



Music Progression Guide

Developing Together for Tomorrow's World

Listen and Appraise

EYFS		Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Sing a range of well-known nursery rhymes and songs. To listen and join in with nursery rhymes.	Sing a range of well-known nursery rhymes and songs. - To listen and sing familiar songs or rhymes. - To listen to the different sounds that instruments can make for their own imaginative purposes.	Listen with concentration and understanding to a range of high-quality live and recorded music: - To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. - To learn how songs can tell a story or describe an idea. - To listen to simple rhythm patterns. - To develop a sense of musical culture through listening to songs from a variety of countries. - To have opportunities to listen to live music performances from professionals and their peers.	Listen with concentration and understanding to a range of high-quality live and recorded music: - To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. - To learn how songs can tell a story or describe an idea. - To listen to simple rhythm patterns. - To develop a sense of musical culture through listening to songs from a variety of countries. - To have opportunities to listen to live music performances from professionals and their peers.	Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians, develop an understanding of the history of music - To confidently identify and move to the pulse. - To think about what the words of a song mean. - To talk about the musical dimensions working together in the unit songs e.g. if the song gets louder in the chorus (dynamics). - Talk about the music and how it makes them feel.	Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians, develop an understanding of the history of music - To confidently identify and move to the pulse. - To think about what the words of a song mean. - To talk about the musical dimensions working together in the unit songs e.g. if the song gets louder in the chorus (dynamics). - Talk about the music and how it makes them feel.	Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians, develop an understanding of the history of music - To identify and move to the pulse with ease. - To think about the message of songs. - To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. - Listen carefully and respectfully to other people's	Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians, develop an understanding of the history of music - To identify and move to the pulse with ease. - To think about the message of songs. - To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. - Listen carefully and respectfully to other

				- Listen carefully and respectfully to other people's thoughts about the music. - Try to use musical words	Listen carefully and respectfully to other people's thoughts about the music. Try to use musical words	thoughts about the music. - Use musical words when talking about the songs - To talk about the musical dimensions working together in the Unit songs. - Talk about the music and how it makes you feel, using musical language to describe the music.	people's thoughts about the music. - Use musical words when talking about the songs - To talk about the musical dimensions working together in the Unit songs. - Talk about the music and how it makes you feel, using musical language to describe the music.
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Pulse and Rhythm

EYFS		Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music Sing simple nursery rhymes and songs paying attention to the pitch of a tone and melodic shape.	Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music - Create their own songs. - Play with musical sounds and instruments creatively. - Sing familiar songs or rhymes on their own increasingly matching the pitch and following the melody.	Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music. - Find the pulse. - Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables	Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music. - Find the pulse. - Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, improvise and compose music for a range of purposes using the inter-related dimensions of music, use and understand staff and other musical notations,	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, improvise and compose music for a range of purposes using the inter-related dimensions of music, use and understand staff and other musical notations,	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, improvise and compose music for a range of purposes using the inter-related dimensions of music, use and understand staff and other musical notations.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, improvise and compose music for a range of purposes using the inter-related dimensions of music, use and understand staff and other musical notations.

		whilst marching to the steady beat. - Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'. - Find the pulse. Choose an animal and find the pulse. - Create rhythms for others to copy - Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat. .	whilst marching to the steady beat. - Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'. - Find the pulse. Choose an animal and find the pulse. - Create rhythms for others to copy - Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat. .	- Find the Pulse - Warm up voices using vocal warm ups. - Clap and say back rhythms - Create your own simple rhythm patterns - Lead the class using their simple rhythms - Listen and sing back' (no notation) - Copy back with instruments, without and then with.	- Find the Pulse - Warm up voices using vocal warm ups. - Clap and say back rhythms - Create your own simple rhythm patterns - Lead the class using their simple rhythms - Listen and sing back' (no notation) - Copy back with instruments, without and then with.	- Copy back rhythms based on the words of the main song, that include syncopation/off beat - Copy back one-note riffs using simple and syncopated rhythm - Lead the class by inventing rhythms for others to copy back - Copy back two-note riffs by ear and with notation - Copy back three-note riffs by ear and with notation - Question and answer using three different notes	- Copy back rhythms based on the words of the main song, that include syncopation/off beat - Copy back one-note riffs using simple and syncopated rhythm - Lead the class by inventing rhythms for others to copy back - Copy back two-note riffs by ear and with notation - Copy back three-note riffs by ear and with notation - Question and answer using three different notes
Singing							
EYFS		Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
<u>Nursery</u> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music	<u>Reception</u> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music	<u>Year 1</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes, Sing along to basic lyrics,	<u>Year 2</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes, Sing songs regularly with a pitch range	<u>Year 3</u> Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression, use and understand	<u>Year 4</u> Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression, use and understand	<u>Year 5</u> Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression, use and understand	<u>Year 6</u> Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression, use and understand

- Join in with nursery rhymes. - Remember and sing whole nursery rhymes or simple songs. - Sing simple nursery rhymes and songs paying attention to the pitch of a tone and melodic shape. - Begin to create own songs. <i>Singing for Pleasure</i> <i>Each and Every Morning Song</i> <i>Happy and You Know It</i> <i>My Body Song</i> <i>I'm a Little Firefighter Song</i> <i>Being Helpful Song</i> <i>Wheels on the Bus</i> <i>Row Row Row your Boat</i> <i>Five Little Men in a Flying Saucer</i> <i>Old MacDonald Had a Farm</i> <i>Five Little Ducks went Swimming one Day</i> <i>Baa Baa Black Sheep</i>	- Sing familiar songs or rhymes in a group or on their own. - Make up their own songs. - Sing familiar songs or rhymes on their own increasingly matching the pitch and following the melody. <i>Singing for Pleasure</i> <i>Heads, Shoulders, Knees and Toes</i> <i>I Like Being Me</i> <i>Ten Tall Fingers</i> <i>Miss Polly Had a Dolly</i> <i>Range of Nativity Songs</i> <i>Mary, Mary</i> <i>Ten in a Bed</i> <i>There's a worm at the bottom of the garden</i> <i>London Bridge is Falling Down</i> <i>The Alphabet Song</i> <i>Five Currant Buns</i> <i>Five Little Speckled Frogs</i> <i>Incy Wincy Spider</i> <i>Little Bo Peep</i>	chants and melodies. - Sing simple songs with small ranges, mi-so (e.g. Hello, How are You) and then slightly wider (e.g. Bounce High, Bounce Low). - Sing pentatonic songs (e.g. Dr Knickerbocker). - Sing collectively at the same pitch. - Respond to simple visual directions (stop, start, loud, quiet and counting in). - Sing along to call and response songs. - Recall and sing rhymes.	of do-so with increasing vocal control. - Sings songs with a small pitch range (e.g. Rain, Rain, Go Away), pitching accurately. - Know the meaning of dynamics (loud/ quiet) and tempo (fast/ slow). Demonstrate these when singing by responding to leader's directions and visual symbols. - Understand the correct basic posture of singing with relaxed shoulders. - Understand how to breath to show phrasing.	staff and other musical notations, - To have an awareness of the pulse internally when singing. - To sing in unison and in simple two-parts. - To demonstrate a good singing posture. - To follow a leader when singing. - To enjoy exploring singing solo. - To sing with awareness of being 'in tune'. To re-join the song if lost. - To listen to the group when singing. - To perform actions confidently and in time to a range of action songs. - To perform using a tuned musical instrument (ukulele) in front of an audience. <i>Singing for Pleasure:</i> <i>Sing Up: Heads and</i>	staff and other musical notations, - To 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 (decrescendo). - Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing a repertoire with small and large leaps. - Perform a range of songs in a school assembly. <i>Singing for Pleasure:</i>	staff and other musical notations, - To enjoy exploring singing solo. - To listen to the group when singing. - To demonstrate a good singing posture. - To follow a leader when singing. - To sing in unison and to sing backing vocals. - To experience rapping and solo singing. - To listen to each other and be aware of how you fit into the group. - To sing with awareness of being 'in tune'. - Perform a range of songs in school assemblies and in school performance opportunities. <i>Singing for Pleasure:</i> <i>Trad. Ireland: Danny Boy</i> <i>Kodály: Rocky</i>	staff and other musical notations, - To sing a broad range of sounds 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. - Perform a range of songs as a choir in school assemblies, school performances and performances in the wider community. <i>Singing for Pleasure:</i> <i>Trad. South Africa: Siyahamba</i>
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• 1, 2, 3, 4,5 Once a Caught a Fish Alive • Twinkle, Twinkle • Jack and Jill • Hickory Dickory Dock • Humpty Dumpty • Pat a Cake	• Days of the Week Song • Months of the Year Song	• Begin to learn about singing low and high. • Learn about voices singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices — you can rap (spoken word with rhythm). • Learn to find a comfortable singing position. • Learn to start and stop singing when following a leader. • Perform a range of songs in a school assembly. <i>Sing for Pleasure: Boom Chicka Boom</i>	• Perform a range of songs in a school assembly. <i>Singing for Pleasure:</i> • Little Sally Saucer • Trad. Star Light, Star Bright, First Star I See Tonight • Trad. Hey, Hey, Look at Me • Trad. Rain, Rain Go Away • Trad. Acka Backa • Voicelinks: The King is in the Castle • Young Voiceworks: Ebenezer Sneezer • Trad. Oats and Beans and Barley Grow • Singing Sherlock I: Teddy Bear Rock n Roll • Trad. Oliver Cromwell • Trad. Lovely Joan • Trad. Searching for Lambs • Voicelinks: Fireworks • Trad. Bangladesh: Hatti — ma him (An Imaginary	<i>Shoulders</i> • Singing Sherlock 2: Si, Si, Si • Flying a Round: To stop the train • Trad. Japan: Kaeru no uta • Trad. Morocco: A ram sam sam/Pease Pudding Hat • Trad. Bangladesh: Now charia de (A Boatman's Song) • Junior Songscape: Listen to the Rain • Voicelinks: Extreme Weather • Sing Up: Skye Boat Song • Trad. Ireland: Be Thou My Vision • Junior Voiceworks I: Now The Sun Is Shining • Voiceworks I: Candle Light • Singing Sherlock 2: Shadow • Singing Express 3: Mirror • Trad. England: Ah! Poor bird/Hey, Ha! Nobody home/Rose	• Junior Voiceworks I: Calypso • Junior Voiceworks 2: Our Dustbin • Voiceworks I: Hear the Wind • Kendrick: Servant King • Happy Birthday • Great Weather Songs: Long Journey • Great Celebration Songs: World in Union • Sing Up: Just like a Roman • Trad. Ghana: Namuma • Sing for Pleasure: Ghosts • Sing for Pleasure: Lost in Space	<i>Mountain</i> • Kodály: My Paddle • High Low Chickalo • Ally O • Trad. Caribbean: Four White Horses • Trad. Uganda: Dipidu Are You Ready? • Row, Row, Row your Boat	• Junior Voiceworks I: Calypso • Sing Up: Touch the Sky • Sing Up: Dona Nabis Pacem • Sing Up: We are the Champions • British National Anthem — God Save the Queen • Sing Up: We Go Together • Trad. Ghana: Senwa de Dende • Sing Up: Be the Change • Sing Up: One Moment, One People • Sing Up: There's a Power in the Music
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		<i>Voices Foundation: Have you Brought your Whispering Voice?</i> • <i>Voices Foundation: Hello, How are You</i> • <i>Bance: Copy Kitten</i> • <i>Voicelinks: I'm a Train</i> • <i>Bounce High, Bounce Low</i> • <i>Singing Sherlock: Dr Knickerbocker</i> • <i>Dragon Dance</i> • <i>Trad. Bangladesh: Mo matchi (Song of the Bees)</i> • <i>Trad. Ghana: Kye Kye Kule</i> <i>Trad. England: An Acre of Land</i>	<i>Bird)</i> • <i>Trad. Bangladesh: Charti Kula beng (Four Fat Frogs)</i> • <i>Trad. Australia: I Got Kicked by a Kangaroo</i> • <i>Trad. America: Built My Lady a Fine Brick House</i> • <i>Sing Up: Paintbox</i>				
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Playing Instruments

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<u>Nursery and Reception</u>	<u>Year 1 and 2</u>	<u>Year 3 and 4</u>	<u>Year 5 and 6</u>
Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music • Explore a range of instruments and how to change their sound. • Play a range of instruments with increasing control. • Play with sounds creatively. • Chooses particular sounds for their own imaginative purposes.	Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music, experiment with, create, select and combine sounds using the inter-related dimensions of music. • Listen to and follow musical instructions from a leader. • Treat instruments carefully and with respect. • Learn to play a tuned instrumental part that matches their musical challenge, using one of	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, improvise and compose music for a range of purposes using the inter-related dimensions of music, use and understand staff and other musical notations, • To treat instruments carefully and with respect. • Play any one or all four, differentiated parts on a tuned instrument – a one-note, simple or	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, improvise and compose music for a range of purposes using the inter-related dimensions of music, use and understand staff and other musical notations, • Play a musical instrument with the correct technique within the context of the Unit song. • Select and learn an instrumental part that matches their musical challenge, using one of

	the differentiated parts (a one-note, simple or medium part). • Play the part in time with the steady pulse. • Listen to and follow musical instructions from a leader	medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To experience leading the playing by making sure everyone plays in the playing section of the song.	the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To lead a rehearsal session
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Improvisation

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<u>Nursery and Reception</u> Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music • Make up their own songs. • Make music in a range of ways. • Play with sounds creatively. • Chooses particular sounds for their own imaginative purposes.	<u>Year 1 and 2</u> Experiment with, create, select, and combine sounds using the inter-related dimensions of music. • Listen and clap back, then listen and clap your own answer (rhythms of words). • Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. • Take it in turns to improvise using one or two notes.	<u>Year 3 and 4</u> Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen and sing back melodic patterns • Using instruments, listen and play your own answer using one note • Listen and copy back using instruments, using two different notes • Using your instruments, listen and play your own answer using one or two notes. • Take it in turns to improvise using one or two notes.	<u>Year 5 and 6</u> Improvise and compose music for a range of purposes using the inter-related dimensions of music • Copy back using instruments. Use the two notes • Question and Answer using instruments. Use two notes in your answer. Always start on a G. • Improvise using three notes.

Composition

EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
<u>Nursery and Reception</u> Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music • Make up their own songs.	<u>Year 1</u> Experiment with, create, select and combine sounds using the inter-related dimensions of music.	<u>Year 2</u> Experiment with, create, select and combine sounds using the inter-related dimensions of music.	<u>Year 3</u> Improvise and compose music for a range of purposes using the inter-related dimensions of music, use and understand	<u>Year 4</u> Improvise and compose music for a range of purposes using the inter-related dimensions of music, use and understand	<u>Year 5</u> Improvise and compose music for a range of purposes using the inter-related dimensions of music, use and understand	<u>Year 6</u> Improvise and compose music for a range of purposes using the inter-related dimensions of music, use and understand

	● Help create three simple melodies with the Units using one, three or five different notes. ● Learn how the notes of the composition can be written down and changed if necessary. ● Improvise simple vocal chants, using question and answer phrases. ● Create musical sound effects and short sequences of sound. ● Understand the difference between rhythm and pitch patterns. ● Invent, retain and recall rhythm patterns. ● Use musical technology to capture change and combine sounds. ● Recognise how graphic notation can represent to create sounds.	● Help create three simple melodies with the Units using one, three or five different notes. ● Learn how the notes of the composition can be written down and changed if necessary. ● Create music in response to non-musical stimulus. ● Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion. ● To use and recognise dot notation to compose. 	staff and other musical notations, ● Help create at least one simple melody using one, three or all five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	staff and other musical notations, ● Help create at least one simple melody using one, three or all five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	staff and other musical notations ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). ● Compose a short ternary piece.	staff and other musical notations ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). ● Compose an 8- or 16-beat melodic
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		Explore and create symbols: 			Use visual notation cards of known note values. 		phrase using pentatonic scale.	
Performance								
EYFS		Key Stage One		Lower Key Stage Two		Upper Key Stage Two		
<u>Nursery</u> Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music - Remembers and sings whole nursery rhymes or simple songs. - Plays a range of instruments with increasing control.	<u>Reception</u> Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music Sings familiar songs or rhymes in a group or on their own.	<u>Year 1</u> Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music, experiment with, create, select and combine sounds using the inter-related dimensions of music. - Choose a song they have learnt from the Scheme and perform it. - They can add their ideas to the performance. - Record the performance and say how they were feeling about it. - Follow instructions on how to play an instrument.	<u>Year 2</u> Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music, experiment with, create, select and combine sounds using the inter-related dimensions of music. - Choose a song they have learnt from the Scheme and perform it. - They can add their ideas to the performance. - Record the performance and say how they were feeling about it. - Play musical part in time to a steady pulse.	<u>Year 3</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, improvise and compose music for a range of purposes using the inter-related dimensions of music. - To choose what to perform and create a programme. - Present a musical performance designed to capture the audience. - To communicate the meaning of the words and clearly articulate them. - To talk about the best place to be	<u>Year 4</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, improvise and compose music for a range of purposes using the inter-related dimensions of music. - To choose what to perform and create a programme. - Present a musical performance designed to capture the audience. - To communicate the meaning of the words and clearly articulate them. - To talk about the best place to be	<u>Year 5</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, improvise and compose music for a range of purposes using the inter-related dimensions of music. - To choose what to perform and create a programme. - To communicate the meaning of the words and clearly articulate them. - To talk about the venue and how to use it to best effect. - To record the performance and compare it to a	<u>Year 6</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, improvise and compose music for a range of purposes using the inter-related dimensions of music. - To choose what to perform and create a programme. - To communicate the meaning of the words and clearly articulate them. - To talk about the venue and how to use it to best effect. - To record the performance and compare it to a	

				when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”	previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
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Inter-Related Dimensions of Music Vocabulary

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Pitch: To recognise sounds that are high or low. Tempo: To be able to recognise music that is fast or slow.	Pitch: To recognise sounds that are high or low. To begin to understand how a melody line of a tune can have different pitches (go up and down). Duration: To understand, recognise and make, sounds that last for different lengths of time. ie short and long. Rhythm: To further develop an understanding of 'tunes' that have short and long sounds and that this rhythm. E.g. Call and response, 'fast/slow' bits of a known song. Pulse (Beat) – To be able to respond to a given steady pulse in 4/4 time and clap along to a song. Dynamics: To recognise and make sounds that are loud/soft and that there is also silence. Tempo: To be able to recognise music that is fast or slow or somewhere in the middle.	Pitch: To further develop an understanding of pitch using major (happy) and minor (sad) scales and introduce a pentatonic scale. E.g. C,D,E,G,A or G,A,B,D,E (use glocks/Boomwhackers) Duration: To further understand (and start to recognise) music that is written in different patterns of beat. E.g. 2/4 (a march), $\frac{3}{4}$ (a waltz) and 4/4 (steady pulse to a count of 4). Rhythm/Pulse: To continue to develop composition skills using syllables of words. E.g. pairs where one does a pulse & the other fits a rhythm to it/extend to groups of 4. Start with body percussion before moving to instruments. Dynamics: To continue to select a sound for a reason. E.g. When to use a loud/soft/gradual sound. Tempo: To continue to understand that a musical tempo can be chosen for a reason. E.g.	Pitch: To continue to develop an understanding of pitch using major (happy) and minor (sad) scales and introduce a pentatonic scale. E.g. C,D,E,G,A or G,A,B,D,E (use glocks/Boomwhackers) Duration: To further develop understanding by selecting a genre, for example folk music, to introduce 6/8 time (2 groups of 3). Rhythm/Pulse: To start to understand musical notation for rhythm – bar lines (musical punctuation), time signatures (how many beats in a bar) and musical note values (use the American system, much easier to understand initially, quaver, crotchet etc. to add later – whole notes, half notes, quarter note etc. Relate to learning of fractions. Dynamics: To understand that dynamics can be selected for a purpose. E.g. A composer paid to write a film score. Take a film clip and play

	● Timbre: To understand that different kinds of sound can be chosen for different things. E.g. shakers, drums, chimes etc. ● Texture: To be able to recognise that there are different combinations of sound. E.g. 1 instrument v 2 v 2+ etc. ● Structure: To further develop an understanding of music (say a song) that has a beginning (intro) a middle and an end and that some bits (chorus) might be repeated.	When to have a quick pulse v a slow pulse say in a film. ● Timbre: To further develop skills in instrument recognition by sound and name. E.g. Use of film scores. ● Texture: To be able to pick out layers of sounds (what's the same/different) using original/cover versions of the same song. ● Structure: To further develop an understanding of how music can be composed to different structures. Choose a musical form (say a symphony) and understand that composers follow a certain pattern (usually) of movements. E.g. Beethoven and his nine symphonies are mostly written in 4 movements (6th has five).	silently. How does this change the mood? Repeat with the same clip to the wrong music. How does that change the mood? ● Tempo: As above, different tempo selected for a purpose. Take two examples of fast music in a film. Do they have the same mood? Is this always true? (ie you can have happy fast/slow music or happy/sad slow music.) ● Timbre: To recognise that certain groups generally have the same kind of sound/instruments. E.g. orchestra, brass band, samba band, folk etc. ● Texture: To start to compose simple harmony (play more than one note at a time) - start with choosing two notes then to three. Experiment with how changing the notes, changes the sound. ● Structure: To start to learn about leitmotiv and how it is used by composers in film music. E.g. Jaws (shark), Star Wars (different characters)
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