - consider structure</li> <li>• <b>Compose</b> - Combine rhythmic notation with letter names of pentatonic -use rhythm/notation cards (crotchet, minim, crotchet rest and quavers) to create sequences/patterns</li> <li>• Create music for a specific mood/film music</li> <li>• Introduce major and minor chords</li> <li>• Use instruments</li> <li>• Graphic scores/rhythm notation and time signatures/staff notation/technology</li> </ul>	<p><b>Improvise</b> freely of a drone (held note) using tuned percussion/melodic instruments</p> <ul style="list-style-type: none"> <li>• Improvise over a simple groove (rhythmic pattern) responding to the beat. Include a range of dynamics (f, p, mf, mp)</li> <li>• <b>Compose</b> melodies (using C major (all natural notes or A minor (G#))</li> <li>• Work in pairs to create a ternary piece</li> <li>• Use chords to create mood music</li> <li>• Graphic scores/rhythm notation and time signatures/staff notation/technology</li> </ul>	<ul style="list-style-type: none"> <li>• Extend improvisation in small groups -create multiple sections with repetition and contrast - use chord changes - extend improvised melodies over 8 beats</li> <li>• Compose</li> <li>• Plan and compose 8 or 16 beat melody using pentatonic scale CDEGA and notate</li> <li>• Compose a ternary piece (use technology to create and record)</li> </ul>
Vocabulary								

MUSICIANSHIP / PERFORMING	Remember and sing entire songs.	Explore and engage in music making and dance, performing solo or in groups.  Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	<p><b>Pulse</b></p> <ul style="list-style-type: none"> <li>Walk, move or clap to a beat, work with tempo changes with live or recorded music</li> <li>Body percussion/classroom percussion</li> <li>Ostinati (repeated patterns)</li> <li>Short pitched patterns on tuned instruments</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>Copy cat rhythms, copy a leader, invent rhythms for others to copy</li> <li>Create rhythms using word phrases/syllables</li> <li>Read and respond to chanted rhythms (rhythm cards/stick notation)</li> <li>Create and perform own chanted rhythms patterns with stick notation</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>Listen to sounds in local environment, compare high and low</li> <li>Sing familiar songs in high and low voices</li> <li>Explore percussion sounds to enhance story telling</li> <li>Follow pictures and symbols to guide singing and playing</li> </ul>	<p><b>Pulse</b></p> <p>Understand tempo changes</p> <ul style="list-style-type: none"> <li>Tap or clap the beat, recognising tempo changes</li> <li>Walk to the beat, know left and right and shared movement with others</li> <li>Begin to group beats in 2's and 3's – Stronger sound on beat 1</li> <li>Identify beat groupings in familiar songs</li> </ul> <p><b>Rhythm</b></p> <p>Copy cat rhythms, invent rhythms to copy</p> <ul style="list-style-type: none"> <li>Create rhythms using word phrases</li> <li>Read and respond to chanted rhythms, stick notation</li> <li>Create and perform own chanted rhythms with stick notation</li> </ul> <p><b>Pitch</b></p> <p>So-mi (cuckoo interval) – use instrument to help with singing</p> <ul style="list-style-type: none"> <li>Sing short phrases independently (apple pie song)</li> <li>Respond to pitch changes indicated with actions (e.g. sit down/stand up)</li> <li>Recognise dot notation and match to 3-note tunes played on tuned percussion</li> </ul>	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Develop stagecraft</li> <li>Consider programme</li> <li>Peer feedback</li> <li>Opportunities for collaboration</li> <li>Develop Musicianship</li> </ul> <p>Build skills on tuned percussion or melodic instrument</p> <ul style="list-style-type: none"> <li>Play and perform melodies using notes do-mi (e.g. CDE) as a whole class or in small groups</li> <li>Listening- identify phrases using dot notation, showing different arrangement of notes C E C D</li> <li>Individually copy stepwise melodic phrases at different speeds allegro (fast) and adagio (slow)</li> <li>Understand crotchets and paired quavers</li> <li>Apply word chants to rhythms using syllables</li> <li>Introduce stave, lines, spaces and clef</li> </ul>	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Develop stagecraft</li> <li>Consider programme</li> <li>Peer feedback</li> <li>Opportunities for collaboration</li> <li>Develop Musicianship</li> </ul> <ul style="list-style-type: none"> <li>Whole class instrumental teaching</li> <li>Do-So (C-G) – Play, read and perform melodies using staff notation as a class or in small groups</li> <li>Perform in 2 or more parts</li> <li>Copy short melodic phrases including notes from pentatonic scale (CDEGA)</li> <li>Understand, minims, crotchets and paired quavers and rests</li> <li>play and perform rhythmic pieces with different parts to achieve rhythmic texture. Achieve a sense of ensemble</li> </ul>	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Develop stagecraft</li> <li>Consider programme</li> <li>Peer feedback</li> <li>Opportunities for collaboration</li> <li>Develop Musicianship</li> </ul> <ul style="list-style-type: none"> <li>Play tuned percussion, melodic instruments or keyboards</li> <li>Staff notation do-do (C-C)</li> <li>Whole class and small groups with increasing independence</li> <li>Understand triads (CEG) to perform simple chordal accompaniments</li> <li>Develop playing by ear on tuned instruments, copying longer phrases and familiar melodies.</li> <li>Understand semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers.</li> <li>Understand time signatures in 2, 3 and 4</li> </ul>	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Develop stagecraft</li> <li>Consider programme</li> <li>Peer feedback</li> <li>Opportunities for collaboration</li> <li>Develop Musicianship</li> </ul> <ul style="list-style-type: none"> <li>Play a melody following staff notation using notes with an octave range</li> <li>Play with a range of dynamics</li> <li>Accompany with chords or a bass line</li> <li>Ensemble playing – class, band, orchestra</li> <li>Further understanding of semibreves, minims, crotchets, crotchet, paired quavers and semiquavers and their equivalent rests.</li> </ul>
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