

MUSIC PROGRESSION GRID

EYFS

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Small group activities	Small group activities	I've got a grumpy face	Bird spotting: Cuckoo polka	Five fine bumble bees	Slap clap clap
Small group activities focusing on: - moving to a steady beat - keeping a steady beat on body percussion and percussion instruments - Use their voice in different ways: speak, chant, sing - Sing familiar songs, chants & rhymes	Small group activities focusing on recognising and responding to: - high and low sounds - long and short sounds, - a steady beat - fast and slow - a range of sound makers	Improvise and compose: - Make up new words and actions about different emotions and feelings - Explore making sound with voices and percussion instruments to create different feelings and moods. Sing and Play: - Sing with a sense of pitch, following the shape of the melody with voices - Mark the beat of the song with actions	Listen and appraise: - Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music (so-mi) - Enjoy moving freely and expressively to music Improvise and compose: - Explore the range and capabilities of voices through vocal play Sing and Play: - Develop a sense of beat by performing actions to music	Listen and appraise: - Listen to a piece of classical music and respond through dance Improvise and compose: - Improvise a vocal/physical soundscape about minibeasts Sing and Play: - Sing in call-and-response and change voices to make a buzzing sound - Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo	Listen and appraise: - Listen actively to music in 3/4 time - Find the beat and perform a clapping game with a partner Improvise and compose: - Compose a 3-beat body percussion pattern and perform it to a steady beat Sing and Play: - Sing a melody in waltz time and perform the actions - Transfer actions to sounds played on percussion instruments
		Witch, witch	Shake my sillies out	Down there under the sea	Bow, bow, bow Belinda
		Improvise and compose: - Make up a simple accompaniment using percussion instruments Sing and Play: - Use the voice to adopt different roles and characters - Match the pitch of a 4-note (la-so-mi-do) call-and-response song	Listen and appraise: - Listen to music and show the beat with actions Improvise and compose: - Create a sound story using instruments to represent different animal sounds/movements Sing and Play: - Sing an action song with changes in speed - Play along with percussion instruments - Perform the story as a class	Listen and appraise: - Listen to a range of sea-related pieces of music and respond with movement Improvise and compose: - Develop a song by composing new words and adding movements and props Sing and Play: - Sing a song that uses a call-and-response structure - Play sea sound effects on percussion instruments - With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E)	Listen and appraise: - Listen to and talk about folk songs from North America Improvise and compose: - Invent and perform actions for new verses Sing and Play: - Sing a song while performing a sequence of dance steps - Play a two-note accompaniment, playing the beat, on tuned or untuned percussion
Vocabulary: Sing, song, chant, rhyme, sound, beat, claves, egg shakers, castanets, tambour, bells, chime bars, shaker	Vocabulary: High, low, fast, slow, loud, quiet	Tier 2: Angry, happy, sad, excited, silly Tier 3: Pitch, structure, tempo, timbre, texture	Tier 3: Duration, Timbre, Pitch, Structure, dynamics, temp,	Tier 3: Duration, dynamics, Pitch, tempo, timbre, soundscape	Tier 3: Duration, timbre, pitch, structure, tempo, percussion instruments

Year 1	Autumn 2		Spring 2		Summer 2
	Colonel Hathi's March	Magical musical aquarium Classical music	'Dawn' from Sea interludes 20th Century Classical music	Musical conversations	Come dance with me
	Listen and appraise - Respond to musical characteristics through movement - Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips) - To know a march has a steady beat - Tuba makes a low sound - Piccolo makes a high sound Improvise and compose - Compose music to march to using tuned and untuned percussion	Listen and appraise - Listen to 'Aquarium', reflecting the character of the music through movement. Improvise and compose - Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. - To know that pictures, shapes and lines can be used to write music Sing and Play - Sing a unison song rhythmically and in tune - Play percussion instruments expressively, representing the character of their composition.	Listen and appraise - Listen actively by responding to musical signals and musical themes using appropriate movement. - Benjamin Britten – a famous 20th century English composer who was inspired by the sea. - Create a musical movement picture. Sing and Play - Sing a simple singing game, adding actions to show a developing sense of beat.	Listen and appraise - To know how to interpret, create and perform from simple graphic scores - To know the difference between: long/short; high/low; fast/slow; loud/quiet; spiky/smooth Improvise and compose - Compose musical sound effects and short sequences of sounds in response to a stimulus - Improvise question-and answer conversations using percussion instruments Sing and Play - Create, interpret, and perform simple graphic scores.	Listen and appraise - Listen and copy call-and response patterns on voices and instruments Improvise and compose - Create musical phrases from new word rhythms that children invent. Sing and Play - Sing either part of a call and-response song - To know that call and response is like a question and answer in music. Often a leader performs the call and the group performs the answer - Play the response sections on tuned percussion using the correct beater hold. - Echo sing a line independently with teacher leading, then move on to pair singing in echo format
	Tier 2: march, low and high, drum Tier 3: Duration, rhythm, timbre, military band, piccolo, flute, tuba, glockenspiel	Tier 2: soft, loud, fast, slow Tier 3: Structure, timbre, untuned and tuned percussion instruments, compose, graphic symbol, aquarium	Tier 2: High sounds, low sounds, musical theme, steady pulse, Tier 3: Pitch, tempo, timbre, flute, harp, violin, clarinet, orchestra, perform	Tier 2: percussion instruments, Tier 3: Improvise, compose, graphic, symbol, graphic score, structure	Tier 2: Beat, verse, chorus Tier 3: Texture, solo, pitch, rhythm

Year 2	Autumn 1	Spring 2		Summer 2
	Grandma rap 20th Century Classical music	Swing-along with Shostakovich 20th Century Classical music	Charlie Chaplin	Tanczymy labada
	Listen and appraise - Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers). Sing and Play - Chant and play rhythms (using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. - Learn a clapping game to <i>Hi lo chicka lo</i> that shows the rhythm. - Chant Grandma rap rhythmically and perform to an accompaniment children create - To know that a <i>chant</i> is a spoken rhythmically - To know that a RAP stands for Rhythm And Poetry - To know what a crotchet looks like and it is worth one beat - To know this is a crotchet rest (one beat) - To know these are quavers and are worth ½ beat each Improvise and compose - Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. 	Improvise and compose - Create action patterns in 2- and 3-time. Listen and appraise - To know that the beat in music is the steady pulse that you feel like a ticking clock. It's the beat you would naturally clap along to. - Listen actively and mark the beat by tapping, clapping, and swinging to the music - Listen and move, stepping a variety of rhythm patterns (walking, jogging, skipping). - Understand and explain how beats can be grouped into patterns, and identify them in familiar songs. - To know that beats can be grouped in to 2,3, or 4 beat patterns - Move freely and creatively to music using a prop. - To know that <i>rhythm</i> is a pattern of long and short notes	Improvise and compose - To know that <i>duration</i> is how long a sound is - Understand and use notes of different duration. - Understand and use notes of different pitch. - Understand and use dynamics. - To know that <i>dynamics</i> are how loud and quiet a piece of music is.	Listen and appraise - Listen and match the beat of others and recorded music, adapting speed accordingly Sing and Play - Demonstrate an internalised sense of pulse through singing games - To know that singing in <i>unison</i> is singing the same part altogether - Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture - Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections - Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern - To know that <i>body percussion</i> is sounds produced by parts of the body eg. clapping, stamping and finger clicks - To know that <i>melody</i> is another word for the tune - To know that an <i>accompaniment</i> is a part that supports an instrument or voice - To know that an accordion is often used in folk music, and to recognise what it looks and sounds like.
	Tier2: round, pitch, tempo, Tier 3: Duration, crotchet, quavers, crotchet rest, unison, texture, chant, round	Tier 2: tempo, continuous, rhythm Tier 3: dotted quaver, semi quaver	Tier 2: pitch (high and low), duration Tier 3: dynamics/ volume (loud and quiet, <i>forte</i> (<i>f</i> loud), <i>piano</i> (<i>p</i>, quiet))	Tier 2: beat, tempo, glockenspiel, xylophone Tier 3: unison, body percussion, melody, accompaniment, chime bars, claves, woodblocks, accordion

Year 3	Autumn 2	Spring 1	Summer 1	
	Wider Opps	Latin dance (Classroom percussion) (6)	Nao chariya de/Mingulay boat song (3)	Just three notes (3)
	• To know the names of the string instruments, viola, violin and cello. • To know the parts of a violin: strings, bridge, bow, neck, fine tuners, chin rest, pegs, finger board	Listen and appraise • Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features • To know that <i>Cuban music</i> has been influenced by the music of Spain and West Africa. It uses a special rhythm called the <i>clave rhythm</i> Sing and Play • Sing the syncopated rhythms in <i>Latin dance</i> and recognise a verse/chorus structure • To know that an <i>ostinato</i> is a repeating pattern which can be a rhythm or a melody • Play a one-note part contributing to the chords accompanying the verses Improvise and compose • To know that a <i>drone</i> is a note or chord that is continuously sounded throughout a piece • Working in small groups, sing a call-and-response song with an invented drone accompaniment.	Listen and appraise • Begin to develop an understanding and appreciation of music from different musical traditions • Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. • Use some music vocabulary to describe these things • To know that <i>folk songs</i>: - are often traditional songs that have been passed around for such a long time that no one knows who originally wrote them - they were passed down by ear so there are often many variations of each song - belong to the people of a particular place - they often tell a historical story	Improvise and compose • Invent simple patterns using rhythms and notes C-D-E. • Compose music, structuring short ideas into a bigger piece • Notate, read, and follow a 'score'. Listen and appraise • Recognise and copy rhythms and pitches C-D-E Notation • To recognise the pitch notes C, D & E • To know the note names and values of crotchets, quavers, semiquavers and a crotchet rest • To know that <i>composing</i> is creating your own music and writing it down • To know that a <i>score</i> is printed music of a piece written down for several instruments
		Tier 2: rhythm pattern, accompaniment, beat Tier 3: Salsa, clave, timbre, chords, timbale, trumpet, conga, bongos. Latin America, drone, ostinato	Tier 2: comparing, beat, tempo, 3/4, 4/4, melody, harmony, Tier 3: Bengali/Scottish folk songs, songs from, verse, chorus, acoustic/electric instruments, traditional/modern instruments, guitars (acoustic, electric, ektara)	Tier 2: rhythm, duration Tier 3: Pitch, Structure, Ostinato

Year 4	Autumn 2		Spring 2		Summer 2
	The Pink Panther theme (3)	Global pentatonics (3)	Fanfare for the Common man (3)	Spain (3)	Favourite song (6)
	Improvise and compose: - Improvise and compose, creating atmospheric music for a scene with a given set of instruments - To know that to <i>improvise</i> is to make up music on the spot - To know how to use a storyboard to structure sounds Listen and appraise: - Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm - Talk about the effect of particular instrument sounds (timbre). - To understand the meaning of <i>timbre</i> and <i>texture</i> - To know that instruments can be used individually and in combination to create different effects of <i>timbre</i> and <i>texture</i> - To know that <i>staccato</i> is when notes sound short and spiky - To know that <i>legato</i> is when notes are smooth and flowing Tier 2: Timbre, tempo, rhythm, dynamics, atmosphere, music from a film Tier 3: Short notes, detached notes, staccato, vibraphone, saxophone, snare drum, glissando, soundtrack	Listen and appraise: - Compare music extracts and understand that the pentatonic scale is made up of five notes and features in lots of music traditions and cultures Improvise and compose: - Create accompaniment patterns to a pentatonic song - Compose a pentatonic melody Notation: - Use notation to represent musical ideas - To know the note names and values of minims, crotchets, quavers, semiquavers and a crotchet rest Tier 2: Graphic/dot notation Tier 3: Pentatonic scale, ascending, descending, drone, raga, dholak, sitar, tanpura, santoor, guzheng, mandolin, krar, masinko	Improvise and compose: - Improvise and compose, exploring how timbre, dynamics and texture can be used for impact in a fanfare - Compose a fanfare using a small set of notes, and short, repeated rhythms - To know the main features of a <i>fanfare</i>: - Use the notes of the major triad - Use brass and percussion instruments - Loud and dramatic - Used to welcome an important person at a special occasion - Used to be used for military signals Listen and appraise: - Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary Tier 2: Repeated rhythms, dynamics, melody, timbre, texture, silence, unison Tier 3: Fanfare, brass instruments, musical commission, homophonic	Sing and Play: - Play repeating rhythmic patterns - Count musically - To know that the <i>Habanera</i> is a piece of music using the rhythm of a slow Cuban dance - To know that <i>tuned percussion</i> instruments play notes at specific pitches and can play melodies - To know that <i>untuned percussion</i> instruments don't play specific pitches but can be used in music to create pulse, rhythm and sound effects Improvise and compose: - Invent a melody - Fit two patterns together - Structure musical ideas into their own compositions Tier 2: Dynamics, pitch Tier 3: habanera rhythm, triplet rhythm, <i>piano</i>, <i>forte</i>, tuned and untuned percussion	Sing and Play: - Sing with expression and a sense of the style of the music - To know that a <i>chord</i> is when 3 or more notes are played simultaneously - To know that a triad is a chord made up of just 3 notes - To know the difference between major and minor keys (major keys sound positive and happy, minor keys sound sad and thoughtful) - To be able to play C, F, G major, and A minor triads - Play an instrumental part as part of a whole-class performance - Sing a part in a partner song, rhythmically and from memory Listen and appraise: - Identify similarities and differences between pieces of music in a folk/folk-rock style - To know that <i>folk</i> music uses acoustic instruments and rock music uses electric instruments and drum kit Tier 2: Steady beat, pulse, introduction, verse, chorus, instrumental Tier 3: Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles, 3/4 and 4/4 time signatures, banjo, harmonica, acoustic

Year 5	Autumn 2	Spring 2		Summer 2
	What shall we do with the drunken sailor? (6)	Building a groove (3)	Why we sing (3)	Samba (6)
	Improvise and compose: • Compose body percussion patterns to accompany a sea shanty. • To know how to write body percussion patterns using rhythm grids Sing and Play • Keep the beat playing a 'cup' game • Sing a sea shanty expressively, with accurate pitch and a strong beat • Sing in unison while playing an instrumental beat (untuned) • Play bass notes, chords, or rhythms to accompany singing Listen and appraise: • Talk about the purpose of <i>sea shanties</i> and describe some of the features using music vocabulary	Listen and appraise: • Identify drum patterns, basslines, and riffs and play them using body percussion and voices? • To know the three main parts of the drum kit – the kick drum, the snare drum, and the hi-hat • To know that the <i>backbeat</i> typically falls on beats 2 and 4, and is often played by the snare drum • To know that a <i>bass line</i> is often played by a bass guitar or a double bass (it is the lowest melodic part of an ensemble) Improvise and compose • Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove • Compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group	Listen and appraise: • Recognise individual instruments and voices by ear • Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound • Talk about pieces using music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.). • To know that <i>Spirituals</i> were: - Developed by enslaved Africans in the USA to express their adopted Christian faith - A secret way of communicating - Traditionally sung unaccompanied (a cappella) • To know that <i>Gospel songs</i> were: - Church based music used for worship - Influenced by several African American styles, including Spirituals and Blues - Almost always accompanied, and have verses and choruses - Described as 'composed folk songs' - Developed after the American Civil War (1865) Sing and Play: • Develop and practise techniques for singing and performing in a Gospel style • To know that <i>Homophonic</i> texture means that layers move together in harmony • To know that a <i>capella</i> is unaccompanied singing	Listen and appraise: • Move in time with the beat of the music • To know the main features of <i>Samba music</i>: - It comes from Brazil and is the music used in carnival - Name 4 of the instruments: surdo, agogo, ganza, tambourim - They often play in a call and response style - A <i>paradinha</i> is a new phrase that interrupts the main patterns - Word rhythms are an important way to learn complex rhythm patterns - Children and young people learn how to play samba in samba schools Sing and Play • Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. • Perform vocal percussion as part of a group • To develop an ability to work in an ensemble Improvise and compose: • Compose your own call and response using <i>insect</i> rhythms • Create an Amazon Rainforest Samba composition with main rhythms and a contrasting <i>paradinha</i>
	Tier 2: 4/4 time-signature, crotchet, quavers, semiquavers. Tier 3: Major, minor, bass note, Sea shanties, beat, rhythm, chords, bass, dot notation	Tier 2: Beat, rhythm Tier 3: Basslines, riffs, pentatonic scale (5-note scale), <i>legato</i> (smooth), <i>staccato</i> (detached), snare drum, ensemble	Tier 2: Structure, texture, unison Tier 3: Gospel music, crescendo, decoration, homophonic, <i>legato</i>, slide (<i>glissando</i>), note bend, congregation, spoken interludes	Tier 2: beat, call-and-response, percussion Tier 3: Samba, carnival, fanfare, word rhythms, community, Escolas de Samba, repinique, surdo, agogo, ganza, tambourim, paradinha

Year 6	Autumn 2	Spring 1		Summer 2	Summer 2
	Hey, Mr Miller (6)	Composing for protest! (3)	You to me are everything (3)	Twinkle variations (3)	Race! (3) Production
	Improvise and compose: • Compose a syncopated melody using the notes of the C major scale Sing and Play: • Sing a syncopated melody accurately and in tune • Sing and play their own (class) arrangement of the song with a good sense of ensemble Listen and appraise: • Listen to historical recordings of big band swing and describe features of the music using music vocabulary • To know that <i>Swing music</i>: - is a type of jazz - it originated in America in the late 20s and was popular in the 30s and 40s - it is dance music - each band had an arranger/band leader - the bands had three sections: rhythm section (piano, double bass, drums, guitar), brass section (trumpets and trombones), and woodwind section (saxophones – alto, tenor, and baritone – and sometimes clarinets) • To know that <i>Scat singing</i> is vocal improvisation using sounds rather than words (eg ba, da, doo, wah) • To know that <i>syncopation</i> means some of the notes fall between the beat rather than 'on' the beat	Improvise and compose: • Create their own song lyrics • Fit their lyrics to a pulse, creating a chant • Write a melody and sing it • To know how to structure their ideas into a complete song • To know that a <i>coda</i> is a special ending to a piece of music • To know that a <i>protest song</i> is a song written to help a social cause or to effect change	Listen and appraise: • Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments Improvise and compose: • Use music vocabulary and knowledge to discuss similarities and differences in pieces of music • Learn some simple choreography to accompany a disco song • To listen and appraise, identifying the structure of songs (intro, verse, chorus, bridge/middle eight, outro) • To know that a <i>hook</i> is the part of a song that is meant to grab the listener's attention, (generally vocal) • To know that a <i>riff</i> is a short and catchy melodic idea and it recurs so often that it gives character and structure to a song, (generally instrumental) • To know that a <i>cover</i> is a version of a song by a singer or band who did not originally perform the song	Sing and Play: • To know how to decipher a graphic score • Play <i>Twinkle, twinkle, little star</i> Improvise and compose: • Create variations using a wide variety of composing techniques • To know that a <i>Theme and variations</i> is a musical form where a composer chooses an often simple tune and then creates multiple versions (variations) of it by changing it in subtle ways	Improvise and compose: • Create an accompaniment • Create an extended melody with four distinct phrases • Experiment with harmony • Structure ideas into a full soundtrack • To know that a <i>phrase</i> is a musical sentence • To know that a <i>motif</i> is a short musical idea that captures the essence of a piece
	Tier 2: layers. rhythm section, brass section, woodwind section, Tier 3: Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation), arpeggio, chromatic, C major scale, scat singing (scatting)	Tier 2: Ethel Smyth, stimulus, lyrics, melody, steady beat, tempo, ostinato, coda Tier 3: suffragettes	Tier 2: beats per minute (bpm), faster, slower. Tier 3: syncopation, modulation/key change, keyboard (Fender Rhodes). disco, funk, soul, jazz-fusion, latin-jazz. summer anthem	Tier 2: improvisation, score Tier 3: passacaglia, Chaconne, orchestrate	Tier 2: structure (musical cycles), motif, harmony Tier 3: Gamelan from Bali, interlocking rhythms, vocal chant, ostinato