

Progression in Music.

EYFS	Expressive arts and design (40-60 months)		Expressive arts and design (ELG)	
	<p style="text-align: center;">Musical learning and development</p> <p>Hearing and listening</p> <ul style="list-style-type: none"> - Thinking abstractly <p>Vocalising and singing</p> <ul style="list-style-type: none"> - Singing the melodic shape <p>Moving and dancing</p> <ul style="list-style-type: none"> - Moves with the pulse or in time to the music <p>Exploring and playing</p> <ul style="list-style-type: none"> - Creates music 		<p style="text-align: center;">Being imaginative and expressive</p> <p>Being imaginative</p> <ul style="list-style-type: none"> - Sing a range of well-known nursery rhymes and songs. <p>Being expressive</p> <ul style="list-style-type: none"> - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	
EYFS	<p>Vocabulary - Expressive arts and design</p> <p>nursery rhymes, action songs, instruments, share, respond, explore, listen, sing, play, learn, beat, pulse, rhythm, pitch, high, low, long, short, perform, share, play, stop, move, listen, actions, voice, hands, feet instrument, big sounds, soft sounds, loud sounds, soft sounds, soft, medium, hard, solo, group, shake, tap, ring, rhythm, pitch, listen, talk, sequence, think, feel, ideas, song, dance, play, explore, instruments, make and experiment.</p>			
Y1	Use of voice (Term 1)	Instruments (Term 3)	Listening (Term 5)	
	Use their voices to expressively and creatively by singing songs and speaking chants and rhymes.	Play tuned and untuned instruments musically	Listening with concentration.	
	<p>Use of voice</p> <ul style="list-style-type: none"> • Use their voice to sing a range of well-known nursery rhymes and songs • Use their voice to speak chants and rhymes • Use their voice to sing new lyrics. 	<p>Instruments</p> <ul style="list-style-type: none"> • Play a tuned instrument such as a string instrument or recorder. • Play a untuned instrument such as a triangle, tambourine or drum 	<p>Listening</p> <ul style="list-style-type: none"> • Listen to a well-known song • Listen to songs that are unfamiliar • Listen to songs and begin to hear the types of instruments used • Listen and notice how the songs make you feel • Listen with intent of hearing and finding the beat/rhythm 	

<p>Vocabulary (basic specific sophisticated)</p> <p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.</p>	<p>Vocabulary (basic specific sophisticated)</p> <p>Pulse, rhythm, pitch and dynamics. Instrumental families, instrument, wind, string, percussion, brass. Body percussion, opinion, musical cues, leader, conductor, notes, tune, pattern, rhythmic pattern, melody, composition.</p>	<p>Vocabulary (basic specific sophisticated)</p> <p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.</p>
<p>Cultural Capital</p> <p>Begin to prepare for the Christmas Nativity</p>	<p>Cultural capital</p> <p>Perform to other classes.</p>	<p>Cultural Capital</p> <p>National dance day</p>
<p>Working musically</p> <ul style="list-style-type: none"> • Asking questions • Sharing their own preferences and enjoyment of a piece of music. • Singing • Making chants • Singing rhymes • Playing tuned instruments • Playing untuned instruments • Listen to high-quality live music and high-quality recorded music • Experiment - create sounds, select sounds, combine sounds 		

<p>Y2 Use of voice (Term 1)</p>	<p>Instruments (Term 3)</p>	<p>Listening (Term 5)</p>
<p>Creating music by singing songs of different genres.</p>	<p>Play tuned and untuned instruments musically.</p>	<p>Listen to different genres of music</p>
<p>Use of voice</p> <ul style="list-style-type: none"> • Create a piece of music by singing a familiar song • Create a piece of music by singing a song from the past 	<p>Instruments</p> <ul style="list-style-type: none"> • Play a tuned instrument such as a string instrument or recorder. • Play a untuned instrument such as a triangle, tambourine or drum 	<p>Listening</p> <ul style="list-style-type: none"> • Listen to pieces of music and comment on how it makes you feel. • Listen to pieces of music and comment on where the piece takes you too (seaside/space etc)

	<ul style="list-style-type: none"> • Create a piece of music by signing a song from a genre less familiar to the children • Create a piece of music by singing a song from a genre more familiar to the children. 		<ul style="list-style-type: none"> • Listen to pieces of music and notice the genre.
	<p>Vocabulary (basic specific sophisticated)</p> <p>Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel</p>	<p>Vocabulary (basic specific sophisticated)</p> <p>Pulse, rhythm, pitch, dynamics and tempo. Styles, Instrumental families, instrument, wind, string, percussion, brass. Opinion, styles, ensemble, leader, conductor, melodies, composition, improvisation, notated, graphic, pictorial, video, pattern.</p>	<p>Vocabulary (basic specific sophisticated)</p> <p>Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel</p>
	<p><u>Cultural Capital</u></p> <p>Sing in assembly</p> <p>Sing in fayres.</p> <p>Begin to prepare for the Christmas nativity</p>	<p><u>Cultural Capital</u></p> <p>Perform to other classes</p>	<p><u>Cultural Capital</u></p> <p>Listen to different genres whilst walking into assembly/classrooms</p>
	<p><u>Working musically</u></p> <ul style="list-style-type: none"> • Asking questions • Sharing their own preferences and enjoyment of a piece of music. • Singing • Making chants • Singing rhymes • Playing tuned instruments • Playing untuned instruments • Listen to high- quality live music and high-quality recorded music • Experiment - create sounds, select sounds, combine sounds 		

Y3	Use of voice (Term 1)	Instruments (Term 3)	Understanding (Term 6)
----	-----------------------	----------------------	------------------------

<p>Perform using their voices whole class and in small groups.</p>	<p>Play and perform whilst singing.</p>	<p>Play and perform using their voices and instruments</p>
<p>Use of voice</p> <ul style="list-style-type: none"> • Sing a familiar song whole class • Sing and perform a familiar song whole class • Sing and perform a familiar song in small groups. 	<p>Instruments</p> <ul style="list-style-type: none"> • Confidently play an untuned instrument • Confidently play a tuned instrument • Play an instrument whilst singing a familiar song 	<p>Understanding</p> <ul style="list-style-type: none"> • Play an instrument in small groups and the class to name the song the children are playing
<p>Vocabulary (basic specific sophisticated)</p> <p>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.</p>	<p>Vocabulary (basic specific sophisticated)</p> <p>Pulse, rhythm, pitch, dynamics and tempo, Styles, Instrumental families, instrument, wind, string, percussion, brass. leader, conductor, notes, ensemble, musical cues, rhythmic, patterns, group, solo, melodies, improvisation, complex melodies, composition, inter-related dimensions.</p>	<p>Vocabulary (basic specific sophisticated)</p> <p>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.</p>
<p><u>Cultural Capital</u> Sing in assemblies Sing in choir</p>	<p><u>Cultural capital</u> Additional instrument lesson with a trained instrument teacher</p>	<p><u>Cultural Capital</u> Music workshops</p>
<p>Working Musically</p> <ul style="list-style-type: none"> • Play and perform, solo • Experience ensemble voices • Play musical instruments • Be accurate through fluency, control and expression • Improvise and compose music • Listen and recall sounds, aural memory and notations • Appreciate and understand the history of music • Listen to or experience live music 		

- Listen to recorded music, composers and musicians.

Y4	Use of voice (Term 1)	Instruments (Term 3)	Improvisation (Term 5)
	Improvise and compose song lyrics for different purposes.	Compose a musical piece with an instrument	Improvise and compose music
	<p><i>Use of voice</i></p> <ul style="list-style-type: none"> • Mind map song lyrics based on a particular theme • Create lyrics based on a particular theme • Create lyrics based on own preferences 	<p><i>Instruments</i></p> <ul style="list-style-type: none"> • Create a beat or rhythm with an instrument 	<p><i>Sound</i></p> <ul style="list-style-type: none"> • Compose a piece of music with preparation time • Compose a piece of music in the moment using an instrument or use of voice
	<p>Vocabulary (basic specific sophisticated)</p> <p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion</p>	<p>Vocabulary (basic specific sophisticated)</p> <p>Pulse, beat, rhythm, pitch, texture, tempo, dynamics, timbre, structure, notation. Styles, genres, Instrumental families, instrument, wind, string, percussion, brass. Musical language, genres, composers, interpretation, inter-related dimensions, note pitches, technique, stylistically, musically, leader, conductor, ensemble, improvisation, composition, melodies, complex melodies, rhythmic patterns, notes.</p>	<p>Vocabulary (basic specific sophisticated)</p> <p>Pulse, beat, rhythm, pitch, texture, tempo, dynamics, timbre, structure, notation. Styles, genres, Instrumental families, instrument, wind, string, percussion, brass. Musical language, genres, composers, interpretation, inter-related dimensions, note pitches, technique, stylistically, musically, leader, conductor, ensemble, improvisation, composition, melodies, complex melodies, rhythmic patterns, notes.</p>
	<p><u>Cultural Capital</u> Music workshops with outside teachers</p>	<p><u>Cultural Capital</u> Guest instrumentalist teacher</p>	<p><u>Cultural Capital</u> Observe/shared improvisation lesson with other classes.</p>

Working musically

- Play and perform, solo
- Experience ensemble voices
- Play musical instruments
- Be accurate through fluency, control and expression
- Improvise and compose music
- Listen and recall sounds, aural memory and notations
- Appreciate and understand the history of music
- Listen to or experience live music
- Listen to recorded music, composers and musicians.

Y5 Use of voice (Term 1)	Instruments (Term 3)	Listening (Term 5)
Listen with attention and sing in a style that matches the genre and tone of the artist.	Play with increasing accuracy and fluency.	Listen with attention to detail to the musical piece.
<p>Use of voice</p> <ul style="list-style-type: none"> • Listen to a range of songs • Listen to songs of varying genres • Sing in different styles 	<p>Instruments</p> <ul style="list-style-type: none"> • Play an instrument with control • Play an untuned instrument with confidence • Play a tuned instrument with confidence 	<p>Listening</p> <ul style="list-style-type: none"> • Listen to pieces of music from the past • Listen to music from today • Listen and observe intently to the track and be able to answer open questions based on what they have heard • Listen and begin to ask their own questions.
<p>Vocabulary (basic specific sophisticated)</p> <p>Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names,</p>	<p>Vocabulary (basic specific sophisticated)</p> <p>Pulse, beat, rhythm, pitch, texture, tempo, dynamics, timbre, structure, notation. Styles, genres, Instrumental families, instrument, wind, string, percussion, brass.</p> <p>Musical language, inter-related dimensions, ensemble, soloist,</p>	<p>Vocabulary (basic specific sophisticated)</p> <p>Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass,</p>

<p>Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.</p>	<p>stylistically, musically, diction, tuning, leader, conductor, improvisation, composition, melodies, traditional notations.</p>	<p>drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.</p>
<p><u>Cultural Capital</u> Live musical experiences - virtual or in person</p>	<p><u>Cultural Capital</u> Live musical experiences - virtual or in person</p>	<p><u>Cultural Capital</u> Live musical experiences - virtual or in person</p>
<p><u>Working Musically</u></p> <ul style="list-style-type: none"> • Play and perform, solo • Experience ensemble voices • Play musical instruments • Be accurate through fluency, control and expression • Improvise and compose music • Listen and recall sounds, aural memory and notations • Appreciate and understand the history of music • Listen to or experience live music • Listen to recorded music, composers and musicians. 		

<p>Y6</p>	<p><u>Use of voice (Term 1)</u></p>	<p><u>Instruments (Term 3)</u></p>	<p><u>Listening (Term 5)</u></p>
<p>Use musical notations to notice the change of pitch in songs.</p>		<p>Play with increasing control and Expression.</p>	<p>Listen with attention to detail to the 'past' musical pieces</p>
<p><u>Use of voice</u></p> <ul style="list-style-type: none"> • Sing songs of varying styles • Experience musical notations and adapt own pitch to match 		<p><u>Instruments</u></p> <ul style="list-style-type: none"> • Play a tuned instrument with control 	<p><u>Listening</u></p> <ul style="list-style-type: none"> • Listen and discuss music styles from the past

<ul style="list-style-type: none"> Independently notice the change of pitch and what it does to a song 	<ul style="list-style-type: none"> Play an untuned instrument with control Play a tuned instrument with expression Play an untuned instrument with expression 	<ul style="list-style-type: none"> Listen and answer questions based on music from the past Listen and ask own questions based on music from the past.
<p>Vocabulary (basic specific sophisticated)</p> <p>Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/ improvisation, by ear, melody, riff, solo, ostinato, phrases, harmony.</p>	<p>Vocabulary (basic specific sophisticated)</p> <p>Pulse, beat, rhythm, pitch, texture, tempo, dynamics, timbre, structure, notation. Instrumental families, instrument, wind, string, percussion, brass, musical language, inter-related dimensions, ensemble, soloist, stylistically, musically, diction, tuning,</p>	<p>Vocabulary (basic specific sophisticated)</p> <p>Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/ improvisation, by ear, melody, riff, solo, ostinato, phrases, harmony.</p>
<p><u>Cultural Capital</u> Listen to live music</p>	<p><u>Cultural Capital</u> Experience a whole class music lesson</p>	<p><u>Cultural Capital</u> Grandparents visit of their musical experiences</p>
<p><u>Working musically</u></p> <ul style="list-style-type: none"> • Play and perform, solo • Experience ensemble voices • Play musical instruments • Be accurate through fluency, control and expression • Improvise and compose music • Listen and recall sounds, aural memory and notations • Appreciate and understand the history of music • Listen to or experience live music • Listen to recorded music, composers and musicians. 		

