



Music Progression Grid

Concept	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Harmony – How can we blend sounds together in pleasing ways?	Learn rhymes, poems and songs Sing in a group or on their own, increasingly matching the pitch and following the melody.	Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. Begin with simple songs with a very small range, mi-so (slightly wider). Include pentatonic songs Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy	Sing songs regularly with a pitch range of do-so with increasing vocal control. Sing songs with a small pitch range pitching accurately. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these.	Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so tunefully and with expression. Perform forte and piano, loud and soft.	Continue to sing a broad range of unison songs with the range of an octave do-do pitching the voice accurately and following directions for getting louder (crescendo) and quieter (diminuendo). Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.	Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Use simple chords to compose music to evoke a specific atmosphere, mood or environment.	Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance Continue to sing three- and four-part rounds) or partner songs Continue to use chords to compose music to evoke a specific atmosphere, mood or environment. Create music with multiple sections that include repetition and contrast. Use chord changes as part of an improvised sequence.

Texture – How can we vary tempo, melody and harmony express ourselves musically?	Explore and engage in music making and dance, performing solo or in groups	Listen to sounds environment, comparing high and low sounds Begin to keep the beat in music and change the speed of the beat as the tempo of the music changes Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.	Understand that the speed of the beat can change, creating a faster or slower pace (tempo) Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion Respond independently to pitch changes heard in short melodic phrases, indicating with actions	Move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes	Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).	Improvise freely over a drone, developing sense of shape and character Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).	Create music with multiple sections that include repetition and contrast. Use chord changes as part of an improvised sequence. Extend improvised melodies creating satisfying melodic shape
Heritage – How can we learn about different cultures and beliefs from the way people express themselves through music?	Sing and listen to a large repertoire of songs in a range of styles.	Begin to gain knowledge of important moments in the evolution of music and of key musicians and composers, in a range of genres and styles. This will include: Pop, Waltz, Reggae, Funk, Jazz swing, classical and gospel.	Continue to gain knowledge of important moments in the evolution of music and of key musicians and composers, in a range of genres and styles. This will include: Gospel, Jazz – swing and ragtime, 20 th and 21 st century orchestral, Kwela, rock and roll, calypso, funk and reggae.	Continue to develop their shared knowledge of important moments in the evolution of music and of key musicians, including composers and performers, in a range of genres and styles. This will include: Country, Baroque, pop, disco, New Orleans Jazz, Soul, Musicals, Rock, Native American, Gospel, Romantic, Hip hop	Further develop their shared knowledge of important moments in the evolution of music and of key musicians, including composers and performers, in a range of genres and styles. This will include: 20 th and 21 st century orchestral, gospel, pop, minimalism, Reggae, Soul – Ballad, R and B, pop, Jazz, Folk, Disco, musicals, electronic dance music, gospel, funk.	Explore the history of music in a variety of ways, placing music in artistic, historical, social and political contexts, and building meaningful and memorable connections. This will include: 20 th and 21 st century orchestral, gospel, pop, minimalism, Reggae, Soul – Ballad, R and B, pop, Jazz, Folk, Disco, musicals, electronic dance music, gospel, funk.	Explore the history of music will be further explored in a variety of ways, placing music in artistic, historical, social and political contexts, and building meaningful and memorable connections. This will include: Soul, 20 th and 21 st century orchestral, hip hop, Jazz- swing, rock, disco, romantic, Zimbabwean pop, R and B, folk, gospel, soul, salsa, reggae, musicals, film music

<p>Notation – How can we develop our knowledge of musical notation to communicate our ideas to others?</p>	<p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.</p>	<p>Use graphic symbols, dot notation to keep a record of composed pieces.</p> <p>Recognise dot notation and stick notation and match it to 3-note tunes.</p>	<p>Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p> <p>Introduce and understand the differences between crotchets and paired quavers.</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note</p>	<p>Introduce and understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Read and perform pitch notation within a defined range (e.g. C–G/do–so).</p> <p>Follow and perform simple rhythmic scores to a steady beat</p> <p>Begin to capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation</p>	<p>Understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Read and perform pitch notation within an octave.</p> <p>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p> <p>Develop capturing and recording creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation</p>	<p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p> <p>Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> <p>Read and play from notation a four-bar phrase, confidently identifying note names and durations</p> <p>Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation</p>
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Appraisal - How can we evaluate the characteristics within music to enhance our understanding of music in the world around us?	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feeling</p>	<p>Explore different pieces of music and say which they prefer.</p>	<p>Explore different pieces of music and say which they prefer and begin to give reasons for their preferences.</p> <p>Begin to make choices in their own musical performances that incorporate these preferences.</p>	<p>Explore different pieces of music and communicate their likes and dislikes. Give reasons for their choices.</p> <p>Make deliberate choices to use inspiration from different pieces of music.</p>	<p>Explore different pieces of music and communicate their likes and dislikes giving reasons for their choice, beginning to include preferences in their own and peers' compositions.</p> <p>Begin to use a range of techniques that convey mood or feeling in music.</p>	<p>Explore different pieces of music, communicate how the music affects their mood and give reasons for how the music affects them.</p> <p>Begin to explore techniques that other musicians use to create mood in music.</p> <p>Further develop thinking about preferences in their own and peers' compositions.</p> <p>Use a range of techniques in their own music that convey mood or feeling.</p>	<p>Explore different pieces of music, communicate how the music affects their mood. Explore techniques that other musicians use to create mood in music.</p> <p>Include preferences in their own and peers' compositions.</p> <p>Make deliberate choices to create music that conveys a chosen mood, feeling or message.</p>
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