

Music Progression Document

Unit structure - musical activities, centred around given songs:

Every unit has 6 steps it follows the cycle of:

Musicianship options

Listen and respond

Singing

Playing

Improvising and composing

Performing

There are opportunities for end-of-unit and end-of-year assessment.

There is a Key Learning document for each year group.

This document provides key learning and outcomes, including 'I Can' statements for each musical activity. These represent the expected standard of musical learning that will build through each unit for the year. There is often more than one statement, and these can be used over time/if the children are working beyond expected outcomes.

For each of the musical activities listed above, there are associated knowledge and skills and key learning and outcomes - what the children will learn and what the children will understand/know/demonstrate.

Musicianship Activities: Understanding Music, Improve Together Notation Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics				
EYFS	Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"> - To know that we can move with the pulse of the music. - To know that the words of songs can tell stories and paint pictures. - Find the pulse by copying - Copy basic rhythm patterns of single words, building to short phrases from the song/s - Explore high and low using voices and sounds of characters in the songs - Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns 	<ul style="list-style-type: none"> - Use body percussion, instruments and voices. - Find and keep a steady beat together. - Begin to move in time with a steady beat/pulse. - Copy back simple long and short rhythms with clapping. - Copy back singing simple high and low patterns. - Start to know and demonstrate the difference between pulse, rhythm and pitch. 	<ul style="list-style-type: none"> - Use body percussion, instruments and voices. - <i>Move in time and keep a steady beat together.</i> - <i>Create their own rhythmic and melodic patterns.</i> - <i>Continue to copy back simple rhythmic patterns using long and short.</i> - <i>Continue to copy back simple melodic patterns using high and low.</i> - <i>Understand the difference between creating a rhythm pattern and a pitch pattern.</i> - <i>Sing short phrases independently.</i> - <i>Continue to learn to watch and follow a steady beat.</i> - <i>Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo).</i> - <i>Play copy-back rhythms, copy a leader, and invent rhythms for others to copy on untuned and tuned percussion.</i> - <i>Create rhythms using word phrases as a starting point.</i> - <i>Recognise long and short sounds and match them to syllables and movement.</i> 	<ul style="list-style-type: none"> - Use body percussion, instruments and voices. - Explore the time signatures of 2/4, 3/4 and 4/4. - Internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time. - Find and keep a steady beat. - Listen and copy more complex rhythmic patterns by ear or from notation. - Copy back more complex melodic patterns. - Copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their equivalent rests. - Copy back and improvise simple rhythmic patterns using semibreves, minims, dotted crotchets, crotchets, quavers and their rests, - Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C - Understand the beginnings of formal notation, linking sounds to symbols, and understand that music has its own language. - Start learning about basic music theory: <ul style="list-style-type: none"> - Introduce and understand the differences between crotchets and paired quavers. - Play and sing in the time signatures of 2/4, 3/4 and 4/4. - Create rhythms using word phrases as a starting point. - Identify the names of some pitched notes on a stave. - Identify if a song is major or minor in tonality. 	<ul style="list-style-type: none"> - Explore improvisation within major and minor scales, using the notes: C, D, E D, E, A F, G, A D, F, G - Explore and begin to create personal musical ideas using the given notes for the unit. - Understand that improvisation is about the children making up their own very simple tunes on the spot. - Follow a steady beat and stay 'in time'. - Understand the difference between creating a rhythm pattern and a pitch pattern

Activity: Listening (Listen and Respond) Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure				
EYFS	Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"> - To know some nursery rhymes off by heart. - To know the stories of some of the nursery rhymes. - To learn that music can touch your feelings. - To enjoy moving to music (e.g. by dancing, marching, being animals) 	<ul style="list-style-type: none"> - Move, dance and respond in any way they can when listening. - Describe their thoughts and feelings when listening to the music, including why they like or don't like the music. - Talk about any instruments they might hear and perhaps identify them. Recognise some band and orchestral instruments. - Identify a fast or slow tempo. - Identify loud and quiet sounds as an introduction to understanding dynamics. - Talk about any other music they have heard that is similar. - Begin to understand where the music fits in the world. - Begin to understand different styles of music 	<ul style="list-style-type: none"> - Find and try to keep a steady beat. Invent different actions to move in time with the music. - Move, dance and respond with their bodies in any way they can. - Describe their thoughts and feelings when hearing the music. - Describe what they see in their individual imaginations when listening to the piece of music. - Talk about why they like or don't like the music. - Talk about any other music they have heard that is similar. - Identify a fast or slow tempo. - Mark the beat of a listening piece by tapping or clapping, and recognise tempo as well as changes in tempo. - Identify loud and quiet sounds as an introduction to understanding dynamics. - Walk in time to the beat of a piece of music. - Describe differences in tempo and dynamics with more confidence. - Recognise some band and orchestral instruments. - Continue to talk about where music might fit into the world. - Begin to understand that there are different styles of music. - Discuss the style(s) of the music. - Discuss what the song or piece of music might be about. 	<ul style="list-style-type: none"> - Talk about the style of the music. - Share their thoughts and feelings about the music together. - Talk about the style of the music. - Identify and describe their feelings when hearing the music, including why they like or don't like the music. - Use appropriate musical language to describe and discuss the music. - Start to use musical concepts and elements more confidently when talking about the music. - Recognise that some instruments are band instruments and some are orchestral instruments. - Talk about where the music fits into the world. - Discuss the style of the music and any other music they have heard that is similar. 	<ul style="list-style-type: none"> - Find and demonstrate the steady beat. - Identify 2/4, 3/4, and 4/4 metre. Identify the tempo as fast, slow or steady. - Discuss the structures of songs. Explain what a main theme is and identify when it is repeated. - Identify: <ul style="list-style-type: none"> - Call and response - A solo vocal/instrumental line and the rest of the ensemble - A change in texture - Know and understand what a musical introduction is and its purpose. - Recall by ear memorable phrases heard in the music. - Identify major and minor tonalities. - Recognise the sound and notes of the pentatonic scale by ear and from notation. - Describe legato and staccato. - Recognise the style of music they are listening to. - Recognise the following styles and any important musical features that distinguish each style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.

Activity: Singing (Learn to Sing the Song)

Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure

EYFS	Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"> - To sing or rap nursery rhymes and simple songs from memory. - Songs have sections. - To sing along with a pre-recorded song and add actions. - To sing along with the backing track. 	<ul style="list-style-type: none"> - Sing, rap or rhyme as part of a choir/group. - Begin to demonstrate good singing posture – standing up straight with relaxed shoulders. - Sing unit songs from memory. - Try to follow the leader or conductor. - Add actions and/or movement to a song. 	<ul style="list-style-type: none"> - Sing as part of a choir. - Have a go at singing a solo. - Demonstrate good singing posture. - Sing songs from memory. - Sing with more pitch accuracy. - Understand and follow the leader or conductor. - Sing and begin to communicate the meaning of the words. - Listen for being 'in time' or 'out of time'. Add movements to a song. 	<ul style="list-style-type: none"> - Sing as part of a choir and in unison. - Demonstrate good singing posture. - Sing the unit songs from memory. - Sing with attention to clear diction. - Sing more expressively, with attention to breathing and phrasing. - Discuss what the song or piece of music might be about. - Follow the leader or conductor confidently. - Sing with attention to the meaning of the words. Listen for being 'in time' or 'out of time', with an awareness of following the beat. - Sing a widening range of unison songs, of varying styles and structures. 	<ul style="list-style-type: none"> - Sing as part of a choir with awareness of size: the larger the choir, the thicker and richer the musical texture. - Rehearse and learn songs from memory and/or with notation. - Sing in different time signatures: 2/4, 3/4 and 4/4. - Demonstrate good singing posture. - Demonstrate vowel sounds, blended sounds and consonants. - Sing 'on pitch' and 'in time'. - Sing expressively, with attention to breathing and phrasing. - Sing expressively, with attention to staccato and legato.

Activity: Playing Instruments (Play Your Instruments with the Song)

Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure

EYFS	Year 1	Year 2	Year 3	Year 4
Perform any nursery rhymes or songs adding a simple instrumental part.	<ul style="list-style-type: none"> - Rehearse and learn to play a simple melodic instrumental part by ear. - Play a part on a tuned or untuned instrument by ear. - Learn to treat instruments carefully and with respect. - Rehearse and perform their parts within the context of the unit song. - Learn to play together with everybody while keeping in time with a steady beat. - Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat. 	<ul style="list-style-type: none"> - Rehearse and learn to play a simple melodic instrumental part by ear. - Play a part on a tuned or untuned instrument by ear (either Part 1, Part 2 or the optional Easy Part). - Rehearse and perform their parts within the context of the unit song. - Learn to treat instruments carefully and with respect. - Play together as a group while keeping in time with a steady beat. - Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat. 	<ul style="list-style-type: none"> - Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major and E major. - Develop facility in playing tuned percussion or a melodic instrument, such as the violin or recorder. - Play a part on a tuned instrument by ear or from notation. - Play the instrumental part they are comfortable with and swap when appropriate. - Treat instruments carefully and with respect. - Play the right notes with secure rhythms. - Play together as a group while keeping the beat. - Listen to and follow musical instructions from a leader. - Play their instruments with good posture and technique. 	<ul style="list-style-type: none"> - Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major, D major and D minor. - Rehearse and perform their parts within the context of the unit song. - Treat instruments carefully and with respect. Play the right notes with secure rhythms. - Play together as a group while keeping the beat. - Listen to and follow musical instructions from a leader. - Play their instruments with good posture and technique.

Creating: Improvising (Improvise with the Song) Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure				
EYFS	Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"> - Knowing that improvisation is about making up your own tunes on the spot. - Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. - Adding a 2-note melody to the rhythm of the words. - Playing with two pitched notes to invent musical patterns. 	<ul style="list-style-type: none"> - Explore improvisation within a major and minor scale, using the notes: C, D, E D, E, A F, G, A D, F, G - Explore and begin to create personal musical ideas using the given notes for the unit. - Understand that improvisation is about the children making up their own very simple tunes on the spot. - Follow a steady beat and stay 'in time'. Improvise simple vocal patterns using 'question and answer' phrases. - Understand the difference between creating a rhythm pattern and a pitch pattern. 	<ul style="list-style-type: none"> - Explore improvisation within a major scale, using the notes: C, D, E C, G, A G, A, B F, G, A - Create personal musical ideas using the given notes. - Understand that improvisation is about the children making up their own very simple tunes on the spot. - Follow a steady beat and stay 'in time'. - Work with partners and in the class to improvise simple 'question and answer' phrases, to be sung and played on untuned percussion, creating a musical conversation. 	<ul style="list-style-type: none"> - Explore improvisation within a major scale, using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D - Structure musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end. When improvising, follow a steady beat and stay 'in time'. - Use a greater variety of notes and rhythms, including rests or silent beats. - Create music with 'phrases' made up of notes, rather than simply lots of notes played one after the other. 	<ul style="list-style-type: none"> - Explore improvisation within a major scale, using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F# D, E, F#, A, B - Explore improvisation within a major scale, using more notes. - Improvise using a limited range of pitches on the instruments they are learning, making use of musical features, including smooth (legato) and detached (staccato) articulation. Improvise over a simple chord progression /groove.

Creating: Composing (Compose with the Song, Create a Graphic Score, Compose with a Theme, Music Notepad, Quickbeats)

Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics

EYFS	Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"> - To know that the words of songs can tell stories and paint pictures. - To know that everyone can compose. - Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. - Adding a 2-note melody to the rhythm of the words. - Playing with two pitched notes to invent musical patterns. 	<ul style="list-style-type: none"> - Begin to understand that composing is like writing a story with music. - Explore sounds and create their own melody. - Perform their simple composition/s using two, three, four or five notes. - Use simple notation if appropriate: - Create a simple melody using crotchets and minims. C, D C, D, E C, D, E, F C, D, E, F, G - Start and end on the note C. F, G F, G, A F, G, A, C F, G, A, C, D - Start and end on the note F. D, F D, F, G D, F, G, A D, F, G, A, C - Start and end on the note D. - Begin to explore and create using graphic scores: <ul style="list-style-type: none"> - Create musical sound effects and short sequences of sounds in response to music and video stimuli. - Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. - Create and perform your own rhythm patterns with stick notation, including 	<ul style="list-style-type: none"> - Continue to understand that composing is like writing a story with music. - Perform their simple composition/s using two, three, four or five notes. - Start their tune/s on note one and end it on note one. - Use simple notation if appropriate: - Create a simple melody using crotchets and minims. C, D C, D, E C, D, E, F C, D, E, F, G - Start and end on the note C (C major). G, A G, A, B G, A, B, D G, A, B, D, E - Start and end on the note G (pentatonic on G). F, G F, G, A F, G, A, C F, G, A, C, D - Start and end on the note F (pentatonic on F). - Explore and create graphic scores: <ul style="list-style-type: none"> - Create musical sound effects and short sequences of sounds in response to music and video stimuli. - Use graphic symbols, dot notation and stick notation, as appropriate, 	<ul style="list-style-type: none"> - Create a simple melody using crotchets, minims and perhaps paired quavers: C, D C, D, E C, D, E, G C, D, E, G, A - Start and end on the note C (pentatonic on C). C, D C, D, E C, D, E, F C, D, E, F, G - Start and end on the note C (C major). F, G F, G, A F, G, A, B\flat F, G, A, B\flat, C - Start and end on the note F (F major). G, A G, A, B G, A, B, D G, A, B, D, E - Start and end on the note G (pentatonic on G). - Successfully create a melody in keeping with the style of the backing track. This could include: <ul style="list-style-type: none"> - Composing over a simple chord progression - Composing over a simple groove - Composing over a drone. Include a home note, to give a sense of an ending; coming home. - Perform their simple composition/s, using their own choice of notes. - Give the melody a shape. - Describe how their melodies were created. - Start to use simple structures within compositions, eg introduction, verse and chorus or AB form. - Use simple dynamics. - Create a tempo instruction. Compose song accompaniments on tuned and untuned 	<ul style="list-style-type: none"> - Create a melody using crotchets, minims, quavers and their rests. - Use a pentatonic scale: C, D C, D, E C, D, E, G C, D, E, G, A - Start and end on the note C (pentatonic on C). C, D C, D, E C, D, E, F C, D, E, F, G - Start and end on the note C (C major). A, B A, B, C A, B, C, D A, B, C, D, E - Start and end on the note A (A minor). D, E D, E, F D, E, F, G D, E, F, G, A - Start and end on the note D (D minor). G, A G, A, B G, A, B, D G, A, B, D, E - Start and end on the note G (pentatonic on G). - Successfully create a melody in keeping with the style of the backing track. This could include: <ul style="list-style-type: none"> - Composing over a simple chord progression - Composing over a simple groove - Composing over a drone. Include a home note to give a sense of an ending; coming home. - Use music technology, if available, to capture, change and combine sounds. - Start to use simple structures within compositions, eg introduction, verse and chorus or AB form. - Use simple dynamics.

Creating: Composing (Compose with the Song, Create a Graphic Score, Compose with a Theme, Music Notepad, Quickbeats) Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics				
EYFS	Year 1	Year 2	Year 3	Year 4
	<p>crotchets, quavers and minims.</p> <ul style="list-style-type: none"> - Use music technology, if available, to capture, change and combine sounds. 	<p>to keep a record of composed pieces.</p> <ul style="list-style-type: none"> - Create a story, choosing and playing classroom instruments. - Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. - Use music technology, if available, to capture, change and combine sounds. 	<p>percussion, using known rhythms and note values.</p> <ul style="list-style-type: none"> - Use simple rhythmic combinations of minims, crotchets and paired quavers with their corresponding rests to create rhythm patterns. Music Notepad - Compose a standalone piece of music which includes: <ul style="list-style-type: none"> - A time signature - A treble clef - Four or six bars - The correct notes for the scale and key signature - Rhythmic combinations of minims, crotchets and paired quavers, with their corresponding rests - Expression /dynamics - A melody that starts and ends on note one - A description of how their melodies were created. 	<ul style="list-style-type: none"> - Create a tempo instruction. - Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. - Create a melody using crotchets, minims, quavers and their rests. - Use a pentatonic scale. - Begin to understand the structure of the composition. Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note). - Perform their simple composition/s using their own choice of notes. <p>Music Notepad</p> <ul style="list-style-type: none"> - Compose a standalone piece of music which includes: <ul style="list-style-type: none"> - A time signature - A treble clef - Four or six bars - The correct notes for the scale and key signature - Rhythmic combinations of minims, crotchets and paired quavers, with their corresponding rests - Expression/dynamics - Structured musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end - A melody that starts and ends on note one - A description of how their melodies were created.

Performing (Perform the Song) Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure				
EYFS	Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"> - Know that a performance is sharing music. - To learn that music can touch your feelings. - To sing along with a pre-recorded song and add actions. - To sing along with the backing track. - Perform any of the nursery rhymes by singing and adding actions or dance. - Perform any nursery rhymes or songs adding a simple instrumental part. - Record the performance to talk about 	<ul style="list-style-type: none"> - Rehearse a song and perform it to an audience, explaining why the song was chosen. - Add actions and perhaps movement to the song. Perform the song from memory. - Follow the leader or conductor. - Talk about the performance afterwards, expressing what was enjoyed and what they think could have been better. - When planning, rehearsing, introducing and performing the song: - Introduce the performance. <ul style="list-style-type: none"> - Begin to play tuned and untuned instruments musically within the performance. - Begin to use the voice expressively and creatively by singing simple songs. - Begin to play together as a group /band /ensemble. - Show their understanding of the Musical 	<ul style="list-style-type: none"> - Rehearse a song and then perform it to an audience. - Perform the song from memory. Follow the leader or conductor. - Continue to play tuned and untuned instruments musically within the performance. - Continue to use the voice expressively and creatively by singing simple songs. - Continue to play together as a group /band /ensemble. - Talk about the performance afterwards; saying what they enjoyed and what they think could have been better. 	<ul style="list-style-type: none"> - Plan, rehearse and perform for an audience a song that has been learnt in the lesson, from memory or with notation, and with confidence. - Follow the leader or conductor. - Talk about the strengths of the performance, how they felt and what they would like to change. - Introduce the performance with an understanding of what the song is about and comment on any other relevant connections - Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment, etc. 	<ul style="list-style-type: none"> - Perform, with confidence, a song from memory or using notation. Play and perform melodies following staff notation, using a small range, as a whole class or in small groups. - Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. - Reflect on the performance and how well it suited the occasion. - Discuss and respond to any feedback; consider how future performances might be different.