

Music Progression Framework

STRAND	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	Know some songs off by heart Know that songs have sections.	Know that pitch means how high or low a sound is Know how to sing songs with a small range (mi-so) Know how to sing call and response songs, matching the pitch to what they hear with accuracy	Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) Know how to sing songs with a pitch range of do-so Know how to demonstrate the above when responding to a leader's direction	Know that forte means loud and that piano means soft Know how to perform these in a song Know how to sing unison songs with a pitch range of do-so, a steady beat and changing the tempo with control	Know that crescendo means getting louder and decrescendo means getting softer Know that music is written in different time signatures Know how to sing unison songs with a pitch range of do-do (octave) Know how to sing songs with leaps and steps Know how to sing a simple second part	Know that phrasing, accurate pitch matching and appropriate style help to perform a song successfully Know how to sing 3-part rounds, partner songs and songs with a verse/chorus structure	Know that syncopation is 'off the beat' Know how to sing a broad range of songs with a sense of ensemble and performance
Listening	Enjoy moving to music Know how to say if they like/dislike a piece of music	Know how to respond to changes in tempo and dynamics (loud /soft) through	Know that musical elements change (e.g. music gets faster or louder)	Know how to describe a single piece in terms of tempo, dynamics and mood	Know how to identify and describe different textures, e.g. solo, duet	Know a wider range of instruments within each family	Know how to identify structures within music (e.g. verse, chorus, intro, bridge, repeat etc.)

		movement e.g. marching, big/small gestures Know how to make physical movements that represent sounds (e.g. move like a snake, an elephant, grow like a tree in response to music). Know that music can be described using adjectives, spiky, spooky, sad, happy etc. Know how to identify at least 3 instruments by name and sound (e.g. piano, guitar, drums)	Know that different genres are used for different occasions (e.g. Where might we hear this music? Lullaby, party, state occasion)	Know how to identify simple structures in music (repeating melody, introduction, verse/chorus) Know the names of some genres of music e.g. pop, folk, classical, rap, Bhangra	Know and compare different pieces of music in terms of history, culture and purpose Know whether a piece is in a major or minor key Know the names of and identify the sounds of instrumental families	Know and discuss a range of non-western styles (e.g. Samba) and describe their features Know about and show awareness of simple chord changes and harmony	Know that music has different textures (e.g. wind band, brass band, string group) Know how to use appropriate musical vocabulary to describe particular characteristics (e.g. chords, staccato, forte, riff, bassline) Know how to critique own and others' work, offering specific comments and justifying these
Composing <i>The last lesson of each unit of work is a composition – based lesson</i>		Know what sound effects are and how they can be used to help to tell a story Know that pictures can be used to represent sounds	Know that instruments and voices can be used to create a response to a stimulus e.g. a storm	Know that improvisation is 'on the spot' composition Know how to use voices, tuned and untuned percussion to	Know that legato means smooth and staccato means detached Know how to improvise using a limited range of pitches on the	Know that a drone is a constant sound Know how to improvise over a drone using instruments and tuned percussion	Know how to use repetition and contrast to create music with multiple sections Know how to use chord changes in

		Know how to improvise simple question and answer phrases	Know how to use untuned percussion to create a musical conversation Know that symbols, dot notation and stick notation can be used to keep a record of compositions	invent short ‘on the spot’ pieces using a limited note range Know that music has a structure Know how to structure musical phrases to create music that has a beginning, middle and end Know that rhythmic notation can be combined with letter names Know how to combine these to make tunes with 3 notes (do, re and mi)	instrument that they are learning, using the above Know that rhythmic notation can be combined with letter names to create short pentatonic (5-note) pieces Know that musical components can be manipulated to create a specific mood e.g creating music to accompany a short film clip Know what a major and minor chord is	Know that a groove is a repeating pattern Know how to improvise over a groove, responding to beat and using a wider range of dynamics Know how to compose melodies from pairs of phrases in either C major or A minor Know that ternary means a 3-part structure Know how to compose a short piece in ternary form Know that a chord is a group of notes Know how to use chords to evoke a specific atmosphere	an improvised sequence Know how to compose an 8 or 16 beat melodic phrase using the pentatonic scale and perform it on an instrument or tuned percussion Know how to enhance the melody using rhythmic or chordal accompaniment Know how to compose a piece in ternary form using music software
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						Know how to capture and record ideas using: graphic symbols, rhythm notation and time signatures and staff notation	
Performing	Know how to copy basic rhythm and patterns Know how to perform nursery rhymes and songs and accompany with instruments	Know that music has a beat Know how to walk, move or clap a steady beat with others Know how to use body percussion and classroom percussion to play repeated rhythmic patterns and classroom tuned percussion to play short pitched patterns Know how to perform short, copycat rhythms while keeping a steady beat	Know that the speed of the beat can change (tempo) Know how to mark the beat of a listening piece by tapping or clapping, including with changes of tempo Know that beats are grouped into twos and threes and know how to show this by clapping the pulse Know how to create rhythms using word phrases ('Say it to Play it!')	Know that notes are written on a staff or tablature Know how to read crotchets and paired quavers Know how to read and play a small range of notes (3) on an instrument as a class or in a small group Know how to order phrases using dot notation Know how to copy stepwise melodic phrases at different speeds	Know how to play and perform melodies using a 5-note range using staff notation Know how to order phrases using minims, crotchets, crotchet rests and paired quavers Know how to perform in two or more parts, both static and moving	Know how to play melodies on tuned percussion, melodic instruments or keyboards, using staff notation within an octave range (do-do) Know that triads are formed of specific 3 notes Know how to play triads to perform simple chordal accompaniments Know how to copy longer phrases and familiar tunes on an instrument Know the differences between,	Know how to play a melody within an octave range across a dynamic range Know how to accompany this melody using block chords or a bass line using tuned percussion, keyboards or an online keyboard Know the differences between, semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers and their equivalent rests

		Know how to perform word pattern chants Know that sounds can be high or low Know how to identify high and low sounds in the environment and in familiar songs Know how to use their knowledge to play instruments to enhance story telling e.g. ascending xylophone for Jack climbing the beanstalk	Know that rhythms can be recorded using stick notation Know how to recognise the 'cuckoo interval' (so-me) and play a range of singing games matching the pitch accurately Know how to recognise changes in pitch and respond appropriately e.g. stand up, sit down Know how to recognise dot notation and match it to 3-note tunes			semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers Know how to read and play pitch notation within an octave	Know how to read and play a four bar phrase and how to read and play in up to four parts
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Listening List

		Listen to: Samba Insectos In the Jungle	Listen to: Great to be alive	Listen to: Message to You Can't Stop the Feeling	Listen to: Let's go to the Hop Johnny B Goode	Listen to: Mambo No.5 Achy Breaky Heart	Listen to: YMCA Old Town Rock and Roll
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Vocabulary

	sing, play, voice, <u>instrument</u> , copy, <u>beat</u> , quietly, loudly, slowly, quickly	<u>melody</u> , notes, composition, audience, by heart, <u>verse</u> , <u>chorus</u> , call/response, rap, xylophone, glockenspiel, tambourine, triangle, <u>pitch</u> high/low	claves, <u>pulse</u> , <u>rhythm</u> , <u>tempo</u> , volume <u>dynamics</u> loud, soft fast, slow strong, weak beats	dynamics, lyrics, <u>unison</u> , 2-part, repeat, introduction chorus, verse forte, piano presto, largo <u>stave</u> , tablature	<u>structure</u> , timbre, coda <u>instrumental</u> <u>families – brass</u> . <u>string</u> , <u>woodwind</u> , <u>percussion</u> crescendo, diminuendo	<u>texture</u> , <u>ostinato</u> , pentatonic, samba Brazil carnival surdo repanique agogo ganza	graphic score, stave, <u>treble clef</u> , <u>crotchet</u> , <u>minim</u> , <u>semibreve</u> , <u>bar line</u> syncopation bridge riff bassline
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Instruments - Cycle A (Sound Advice)

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Bongo Djembe Cajon	Know the parts of the drums and be able to copy some simple linear rhythms		Know how to hold the drums correctly and play some simple rhythms, combining to form some 2 part rhythms		Know how to play some simple grooves in common time signature		Know how to play a variety of common and compound rhythms including some Latin grooves		Know how to combine rhythmic forces to produce polyrhythms		Know how to combine rhythmic forces to produce polyrhythms	
	Know the basic parts of the drums	Skill Know how to copy simple rhythms	Know how to hold the drums and play patterns holding an individual line	Skill Know how to play the drums in the correct position	Know how to hold the drums to produce an effective sound	Skill Know how to play in time with a backing	Know The difference between straight and syncopated rhythms	Skill Know how to play a variety of rhythms	Know basic notation for rhythm	Skill Know how to play fluently from one groove to another	Know basic notation for rhythm	Skill Know how to play fluently from one groove to another
	Bongo Djembe Cajon		Hembra Macho Bass Slap Tone Centre/Rim		Snare Pop Rock Country Tempo		Syncopation Latin		Groove Progression Bossa Nova Samba		Rhumba Hip Hop Funk	

(Year A) Autumn terms 1 and 2 – Percussion

The last lesson of each unit will be a Composition lesson.

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Ukulele	Know how to identify the parts of the ukulele and be able to copy some simple rhythms		Know how to hold the ukulele correctly and play some simple chord shapes using a plectrum		Know how to play the 4 main chord shapes in time holding a steady rhythm		Know how to play the 4 main chord shapes in time moving from one to the next		Know how to use a variety of strumming patterns moving with ease from one chord to the next varying the chord length		Know how to play a range of chords including 3 finger chords and bridged notes. Move from one to the next fluently	
	Know the basic parts of the ukulele	Know how to copy simple rhythms	Know how to hold the ukulele and strum a basic pattern	Know how to play the C chord	Know tablature can be read using colours	Know how to play the basic chord shapes in time moving from one to the next	Know the 4 main chord shapes and how tab can be written	Know how to move from one chord to the next with only minor hesitation	Know basic notation for rhythm and tablature	Know how to play fluently from 1 chord to the next	Know how to read tablature at speed moving fluently from one chord to the next	Know how to play a range of chords shapes moving rapidly from one to the next
	Ukulele String Sound Hole Safe Position Playing Position Stop Position		Bridge Neck Fret Plectrum		Fingerboard Fret Count Tuning Peg Nut		Major Minor Trick		7 th Chord Progression Stop		Chuck Offbeat	

(Year A) Spring Terms 1 and 2 – Ukelele

(Years A and B) Summer Terms 1 and 2: Band Workshop (KS2), Samba (KS1) leading to Asquithery Festival

	KS1 - Samba				LKS2 - Band				UKS2 - Band			
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Know how to identify the instruments of the samba orchestra		Know how to hold the drums correctly and play some simple rhythms, combining to form some 2 part rhythms		Know how to combine some chords with sung melody to produce a simple band piece		Know how to play a variety of chords to accompany a range of instruments		Know how to play pieces that utilise different sections at different times. Pieces will contain a range of chords and tonalities.		Know how to play a range of styles combining instrumental forces with ease.	
	Know the basic parts of the samba orchestra	Know how to copy simple rhythms	Know how to hold the idiophones and play patterns holding an individual line	Know how to play the idiophones in the correct position	Know how their part fits into a piece	Know how to play in time with a other members of the group	Know the difference between harmony and melody and where their part fit into a piece	Know how to play a variety of melodies and rhythms counting and holding an individual line	Know the different types of notation used in a band	Know how to play as part of an ensemble with conviction	Know how to read notation at speed moving fluently from one groove to the next	Know how to play a range of drum groove
	Samba Brazil Carnival		Surdo Repanique Agogo Ganza		Tom Tom Snare Bass Cymbal		Rhythm section Lead Solo Instrumental Introduction		Major Minor			
Chord Bank					C Am F G		C Am F G Gm Dm Em		C Am F G Gm Dm Em G7 E7 D7		C Am F G Gm Dm Em G7 E7 D7 A7	
Rhythm Bank					Pop, Rock (Slow and Fast) Country, Pop Groove 1 and 2		Bossa Nova, Samba, Rumba, Funk and Hip Hop with Assistance		Bossa Nova, Samba, Rumba, Funk and Hip Groove 1		Bossa Nova, Samba, Rumba, Funk and Hip Groove 2	



Instruments - Cycle B (Sound Advice)

(Year B) Autumn Terms 1 and 2: Recorder (Years 1 and 2)

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Woodwind	Know how to move from one finger to the next to produce a recognisable stepwise melody		Know how to play using a range of notes to produce a melody that moves by jump									
	Know how to hold the instrument to produce an effective sound	Know how to play in time with other members of the group	Know the difference between step and leap the rudiments of staff notation	Know how to play a variety of rhythms counting and holding an individual line								
			Step Leap									

(Year B) Autumn Terms 1 and 2: Brass – Trombone or Trumpet (Years 3 – 6)

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Brass					Know how to produce a sound changing Embouchure to alter pitch		Know how to produce a sound changing Embouchure to alter pitch		Know how to use a variety of notes and rhythm to produce an independent melody that can be played over a backing		Know how to play a range of notes moving by step and leap to create melody and harmony that can be layered to create textural contrast.	
					Know that mouth shape can be altered to create different pitches	Know how to produce a note and alter mouth shape accordingly	Know that mouth shape can be altered to create different pitches	Know how to produce a note and alter mouth shape accordingly	Know basic notation	Know how to move from one note to the next	Know how to read notation at speed moving fluently from one note to the next	Know how to play a range of pieces
					Brass Trumpet Trombone Mouthpiece Slide Brace Valve		Brass Trumpet Trombone Mouthpiece Slide Brace Valve		Embouchure Position Bass and Treble Clef			

(Year B) Spring Terms 1 and 2: Keyboard

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Keyboard	Know the parts of the keyboard and copy some simple rhythms on different notes		Know how to place RH and LH on the keyboard correctly		Know how to play up and down the scale copying a range of rhythms Play 2 finger chords		Know how to play a scale starting and ending on a tonic note moving using each finger. Play three finger chords		Know how to play a scale including accidentals		Know how to play 3 finger chords moving from one to the next using correct fingering 1-3-5 Play a scale including up to 2 accidentals	
	Know the basic parts of the keyboard	Know how to copy simple rhythms	Know how to place hands on the keyboard and play a basic pattern	Know how to copy a basic C Major scale with assistance	Know how staff notation can be transferred to the notes of the keyboard	Know how to play single notes in time moving from one to the next	Know the 4 main chord shapes and how they are created using the 1 st , 3 rd and 5 th	Know how to move from one chord to the next with only minor hesitation	Know basic notation for piano	Know how to play fluently from 1 chord to the next	Know how to read staff notation at speed moving fluently from one chord to the next	Know how to play a range of chord shapes moving rapidly from one to the next
	Keyboard Key Playing Position Stop Position		Note Names Finger numbers		Middle C Scale		Major Minor Time signature		Progression Accidental Sharp/Flat Compound time		Melody Harmony	

(YEARS A and B) Summer Terms 1 and 2: Band Workshop (KS2), Samba (KS1) leading to Asquithery Festival

	KS1 - Samba				LKS2 - Band				UKS2 - Band			
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Know how to identify the instruments of the samba orchestra		Know how to hold the drums correctly and play some simple rhythms, combining to form some 2 part rhythms		Know how to combine some chords with sung melody to produce a simple band piece		Know how to play a variety of chords to accompany a range of instruments		Know how to play pieces that utilise different sections at different times. Pieces will contain a range of chords and tonalities.		Know how to play a range of styles combining instrumental forces with ease.	
	Know the basic parts of the samba orchestra	Know how to copy simple rhythms	Know how to hold the idiophones and play patterns holding an individual line	Know how to play the idiophones in the correct position	Know how their part fits into a piece	Know how to play in time with a other members of the group	Know the basic parts of the samba orchestra	Know how to copy simple rhythms	Know how to hold the idiophones and play patterns holding an individual line	Know how to play the idiophones in the correct position	Know how their part fits into a piece	Know how to play in time with a other members of the group
	Samba Brazil Carnival		Surdo Repanique Agogo Ganza		Tom Tom Snare Bass Cymbal		Rhythm section Lead Solo Instrumental Introduction		Major Minor			
Chord Bank					C Am F G		C Am F G Gm Dm Em		C Am F G Gm Dm Em G7 E7 D7		C Am F G Gm Dm Em G7 E7 D7 A7	
Rhythm Bank					Pop, Rock (Slow and Fast) Country, Pop Groove 1 and 2		Bossa Nova, Samba, Rumba, Funk and Hip Hop With Assistance		Bossa Nova, Samba, Rumba, Funk and Hip Groove 1		Bossa Nova, Samba, Rumba, Funk and Hip Groove 2	