Saint Cuthbert's CE Primary School
Music Progression Document

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	• Join in with simple songs and rhymes (with a limited pitch range) and begin to build a repertoire of songs. • Explore using the voice in different ways (e.g. whispering, singing, speaking, animal sounds.) • Copy a soh-me pattern with voice. • Imitate changes in dynamics (loud and quiet) and tempo (fast and slow) using voice, body percussion and instruments.	• Sing simple songs, chants and rhymes with a small pitch range from memory, singing collectively and at the same pitch. • Sing so-mi songs and singing games with accurate pitch matching. • Respond to simple visual directions (e.g. stop, start, loud, quiet) and counting in. • Explore using the voice expressively and creatively. • Begin to use the 'thinking' voice.	• Sing a variety of songs with a wider pitch range (do-do) showing a sense of melodic shape. • Sing la-so-mi songs and singing games with accurate pitch matching. • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing and playing. • Explore using the voice expressively and creatively. • Internalise a steady pulse e.g. use the 'thinking voice' to 'sing' short extracts in own head. • Sing short phrases independently within a singing game or short song.	•Sing a widening range of unison songs of varying styles and structures, tunefully and with expression. • Perform actions and body percussion confidently and in time to a range of action songs • Experience singing canons, simple rounds and other partner songs. • Show control of dynamics and tempo when singing and playing, following physical and written symbols: dynamics – p f (loud/soft); tempo – allegro, adagio (fast/slow)	• Continue to sing a broad range of unison songs within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing. • Sing canons, rounds and other partner songs with increased control. • Show control of dynamics, tempo and articulation when singing and playing, following physical signals and written symbols: (p f < > crescendo, decrescendo, accelerando, rallentando, staccato, legato)	• Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style. • Sing three-part rounds, partner songs, and songs with different structures and begin to show an awareness of how the parts fit together. • Confidently and appropriately make use of dynamics, tempo and articulation when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando, rallentando, staccato, legato)	• Sing a broad range of songs within an appropriate vocal range, with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style. • Sing three and four part rounds and simple harmony lines, showing an awareness of how the parts fit together. • Refine use of dynamics, tempo and articulation when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando, rallentando, staccato, legato).

Saint Cuthbert's CE Primary School
Music Progression Document

Listening	• Explore the different sounds of musical instruments. • Know that different instruments make different sounds and match instruments to sounds. • Move body in response to different pieces of music, responding to obvious changes in tempo and dynamics.	• Listen to a range of recorded and live music express own opinion about the music. • Recognise and respond to changes in dynamics, tempo and timbre. • Name some common hand-held percussion instruments and recognise their sounds aurally	• Listen with greater concentration to a range of recorded and live music and express own opinion about the music. • Recognise changes in dynamics, tempo and timbre and explain in simple ways how these changes affect the music. • Name an increasing number of hand-held percussion instruments and recognise their sounds.	• Listen with increasing concentration and recognise how the inter-related dimensions of music can be used to create different moods and effects. • Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. • Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make.	• Listen with increasing concentration and describe how the inter-related dimensions of music can be used to create different moods and effects. • Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. • Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make. • When listening to music, recognise the difference between major and minor.	• Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians. • Recognise and name a growing number of individual instruments within instrumental families. • Describe, compare and evaluate different pieces of music using appropriate musical vocabulary. • Begin to relate music across time to other factors e.g. world events and develop idea of a musical timeline.	• Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of live and recorded music drawn from different traditions and from great composers and musicians. Compare different pieces of music using appropriate musical vocabulary. • Recognise and name a growing number of individual instruments within instrumental families. • Begin to relate music across time to other factors e.g. world events and develop idea of a musical timeline

Composing	• Experiment with and change sounds (voice, body percussion, instruments and sound makers.) • Create simple representations of events, people and objects and feelings using sounds. • Suggest words and sounds to add to simple songs e.g. choosing an animal when singing 'Old Macdonald') • Experience using simple music technology (e.g. CD player.)	• Improvise simple vocal chants, using question and answer phrases. • Explore body, vocal and percussion sounds to create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm, or to enhance story telling. • Explore and understand the difference between creating a rhythm pattern and a pitch pattern. • Begin to create rhythms using words and phrases as a starting point. • Recognise how graphic notation can represent created sounds and explore and invent own symbols. • Use music technology (where available) to capture, change and combine sounds	•Work with a partner to improvise simple question and answer phrases, (using voices and instruments) creating a musical conversation. • Create music as a response to a stimulus e.g. a rocket launching, a rock pool etc. choosing and using appropriate instruments to represent ideas. Experiment with, select, combine and sequence sounds using the inter-related dimensions. • Create rhythms using words and phrases as a starting point. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of compositions. • Use music technology (where available) to capture, change and combine sounds.	• Improvise (using voices and tuned/untuned instruments), inventing short 'on-the-spot' responses and using a given note-range (where appropriate). • Compose in response to different stimuli, e.g. stories, images and musical sources, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres, and record using standard and graphic notation. • Structure musical ideas to create music that has a beginning, middle and end. • Begin to compose simple rhythmic patterns and song accompaniments on untuned percussion using crotchets (walk), paired quavers (jogging), minims (stride) and crotchet rests. • Combine known rhythmic notation with	• Become more skilled in improvising on a given note range (using voice and instruments). • Use improvisations within more structured composition work • Compose in response to different stimuli, e.g. stories, images and musical sources, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres, and record using standard and graphic notation. • Structure musical ideas to create music that has a beginning, middle and end. •Compose rhythmic patterns using crotchets, paired quavers, minims and crotchet rests to create sequences of 2-, 3- or 4-beat phrases. • Combine known rhythmic notation	• Improvise freely over a drone or simple groove, responding to the beat, developing a sense of shape and character, using tuned percussion and melodic instruments. • Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. • Explore the difference between major and minor by using 5 note set starting on C (major) or D (minor); compose simple question and answer phrases (AB) using the note set. • Combine short compositions to create a class piece, exploring different structures e.g. ternary (ABA), rondo (ABACAD etc) • Capture and record creative ideas in different ways e.g.:	• Continue to improvise freely over a simple groove, responding to the beat, developing a sense of shape and character, using tuned percussion and melodic instruments. Extend improvised melodies beyond 8 beats. • Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. • Further explore the difference between major and minor by using a 5 note set starting on C (major) and D (minor) and compose a ternary piece (ABA); where other instruments are available e.g. keyboards, explore major and minor in different keys. • Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and

				letter names to create rising and falling phrases using just three notes (do, re and mi). • Explore and develop using Music Technology (where available) to capture, change and combine sounds	with letter names to create short pentatonic phrases using a limited range of 5 pitches. • Explore and develop using Music Technology (available) to capture, change and combine sounds. • Make improvements to own work, giving reasons for changes made.	graphic symbols, rhythm notation, staff notation and music technology. • Make improvements to my own work, giving reasons using appropriate musical vocabulary.	incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or melodic instruments. • Capture and record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology. • Make improvements to my own work, giving reasons using appropriate musical vocabulary.

Saint Cuthbert's CE Primary School
Music Progression Document

Musicianship & Performing	**Pulse/Beat** • Move to the pulse of the music e.g. march, pat knees, clap. **Rhythm** • Copy simple rhythms based on words. • Experience and develop awareness of rhythm and rhyme in speech. **Pitch** • Respond to obvious changes in pitch e.g. stand up/ sit down. Reading Notation • Suggest symbols to represent sounds e.g. large foot for Daddy Bear, small foot for Baby Bear. **<u>Early Learning Gaols.</u>** **Expressive Arts and Design:**	**Pulse/Beat** • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. **Rhythm** • Copy short rhythm patterns led by the teacher using body percussion and instruments. • Play short repeating rhythm patterns (ostinati) based on word-pattern chants while keeping in time with a steady beat. **Pitch** • Listen to sounds in the local school environment, comparing high and low sounds. • Sing familiar songs in both low and high voices and talk about the difference in sound. • Respond physically to high and low sounds. • Play short, pitched patterns on tuned	**Pulse/Beat** • Beat the pulse of a piece of music, using body percussion and using a percussion instrument. Respond to changes in tempo (speed.) • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats in familiar music. **Rhythm** • Begin to identify the difference between pulse and rhythm. • Copy a simple rhythm (played by the teacher or another pupil) on a percussion instrument. • Identify patterns of one and two sounds per beat (i.e. crotchets/paired quavers) and use rhythm names (walk/jogging). • Read and play rhythm patterns represented as stick notation including	**Pulse &Rhythm** • Find and maintain the pulse of a piece of music using body percussion and instruments, responding to changes in tempo (speed.) • Understand the difference between pulse and rhythm. • Apply word chants to rhythms, understanding how to link each syllable to one musical note • Identify patterns of one and two sounds per beat plus rests (i.e. crotchets/paired quavers/rests) and use rhythm names (walk/jogging/rest.) • Play simple ostinato parts (repeating rhythms) on percussion instruments to accompany music and songs. **Pitch** • Play simple melodic patterns using a small number of notes, following staff / dot notation (e.g. C-E/do-mi).	**Pulse & Rhythm** • Confidently identify patterns of one and two sounds per beat plus rests and two beat sounds (i.e. crotchets/paired quavers/rests/minims) and use rhythm names (walk/jogging/rest/stride.) • Maintain an ostinato part (repeating rhythm), keeping to the pulse, with 2 or more layers of rhythms; follow rhythmic scores to support playing. **Pitch** • Play and perform simple melodies using a small range of notes, following staff notation. • Maintain an independent part when singing or playing in two parts e.g. ostinato, drone, simple part singing. • Copy short melodic phrases using a small number of notes,	**Pulse and Rhythm** • Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse **Pitch** • Play melodies on tuned percussion or melodic instruments, following staff notation and using notes appropriate to the instrument. • Understand how triads are formed, and collaboratively play them on tuned percussion or melodic instruments, or using music software, to accompany familiar songs. • Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. **Reading Notation** • Begin to understand the differences between semibreves, minims, crotchets and crotchet rests, quavers and semiquavers.	**Pulse and Rhythm** • Confidently play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse. **Pitch** • Play melodies on tuned percussion or melodic instruments, following staff notation and using notes appropriate to the instrument. • Accompany melodies, using block chords or a bass line using tuned percussion or melodic instruments, or using music software. • Further develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. **Reading Notation** • Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and

	• Listen attentively, move to and talk about music, expressing their feelings and responses. •Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.	instruments (e.g. glockenspiels or chime bars.) Reading **Notation** • Follow graphic notations and symbols when playing and performing	crotchets (walk), paired quavers (jogging) and crotchet rests. **Pitch** • Respond to and identify high and low sounds independently when listening to a piece of music. • Begin to recognise the link between shape and pitch in graphic notations. Recognise dot notation and match it to 3 note tunes played on tuned percussion or sung. **Reading Notation** • Follow graphic symbols, dot notation and stick notation, as appropriate, when playing and performing.	• Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes e.g. C-E/do-mi). **Reading Notation** • Recognise the symbols for crotchets, quavers and crotchet rests. • Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains crotchets, quavers and crotchet rests. • Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Performing • Rehearse and perform with others, beginning to show an awareness of the audience.	recognising pitch changes by ear **Reading notation** • Recognise the symbols for minims, crotchets, quavers and crotchet rests. • Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains minims, crotchets, quavers and crotchet rests. • Read and perform pitch notation within a defined range (e.g. C-G/do-so). **Performing** • Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.	• Understand the differences between 2/4, 3/4 and 4/4 time signatures. • Read and play short rhythmic phrases (e.g. from a flashcard) that contains semibreves, minims, crotchets and crotchet rests, quavers and semiquavers. • Follow pitch notation on the stave within a defined range appropriate to the instrument being played (e.g. C-G/do-so). Performing • Conform to the etiquette of performance situations as a musician and as an audience member. • Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.	begin to understand their equivalent rests where appropriate. • Read and play confidently from rhythm flashcards and rhythmic scores that contain known rhythms/ notes. • Further develop the skills to read and perform pitch notation within an octave (e.g. C-C/ do-do). • Read and play from notation a four-bar phrase. **Performing** • Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. • Conform to the etiquette of performance situations as a musician and as an audience member

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Learning to love, loving to learn in the family of Christ.
('Encourage one another and build each other up'- 1 Thessalonians 5:11)