



Progression in Music



Year Group	Early Years	Y1	Y2	Y3	Y4	Y5	Y6
Autumn Spring Summer	Where appropriate, songs, performances and compositions will be linked to the themes: Journeys, Explorers and Victory in cycle A or Changes, Diversity and Inventions. Children will learn how to sing in groups and parts (including harmonies) through weekly singing assembly and biannual music productions/performances within school and the wider community.						
Units from Music Express	(From EYO) 30-50; Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed 40-60; Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. ELG; Children sing songs, make music and dance, and experiment with ways of changing them.	Ourselves Number Animals Weather Machines Seasons Our School Pattern Storytime Our Bodies Travel Water Listen with concentration and understanding to a range of high-quality live	Ourselves Toys Our Land Our Bodies Animals Number Storytime Seasons Weather Pattern Water Travel	Singing and Instrumental Performance Food and Drink Exploring Composition Everybody's Building Composition, Performance and Evaluation Human body	Ancient Worlds Around the world Environment	Singing and Instrumental Performance - Journeys Composition and Listening Communication and evaluation of own performance - At the Movies	Classical historical traditions - War time songs (music in history) The World Unite. Composition and Listening Earth and Space Life Cycles

		and recorded music. Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music.					
Singing	Children sing nursery rhymes, chants, songs and ring games linked to current themes.	Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence Sing a song with multiple parts			Sing as part of an ensemble with full confidence and precision		
Performance	Children take part in Nursery Rhyme Week, performing what they have learnt to parents.	Learn and perform chants, rhythms, raps and songs -	Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence.	Play and perform in solo or ensemble contexts with confidence	Play and perform in solo or ensemble contexts with increasing confidence	Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression	Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression

			Use tuned and untuned classroom percussion to play accompaniments and tunes				
Composition	<p>Instruments form part of continuous provision, so children have the chance to explore and change the sound of instruments as part of child-led learning.</p> <p>Children use instruments to help 'narrate' stories, copying and creating rhythms.</p>	Recognise different instruments.	Improvise a simple rhythm using different instruments including the voice.	<p>Understand that improvisation is when a composer makes up a tune within boundaries.</p> <p>Develop an understanding of formal, written notation which includes crotchets and rests</p>	<p>Develop an understanding of formal, written notation which includes minims and quavers.</p> <p>Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate.</p>	Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets. Improvise with increasing confidence using own voice, rhythms and varied pitch	<p>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>
Listening and Evaluation	Children listen to songs, stories and rhymes as part of everyday teaching.	Understand that pitch describes how high or low sounds are.	Build an understanding of the pulse and internalise it when listening to a piece of music.	Confidently recognise a range of musical instruments.	Confidently recognise a range of musical instruments and the different sounds they make.	Develop an increasing understanding of the history and context of music.	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and

		Understand that tempo describes how fast or slow the music is. Understand that dynamics describe how loud or quiet the music is	Understand that texture describes the layers within the music.		Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators		from great composers and musicians. Develop a deeper understanding of the history and context of music.
Vocabulary	Music, loud, quiet, fast, slow, listen, change.	Tempo Pitch Rhythm Dynamics	Piano Forte Crescendo Diminuendo Largo Allegro				

Keywords A capella - Without accompaniment from musical instruments, i.e. voices only.

Appraising - Listening carefully.

Arrangement - How voices and instruments are used in a song; where they occur within the song. back beat -

Beats 2 and 4 in a drum-line or if we are clapping along with the music.

Backing - The accompaniment to a song. **Balance** - The level of volume at which players sing or play; if the balance is good then everyone can be heard.

Ballad - A gentle love song. Band - Playing/singing/performing together. Bridge/ middle 8 - Contrasting section which leads back to main material.

Chord - More than one note played at the same time.

Chorus - A repeated section in a song which gives the main message.

Coda - Short section which brings the song or piece to an end.

Cover - A version of a song performed by someone other than the original artist that might sound a bit - or very - different.

Composing - Creating and developing musical ideas and 'mixing' these.

Crossover - Can be a mixture of different styles which introduces new music to different audiences.

Decks - Equipment used by DJs, MCs and Rappers to mix sounds from different records and to make effects like scratching. First used in the late 1970s.

Drum loops - A loop is a sequence of sounds/music that is recorded, maybe sampled, and reproduced digitally or electronically.

Dynamics - How loud or quiet the music is.

Ending - Short section which brings the song or piece to an end.

Ensemble - A French word used to describe playing/singing/performing together.

Groove - The rhythmic part of the music that makes you want to move and dance.

Harmony - Different notes sung or played at the same time, to produce chords.

Hook - A term used in pop music to describe a short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we remember.

Improvise - To make up a tune and play it on the spot; there is an assumption that it can never be recreated.

Interlude - A passage of music played between the main themes

Introduction - Music heard at the beginning of a song or piece of music-bridge; a section of music that can take us from a verse to a chorus, just as a bridge over a river takes us from one place to another.

Lyrics - The words of a song.

Melody - Another name for a tune.

Melodic - Melody or tune.

Notation - Ways to visually represent music.

Offbeat - If a piece of music has 4 beats in a bar i.e. 1 2 3 4, to clap on the offbeat you would clap on beats 2 and 4 not 1 and 3.

Original - The first ever version of a song.

Ostinato - A short repeated pattern.

Outro - Short section which brings the song or piece to an end.

Pentatonic scale - A fixed five-note pattern e.g. the five black keys on a piano.

Performing - Singing and playing instruments.

Phrase - A musical sentence. Pitch - The range of high and low sounds.

Pre-chorus - A short section in a song, before the chorus.

Pulse/beat - The heartbeat or steady beat of a song/piece of music.

Recurring theme - A tune that repeats again and again in a piece of music.

Rhythm - The combination of long and short sounds to make patterns.

Riff - A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.

Roots reggae - Music that deals with social and racial issues and brings in elements of Rastafari.

Sampling - Record a sample of music, a small section, and re use it in another piece of music or song. Used frequently in hip hop and other pop music.

Secular - Non religious

Solo - An Italian word used to describe playing/singing/performing on our own.

Structure/form/shape - How the sections (verses and choruses etc.) of a song are ordered to make the whole piece.

Style - The type of music e.g. blues or rock. Style indicators - Identifiers that show us the genre of the music.

Syncopation - Music with lots of rhythmic variety, often quite difficult. The strong beats occur in unexpected places.

Tag - (Usually) a short ending, tagged on to the main part of the song.

Tempo - An Italian word used to describe how fast/slow the music goes.

Texture - Layers of sound in music.

Timbre - The quality and character of the sound.

Urban contemporary - Modern music that uses elements of soul, hip hop, funk, jazz, R&B that appeals to young people.

Verse - A section in a song which has the same tune but different words.