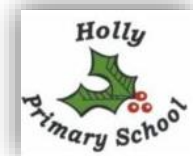


**Progression of Skills: Foundation**

**In Foundation, the children can...**

EYFS Curriculum Goals	First check point End F1	Second Check point December	Third checkpoint March	Final Checkpoint June	Linked ELGs
<p>To be a good listener and confident talker</p> <p>To share or perform a creation of theirs to others</p> <p>Movement and music</p>	<p>Children will listen attentively in a range of situations.</p> <p>Children can sing a large repertoire of nursery rhymes, Listen with increased attention to sounds.</p> <p>Sing their own songs or improvise a song around one they know.</p> <p>Listening and responding to different styles of music</p> <p>Move appropriately to music at different speeds e.g. running, crawling (tempo) beginning to recognise repetition</p> <p>Sing along with nursery rhymes and action songs.</p> <p>Make their voice/singing loud and quiet</p> <p>Sing and recognise high and low pitch (high like a mouse, low like a lion)</p>	<p>Play instruments with increasing control to express their feelings and ideas</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>Respond to what they have heard, expressing their thoughts and feelings</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Recognise that sounds are made in a variety of ways (timbre)</p> <p>Move in time to a steady beat (pulse)</p> <p>Taps out a repeated rhythm (using voice and untuned instruments/ body percussion through copy-back and answer games, etc.)</p> <p>Explore performing with different instruments</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses. DANCE</p> <p>Develop storylines/ story language in their pretend play.</p> <p>Move in time to the pattern of a song (rhythm)</p> <p>Sing and play an instrument along with a song</p> <p>Share their ideas and perform their work to others with adult support</p>	<p>Tap a beat/ clap in time to a piece of music/simple song.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	<p><b>EAD: BIE</b></p> <p>-Sing a range of well-known nursery rhymes and songs.</p> <p>-Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>



**Progression of Skills: Years 1 and 2**

In Years 1 and 2, the children can...

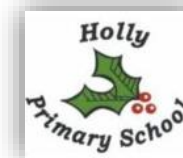
Areas of Study & Genre + Musical element vocabulary	Knowledge
<p><b>I Wanna Play in A Band:</b> Genre – Rock.  <b>Christmas &amp; Summer Performances:</b> Performance.  <b>Hands, Feet, Heart Style:</b> Genre - South African Styles.  <b>Zoo time:</b> Genre – Reggae.  <b>Hey You:</b> Pulse, Rhythm &amp; Pitch  <b>In The Groove:</b> Genre - Blues, Latin, Folk, Funk, Baroque, Bhangra.  <b>Round And Round:</b> Genre - Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion.</p> <p><b>Key Vocabulary:</b>  <b>Rhythm, Pulse, Pitch, Tempo, Dynamics, Timbre, Textures, Structure, Notation,</b> arrangement, backing, band, bridge, chorus, ending, groove, harmony, improvise/d, introduction, lyrics, original, outro, phrase, round, solo, style, unison, verse, + <b>Musical Dimensions</b></p>	<p>Five songs off by heart.          Some songs, have a chorus or a response/answer part.          That songs have a musical style.          That music has a steady pulse, like a heartbeat.          We can create rhythms from words, our names, favourite food, colours and animals.          Rhythms are different from the steady pulse.          We add high and low sounds, pitch, when we sing and play our instruments.          To confidently sing five songs from memory.          That unison is everyone singing at the same time.          Songs include other ways of using the voice e.g. rapping (spoken word).          Why we need to warm up our voices.          Learn the names of the notes in their instrumental part from memory or when written down.          The names of untuned percussion instruments played in class.          Improvisation is making up your own tunes on the spot.          When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.          Everyone can improvise, and you can use one or two notes.          Composing is like writing a story with music.          Everyone can compose.          A performance is sharing music with an audience.          A performance can be a special occasion and involve a class, a year group or a whole school.          An audience can include your parents and friends.</p>

Holly Primary School  
**Music progression map (2021-2023)**

<p><b><u>Listen and Appraise</u></b>          Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.          Learn how songs can tell a story or describe an idea.</p>	<p><b><u>Games</u></b>          Find the pulse.          Listen to the rhythm and clap back.          March to the steady beat.          Create rhythms for others to copy.          Listen and sing back.          Use your voices to copy back using 'la' with changing pitch.          Listen to the rhythm and clap back.          Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.</p>	<p><b><u>Singing</u></b>          Learn about voices, singing notes of different pitches (high and low).          They can make different types of sounds with their voices.          Start and stop singing when following a leader.          Rap (spoken word with rhythm).          Find a comfortable singing position.</p>
<p><b><u>Playing</u></b>          Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform.          Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).          Listen to and follow musical instructions from a leader.          Play the part in time with the steady pulse.</p>	<p><b><u>Improvisation</u></b>          Clap and Improvise – Listen and clap back, then listen and clap own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.          Improvise! – Take it in turns to improvise using one or two notes.</p>	<p><b><u>Composition</u></b>          Help to create a simple melody using one, two or three notes.          Learn how the notes of the composition can be written down and changed if necessary.          Help create three simple melodies with the Units using one, three or five different notes.</p>
<p><b><u>Context &amp; History</u></b>          develop an understanding of the history of music.</p>		
<p><b><u>Performance</u></b>          Choose a song they have learnt from the Scheme and perform it.          Add ideas to the performance.          Record the performance and say how they were feeling about it.</p>		

**Progression of Skills: Years 3 and 4**

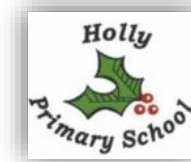
**In Years 3 and 4, the children can...**



<p><b>Areas of Study &amp; Genre + Musical element vocabulary</b></p> <p><b>Playing Glockenspiel Stage 1</b> - Learning basic instrumental skills by playing tunes in varying styles.</p> <p><b>Playing Glockenspiel Stage 2</b> - Learning basic instrumental skills by playing tunes in varying styles.</p> <p><b>Playing Recorder Stage 1</b> - Learning basic instrumental skills by playing tunes in varying styles.</p> <p><b>Playing Recorder Stage 2</b> - Learning basic instrumental skills by playing tunes in varying styles</p> <p><b>Christmas &amp; Summer Performances:</b> Performance</p> <p><b>Bringing Us Together:</b> Genre – Disco.</p> <p><b>Reflect, Rewind and Replay:</b> Genre - Western Classical</p> <p><b>Mama Mia:</b> Genre - 1970s Pop music.</p> <p><b>Lean On Me:</b> Genre – Soul &amp; Gospel</p> <p><b>Blackbird:</b> Genre – Beatles / Civil Rights</p> <p><b>Key Vocabulary:</b>  <b>Rhythm, Pulse, Pitch, Tempo, Dynamics, Timbre, Textures, Structure, Notation,</b> arrangement, backing, band, chorus, ending, groove, harmony, improvise/d, introduction, lyrics, original, outro, phrase, round, solo, style, unison, verse, bridge/middle8, call and response, chord, ostinato, balance, ensemble, hook, pre-chorus, structure, form shape, + <b>Musical Dimensions</b></p>	<p><b>Knowledge</b></p> <p>Know five songs from memory and who sang them or wrote them and the style of the five songs.</p> <p>Choose one song and be able to talk about using musical terms.</p> <p>How pulse, rhythm and pitch work together</p> <p>Know the difference between pulse and rhythm.</p> <p>How to keep the internal pulse</p> <p>Create musical ideas for the group to copy or respond to.</p> <p>Talk about the instruments used in class</p> <p>Know and talk about other instruments they might play or be played in a band or orchestra or by their friends.</p> <p>Be able to talk about improvisation:</p> <p>Use one or two notes confidently is better than using five</p> <p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations.</p> <p>Know Performing is sharing music with other people, an audience</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other</p> <p>Know and have planned everything that will be performed</p> <p>Sing or rap the words clearly and play with confidence</p> <p>Know that performance is planned and different for each occasion</p> <p>It involves communicating feelings, thoughts and ideas about the song/music.</p>
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Holly Primary School  
**Music progression map (2021-2023)**

<p><b><u>Listen and Appraise</u></b>          Confidently identify and move to the pulse.          Think about what the words of a song mean.          To take it in turn to discuss how the song makes them feel.          Listen carefully and respectfully to other people’s thoughts about the music.          Talk about the musical dimensions working together in the Unit songs.          Talk about the music and how it makes them feel. Try to use musical words when talking.          Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p><b><u>Games</u></b>          Clap and say back rhythms.          Create own simple rhythm patterns.          Lead the class using their simple rhythms.          Copy back pitch using 2 notes.          Listen and sing back’ (no notation).          Copy back with instruments, without then with notation.</p>	<p><b><u>Singing</u></b>          Sing in unison and in simple two-parts.          Demonstrate a good singing posture.          Follow a leader when singing.          Enjoy exploring singing solo.          Sing with awareness of being ‘in tune’.          Have an awareness of the pulse internally when singing.          Re-join the song if lost.          Listen to the group when singing.</p>
<p><b><u>Playing</u></b>          To treat instruments carefully and with respect.          Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.          Rehearse and perform their part within the context of the Unit song.          Listen to and follow musical instructions from a leader.          Experience leading the playing by making sure everyone plays in the playing section of the song.</p>	<p><b><u>Improvisation</u></b>          Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.          Play and Improvise – Using your instruments, listen and play your own answer using two different notes.          Improvise! – Take it in turns to improvise using three different notes.</p>	<p><b><u>Composition</u></b>          Help create at least one simple melody using one, three or five different notes.          Plan and create a section of music that can be performed within the context of the unit song.          Talk about how it was created.          Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.          Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).          Plan and create a section of music that can be performed within the context of the unit song.</p>
<p><b><u>Performance</u></b>          Choose what to perform and create a programme. &amp; Communicate the meaning of the words and clearly articulate them.          Talk about the best place to be when performing and how to stand or sit.          Record the performance and say how they were feeling, what they were pleased with what they would change and why.          Present a musical performance designed to capture the audience.</p>		



**Progression of Skills: Years 5 and 6**

**In Years 5 and 6, the children can...**

<p><b>Areas of Study &amp; Genre + Musical element vocabulary</b></p> <p><b>Live'n' On A Prayer:</b> Genre - Rock  <b>Classroom Jazz 1:</b> Genre - Jazz  <b>Fresh Prince Of Bel Air:</b> Genre - Hip Hop  <b>Happy:</b> Genre - Pop/Motown  <b>You've Got A Friend:</b> Genre - The Music of Carole King  <b>Women in Music:</b> – Rap  <b>Music Theory &amp; Composition</b> focus</p> <p><b>Key Vocabulary:</b>  <b>Rhythm, Pulse, Pitch, Tempo, Dynamics, Timbre, Textures, Structure, Notation,</b> arrangement, backing, band, chorus, ending, groove, harmony, improvise/d, introduction, lyrics, original, outro, phrase, round, solo, style, unison, verse, bridge/middle8, call and response, chord, ostinato, balance, ensemble, hook, pre-chorus, structure, form shape, back beat/off-beat, coda, recurring theme, riff, sampling, style indicators, syncopation + Musical Dimensions.</p>	<p><b>Knowledge</b></p> <p>To know five songs from memory, who sang or wrote them, when they were written and why?          Know the style of the songs and to name other songs from the Units in those styles. Choose three or four other songs and be able to talk about them using musical terms.          Know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music          How to keep the internal pulse          Creating musical ideas for the group to copy or respond to.          Know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.          Represent the feeling and context of songs to your audience          Choose a song and be able to talk about its main features          Singing in unison, the solo, lead vocal, backing vocals or rapping          To know what the song is about and the meaning of the lyrics          To know and explain the importance of warming up your voice.          Write music down using formal notation          The notes C, D, E, F, G, A, B + C on the treble staff          The instruments they might play or be played in a band or orchestra or by their friends. To know and be able to talk about improvisation.          When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.          Know that using one, two or three notes confidently is better than using five          Know that if you improvise using the notes you are given, you cannot make a mistake. Use some of the riffs and licks you have learnt in the challenges in your improvisations. To know three well-known improvising musicians.          Know and be able to talk about composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.          A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure          Notation: recognise the connection between sound and symbol.          To know and be able to talk about:          Performing is sharing music with an audience with belief; A performance doesn't have to be a drama!          It can be to one person or to each other; Everything that will be performed must be planned and learned          You must sing or rap the words clearly and play with confidence; A performance can be a special occasion and involve an audience including of people you don't know; It is planned and different for each occasion          A performance involves communicating ideas, thoughts and feelings about the song/music.</p>
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Holly Primary School  
**Music progression map (2021-2023)**

<p><b><u>Listen and Appraise</u></b>          To identify and move to the pulse with ease.          Think about the message of songs.          Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.          Listen carefully and respectfully to other people’s thoughts about the music.          Use musical vocabulary when talking.          Talk about the musical dimensions working together in the Unit songs.          Talk about the music and how it makes you feel.          Talk about the music and how it makes you feel, using musical language to describe the music.</p>	<p><b><u>Games</u></b>          Find the pulse.          Lead the class by inventing rhythms for them to copy back – played or clapped          Copy back three-note riffs by ear and with notation.          Question and answer using three different notes.</p>	<p><b><u>Singing</u></b>          Sing in unison and to sing backing vocals.          Enjoy exploring singing solo.          Listen to the group when singing.          Demonstrate a good singing posture.          Follow a leader when singing.          Experience rapping and solo singing.          Listen to each other and be aware of how you fit into the group.          Sing with awareness of being ‘in tune’.</p>
<p><b><u>Playing</u></b>          Play a musical instrument with the correct technique within the context of the Unit song.          Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.          Rehearse and perform their part within the context of the Unit song.          Listen to and follow musical instructions from a leader.          Lead a rehearsal session.</p>	<p><b><u>Improvisation</u></b>          Improvise using a minimum of three notes.          Improvise with a feeling for the style. D, E, G, A + B (pentatonic scale/a five-note pattern)</p>	<p><b><u>Composition</u></b>          Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.          Explain the keynote or home note and the structure of the melody.          Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.          Record the composition using formal notation.</p>
<p><b><u>Performance</u></b>          Choose what to perform and create a programme.          Communicate the meaning of the words and clearly articulate them.          Talk about the venue and how to use it to best effect.          Record the performance and compare it to a previous performance.          Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>		<p><b><u>History &amp; Context</u></b>          Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians          ☑ develop an understanding of the history of music.</p>