

Music Progression: EYFS to KS3

Application of Music skills and processes:

Provide clear progressive ideas to teach all aspects of Music from EYFS to Upper KS2

Singing Assembly MfBB Ocarina Charanga Other curriculum area

Nursery	Reception	KS1	Year 3	Year 4	Year 5	Year 6	Year 7
Singing							
<p>Sing a large repertoire of songs</p> <p>Remember and sing entire songs</p> <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>Enjoy singing</p> <p>To join in with singing known nursery rhymes, new songs and rhymes using simple actions</p>	<p>Enjoy singing with others</p> <p>Sing in unison, range 3-5 notes</p> <p>Show good posture</p> <p>Sing loudly and softly with control</p> <p>Sing with a steady pulse</p> <p>(Winter Wonderland – Autumn Term 2022)</p> <p>Sing with expression and communicate context of song</p> <p>Use talking, singing (head voice), whisper, squeaky and “monster” voice</p> <p>Sing broadly in tune within a limited pitch range</p> <p>Show awareness and blend with others when singing</p> <p>Join in with actions and story-telling and invent relevant actions</p> <p>Sing back simple melodic idea</p> <p>(Winter Wonderland – Autumn Term 2022)</p> <p>(Objectives also covered in Singing Assembly)</p>	<p>Sing with appropriate phrasing/breathing</p> <p>Sing in two parts (e.g. a round in a large group)</p> <p>Sing with clear diction</p> <p>Sing songs from 3 different musical genres (e.g. rock, folk, traditional, historical, lullaby)</p> <p>Sing songs from 3 different cultures/religions (e.g. African chant, Gospel, Raga, Hymns)</p> <p>(Sing on – Summer Term 2023)</p> <p>(Objectives also covered in Singing Assembly)</p>	<p>Sing with even tone across the dynamic range with clear open vowels</p> <p>Sing with facial expression and good posture</p> <p>Sing a short simple solo</p> <p>(Sing on – Summer Term 2023)</p> <p>(Objectives also covered in Singing Assembly)</p>	<p>Sing with a range beyond an octave</p> <p>Breathe without interrupting the musical line</p> <p>Sing pieces in two parts that have contrasting melodies and countermelodies</p> <p>Make adjustments to intonation</p> <p>(Singing Assembly and production)</p>	<p>Maintain good intonation throughout whole song</p> <p>(Singing Assembly and production)</p> <p>Sing from simple traditional notation and follow the score</p> <p>Sight sing from simple notations</p> <p>(Charanga Developing Melodic Phrases)</p>	<p>Sing regularly from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and dynamic contrast.</p> <ul style="list-style-type: none"> • Sing three- and four-part rounds, transposing music according to the needs of the class • Create opportunities for engendering a sense of performance, whether that be in front of an audience, in the community or through recordings to be shared on virtual platforms.

Playing							
<p>Play instruments with increasing control to express their feelings and ideas</p>	<p>Play simple un-tuned and tuned percussion instruments, knowing when to start and stop</p> <p>Handle and play un-tuned percussion instruments effectively to the pulse and repeat a simple rhythm pattern with confidence</p> <p>Play softly or loudly by following simple hand instructions</p> <p>To have respect for musical instruments</p>	<p>Keep a steady pulse with some accuracy, (e.g. through tapping, clapping, marching, playing)</p> <p>Keep a steady tempo in a group and be able to respond to simple changes in tempo</p> <p>Make and control long and short sounds</p> <p>Copy changes in pitch - high and low</p> <p>Copy back simple rhythms</p> <p>Clap/play syllables of words</p> <p>(Winter Wonderland – Autumn Term 2022)</p> <p>Follow simple instructions of how and when to play</p> <p>Join in and stop as indicated</p> <p>Respond to musical cues (e.g. loud, soft, fast, slow)</p> <p>Repeat longer rhythmic patterns</p> <p>Clap back a different simple rhythm</p> <p>Show awareness and blend with others when performing</p> <p>(Winter Wonderland – Autumn Term 2022)</p> <p>Explore and create different effects on instruments</p> <p>Respond to and understand a basic form of pitch and rhythm notation (e.g. simple traditional notation, graphic notation)</p> <p>Demonstrate the difference between pulse and rhythm</p>	<p>Perform simple melody in an ensemble context (e.g. pentatonic melody with a drone)</p> <p>Interpret simple graphic score</p> <p>Perform simple 4 beat rhythms from traditional notation (e.g. crotchet, quaver, crotchet rest)</p> <p>Keep a steady pulse in a group and solo</p> <p>Self-correct when going out of time</p> <p>Perform an accompaniment part accurately (e.g. drone, rhythmic part)</p> <p>(Charanga Keyboards 1)</p>	<p>Identify and perform more complex rhythms (e.g. crotches, quavers, minims, crotchet rest)</p> <p>Perform a simple melody in 2 parts with 'step by step' movement</p> <p>Perform demonstrating at least 2 techniques on an instrument (e.g. Glockenspiel - letting the beater bounce back, vibrato)</p> <p>Perform rhythms that are longer than 2 bars (crotches, quavers, minims, crotchet rest)</p> <p>Follow a conductor and accurately adapt to changes in dynamics and tempo</p> <p>(Keyboards Summer term 2023)</p>	<p>Perform a melody with 'step by step' movement, small leaps and repetition</p> <p>Discuss and refine performances</p> <p>Decide on tempo before performance</p> <p>Lead a small group of instrumentalists and manipulate the tempo, dynamics</p> <p>Perform rhythms using semibreve, semiquaver, quaver + 2 semiquaver</p> <p>(Ukulele – Summer Term 2023)</p>	<p>Identify notes on a treble clef, including accidentals</p> <p>Perform an accompaniment</p> <p>Respond appropriately to changes in tempo</p> <p>(Charanga Developing Melodic Phrases)</p> <p>Perform a melody with 'step by step' movement, large leaps, repetition and phrasing/articulation</p> <p>Perform with dynamic contrasts e.g. crescendo/dim</p> <p>Perform more complex rhythms using quaver 2 semiquaver, a quaver rest</p> <p>Show awareness of audience and good communication when performing (e.g. setting up, starting together, watching the conductor)</p> <p>(Class Band – Summer 2023)</p>	<p>. • Play rhythmically simple melodies on keyboard instruments, following staff notation written on one stave.</p> <p>• Use notes within a range of a 5th transposed into C major or A minor</p> <p>• Play melodies on brass instruments learnt aurally or using staff notation on one stave. Develop lip flexibility and tonguing, and increase range from a 5th to a 9th using the keys of Bb major and C minor.</p> <p>Read and play short rhythmic phrases at sight, using conventional symbols for known rhythms and note durations.</p> <p>• Read simple phrases using pitch and rhythmic notation on the treble clef containing melodies that move mostly in step.</p>

Improvising and composing

<p>Create their own songs, or improvise a song around one they know</p>	<p>Add appropriate sounds to a story</p> <p>Participate in a group to make simple music ideas (e.g. marching, clapping)</p>	<p>Create simple musical ideas (responding to story or topic) BBC Fire of London</p> <p>Make simple dynamic choices (responding to story or topic)</p> <p>Make instrument choices (responding to story or topic)</p> <p>Create simple graphic score</p> <p>Choose suitable instruments to represent objects /moods/feelings</p> <p>Improvise a simple rhythmic part with others playing</p> <p>Carefully choose instruments and combine sounds for specific effect</p>	<p>Create and perform a simple graphic score on a theme</p> <p>Compose a simple rhythmic passage (e.g. crotchet, quaver, crotchet rest)</p> <p>Create a soundscape or story using a limited range of instruments-include, pitch, tempo and a start and ending</p> <p>(Charanga Keyboards 1)</p>	<p>Create a 4 bar rhythm (e.g. crotchet, quaver, minim, crotchet rest)</p> <p>Layer different rhythms against each other to create piece of music.</p> <p>Compose a simple rhythmic accompaniment to a melody</p> <p>Collaborate and create a short descriptive group piece with a clear introduction, development and ending</p> <p>Create and compose a short composition, focussing on changing particular musical elements e.g. tempo/texture</p> <p>(Keyboards – Spring Term 2023)</p>	<p>Improvise using pentatonic notes over a drone</p> <p>Improvise a short descriptive piece with a structure e.g. ABA ABACA</p> <p>Compose and notate a simple piece in Binary / Ternary shape</p> <p>Compose melody using 5 notes and using more developed rhythmic patterns (around 4 bars)</p> <p>(Charanga Getting Started with Music Tech)</p> <p>Improvise a different and appropriate rhythmic response to a call</p> <p>Improvise on tuned percussion from a given stimulus</p> <p>Use tempo and dynamic variation</p> <p>Create a rap with an accompanying rhythm</p> <p>Compose for a particular time in history e.g. battle, fanfare, Apollo Mission</p> <p>(Ukulele – Summer Term 2023)</p>	<p>Improvise an ostinato/riff (e.g. for an accompaniment)</p> <p>Add additional solo part (e.g. round, ostinato, bass or chord accompaniment)</p> <p>Improvise a short vocal 'scat' over chords</p> <p>Create four bar melodies that can be repeated</p> <p>Add performance directions e.g. where to breathe, tempo, dynamics</p> <p>Add appropriate lyrics to a melodic line</p> <p>Use ICT to compose</p> <p>(Charanga Developing Melodic Phrases)</p> <p>Improvise a melodic phrase up to pitches within a structure (e.g. 12 bar blues)</p> <p>(Class Band – Summer 2023)</p>	<p>Develop understanding of composition through one of/a combination of:</p> <ul style="list-style-type: none"> • 'Song' Writing (with or without lyrics) • Play chord sequences from a range of familiar songs as compositional models. • Compose chords sequences on the keyboard or guitar in C major or A minor using mainly primary chords. Compose bass lines using the root note of each chord. • Create melodic song-lines shaped by lyrics and/or harmonic intention. Programme Music • Play given chord sequences as examples of harmonic effect. • Compose chord sequences on the keyboard or guitar in C major or A minor. • Explore melodic line and simple structural ideas, e.g. ABA. 17 Melody and Accompaniment • Compose melodies using vocal or instrumental improvisation, bearing in mind phrase structure. • Harmonise the cadence points of these phrases <p>Improvise</p> <ul style="list-style-type: none"> • Improvise new musical ideas over (a) a drone, (b) a chord sequence(s) or (c) over a groove within a given key. This can be done in pairs, as a
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Listening							
<p>Listen with increased attention to sounds</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p> <p>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</p>	<p>Respond to music with movement</p> <p>To sit and listen to a piece of music</p>	<p>Respond to different tempo in music through movement, e.g. marching, clapping</p> <p>Make physical movements that represent sounds (e.g. move like a snake, an elephant, grow like a tree in response to music).</p> <p>Understand the difference between live and recorded music</p> <p>Identify 3 percussion instruments by name and sound</p> <p>(Charanga Introducing Beat/Adding Rhythm & Pitch)</p> <p>Have experience of listening to an appropriate live musical performance</p> <p>Respond to different moods in music through movement e.g. drawing /simple description (Loud /soft/fast /slow)</p> <p>Describe music using adjectives, spiky, spooky, sad, happy etc.</p> <p>Identify where elements change (e.g. music gets faster or louder)</p> <p>Explain emotions in relation to musical ideas (It makes me feel...)</p> <p>Begin to show and awareness of different genres (e.g. Where might we hear this music?)</p> <p>Have experience of listening to an appropriate live musical performance</p>	<p>Describe music in terms of tempo, dynamics and mood</p> <p>Identify the difference between pitched and non-pitched instruments</p> <p>Identify simple genres e.g. rock, folk, classical</p> <p>Identify classroom instruments and describe their timbre</p> <p>(Sing On! Summer 2023)</p> <p>Have experience of listening to an appropriate live musical performance</p>	<p>Identify the sound of a range of orchestral instruments e.g. brass, woodwind, string, percussion</p> <p>Identify the sound of a range of non-orchestral instruments e.g. bagpipes, organ, bass guitar, banjo</p> <p>(Keyboards – Spring Term 2023)</p> <p>Identify and listen to at least 3 different musicians /composers in history</p> <p>Identify the difference between 3 and 4 time</p> <p>Have experience of listening to an appropriate live musical performance</p>	<p>Identify most orchestral instruments</p> <p>Identify a range of non-western styles (e.g. Chinese, Indian, African)</p> <p>(Ukulele – Summer Term 2023)</p> <p>Identify different dynamic/ tempo within the same piece of music</p> <p>Compare 2 versions of the same song and discuss instruments, tempo</p> <p>Identify the difference between 3 and 4 time</p> <p>(Charanga Developing Melodic Phrases)</p> <p>Have experience of listening to an appropriate live musical performance</p>	<p>Identify structure in songs (verse chorus etc.)</p> <p>Identify culturally different music (e.g. folk, Indian, African) and be able to describe in terms of key features (e.g. melody, instrument, tempo)</p> <p>Discuss the differences in texture (e.g. string quartet, orchestra, duet)</p> <p>Use traditional musical vocabulary to describe particular effects (e.g. allegro, pizzicato, forte, drone)</p> <p>Critique own and others' work, offering specific comments and justifying these</p> <p>Begin to understand some historical context- (e.g. baroque, classical, romantic, 20th Century)</p> <p>Have experience of listening to an appropriate live musical performance</p>	<p>Develop the technical ability to identify the use of musical elements</p> <p>Develop understanding of the meaning and purpose of music being listened to</p>

Key Vocabulary

<p>Fast Slow Sing Song Loud Quiet (use instead of 'soft')</p>	<p>As Nursery plus: Chant Follow High Instrument Low Repeat Rhythm Sounds</p>	<p>As EYFS plus: beat beater cymbal drum high (sound) listen loud low (sound) perform quiet shaker steady beat tambourine tempo triangle tune voice accompany body percussion chime bar chord claves compose duration ostinato percussion phrase pitch pulse recorder score tuned percussion untuned percussion volume</p>	<p>As Key Stage One plus: names of orchestral instruments accompaniment call and response castanets composer conductor drone duet duration dynamics glockenspiel lyrics melodic phrase melody orchestra orchestration ostinati round scale stepwise movement structure theme unison woodblock xylophone</p>	<p>As Year 3 plus: harmony improvise leaping (large interval between two notes) pentatonic</p>	<p>As Year 4 plus: accent bass notation texture timbre</p>	<p>As Year 5 plus: diction interval syncopation</p>	<p>Pitch Pulse Rhythm Quaver Crotchet Minim Melody Composer Pentatonic scale Ostinato Heterophonic texture Composition Drone Pulse Quaver Crotchet Minim Major scale/key Minor scale/key Tonality Texture Tempo Dynamics Soprano Alto Tenor Bass Intonation Binary form Ternary form Rondo form Introduction Outro Djembe drum Surdo drum Semiquaver Semibreve Forte Crescendo Diminuendo</p>
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