



Progression in Music							
Progression in Singing Knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression in Singing Knowledge	Learning to sing or sing along with nursery rhymes and action songs	To confidently sing or rap five songs from memory and sing them in unison.	To confidently know and sing five songs from memory. <ul style="list-style-type: none"> <li>To know that unison is everyone singing at the same time.</li> <li>Songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>To know why we need to warm up our voices.</li> </ul>	To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other To know why you must warm up your voice	To know and be able to talk about: <ul style="list-style-type: none"> <li>Singing in a group can be called a choir</li> <li>Leader or conductor: A person who the choir or group follow</li> <li>Songs can make you feel different things e.g. happy, energetic or sad</li> <li>Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>Texture: How a solo singer makes a thinner texture than a large group</li> <li>To know why you must warm up your voice</li> </ul>	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. <ul style="list-style-type: none"> <li>To choose a song and be able to talk about:                             <ul style="list-style-type: none"> <li>Its main features</li> <li>Singing in unison, the solo, lead vocal, backing vocals or rapping</li> </ul> </li> <li>To know what the song is about and the meaning of the lyrics</li> <li>To know and explain the importance of warming up your voice</li> </ul>	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. <ul style="list-style-type: none"> <li>To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>To choose a song and be able to talk about:                             <ul style="list-style-type: none"> <li>Its main features</li> <li>Singing in unison, the solo, lead vocal, backing vocals or rapping</li> </ul> </li> <li>To know what the song is about and the meaning of the lyrics</li> <li>To know and explain the importance of warming up your voice</li> </ul>
		Learn about voices, singing notes of different pitches (high and low). <ul style="list-style-type: none"> <li>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>Learn to start and stop singing when following a leader.</li> </ul>	Learn about voices singing notes of different pitches (high and low). <ul style="list-style-type: none"> <li>Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</li> <li>Learn to find a comfortable singing position.</li> <li>Learn to start and stop singing when following a leader</li> </ul>	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 have an awareness of the pulse internally when singing	To sing in unison and in simple two-parts. <ul style="list-style-type: none"> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To enjoy exploring singing solo.</li> <li>To sing with awareness of being 'in tune'.</li> <li>To rejoin the song if lost.</li> <li>To listen to the group when singing.</li> </ul>	To sing in unison and to sing backing vocals. <ul style="list-style-type: none"> <li>To enjoy exploring singing solo. To listen to the group when singing.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To experience rapping and solo singing.</li> <li>To listen to each other and be aware of how you fit into the group.</li> <li>To sing with awareness of being 'in tune'.</li> </ul>	To sing in unison and to sing backing vocals. <ul style="list-style-type: none"> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To experience rapping and solo singing.</li> <li>To listen to each other and be aware of how you fit into the group.</li> <li>To sing with awareness of being 'in tune'.</li> </ul>
Progression in Singing Skills							



<p><b>Progression in Listening and Appraising Knowledge</b></p>	<p>Listening and responding to different styles of music</p>	<p>To know 5 songs off by heart.  <ul style="list-style-type: none"> <li>• To know what the songs are about.</li> <li>• To know and recognise the sound and names of some of the instruments they use.</li> </ul> </p>	<p>To know five songs off by heart.  <ul style="list-style-type: none"> <li>• To know some songs have a chorus or a response/answer part.</li> <li>• To know that songs have a musical style.</li> </ul> </p>	<p>To know five songs from memory and who sang them or wrote them.                  To know the style of the five songs.                  To choose one song and be able to talk about:                  Its lyrics: what the song is about                  Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.)                  Name some of the instruments they heard in the song</p>	<p>To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about:  <ul style="list-style-type: none"> <li>• Some of the style indicators of that song (musical characteristics that give the song its style)</li> <li>• The lyrics: what the song is about</li> <li>• Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>• Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>• Name some of the instruments they heard in the song</li> </ul> </p>	<p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?  <ul style="list-style-type: none"> <li>• To know the style of the five songs and to name other songs from the Units in those styles.</li> <li>• To choose two or three other songs and be able to talk about:                         <ul style="list-style-type: none"> <li>○ Some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>○ The lyrics: what the songs are about</li> <li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>○ Identify the main sections of the songs (intro, verse, chorus etc.)</li> <li>○ Name some of the instruments they heard in the songs</li> <li>○ The historical context of the songs. What else was going on at this time?</li> </ul> </li> </ul> </p>	<p>To know five songs from memory, who sang or wrote them, when they were written and why?  <ul style="list-style-type: none"> <li>• To know the style of the songs and to name other songs from the Units in those styles.</li> <li>• To choose three or four other songs and be able to talk about:                         <ul style="list-style-type: none"> <li>○ The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>○ The lyrics: what the songs are about</li> <li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li> <li>○ Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>○ Name some of the instruments used in the songs</li> <li>○ The historical context of the songs. What else was going on at this time, musically and historically?</li> <li>○ Know and talk about that fact that we each have a musical identity</li> </ul> </li> </ul> </p>
---	--	--	---	---	--	---	---



<p><b>Progression in Listening and Appraising Skills</b></p>		<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <ul style="list-style-type: none"> <li>● To learn how songs can tell a story or describe an idea.</li> </ul>	<p>To confidently identify and move to the pulse.</p> <p>To think about what the words of a song mean.</p> <p>To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>To confidently identify and move to the pulse.</p> <ul style="list-style-type: none"> <li>● To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics).</li> <li>● Talk about the music and how it makes them feel.</li> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> <li>● When you talk try to use musical words.</li> </ul>	<p>To identify and move to the pulse with ease.</p> <ul style="list-style-type: none"> <li>● To think about the message of songs.</li> <li>● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> <li>● When you talk try to use musical words.</li> <li>● To talk about the musical dimensions working together in the Unit songs.</li> <li>● Talk about the music and how it makes you feel.</li> </ul>	<p>To identify and move to the pulse with ease.</p> <ul style="list-style-type: none"> <li>● To think about the message of songs.</li> <li>● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> <li>● Use musical words when talking about the songs.</li> <li>● To talk about the musical dimensions working together in the Unit songs.</li> <li>● Talk about the music and how it makes you feel, using musical language to describe the music</li> </ul>
<p><b>Progression in Composing Knowledge</b></p>	<p>Embedding foundations of the interrelated dimensions of music</p>	<p>Composing is like writing a story with music.</p> <ul style="list-style-type: none"> <li>● Everyone can compose.</li> </ul>	<ul style="list-style-type: none"> <li>● Composing is like writing a story with music.</li> <li>● Everyone can compose.</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>● Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>● Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>● Notation: recognise the connection between sound and symbol</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>● Notation: recognise the connection between sound and symbol</li> </ul>



<p><b>Progression in Composing Skills</b></p>		<p>Help to create a simple melody using one, two or three notes.</p> <ul style="list-style-type: none"> <li>● Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>	<p>Help create three simple melodies with the Units using one, three or five different notes.</p> <ul style="list-style-type: none"> <li>● Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>	<p>Help create at least one simple melody using one, three or five different notes.</p> <ul style="list-style-type: none"> <li>● Plan and create a section of music that can be performed within the context of the unit song.</li> <li>● Talk about how it was created.</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<p>Help create at least one simple melody using one, three or all five different notes.</p> <ul style="list-style-type: none"> <li>● Plan and create a section of music that can be performed within the context of the unit song.</li> <li>● Talk about how it was created.</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <ul style="list-style-type: none"> <li>● Explain the keynote or home note and the structure of the melody.</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <ul style="list-style-type: none"> <li>● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>
<p><b>Progression in Playing Knowledge</b></p>	<p>Singing and learning to play instruments within a song</p>	<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <ul style="list-style-type: none"> <li>● Learn the names of the instruments they are playing.</li> </ul>	<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <ul style="list-style-type: none"> <li>● Know the names of untuned percussion instruments played in class.</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● The instruments used in class (a glockenspiel, a recorder)</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● The instruments used in class (a glockenspiel, recorder or xylophone)</li> <li>● Other instruments they might play or be played in a band or orchestra or by their friends</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Different ways of writing music down – e.g. staff notation, symbols</li> <li>● The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>● The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Different ways of writing music down – e.g. staff notation, symbols</li> <li>● The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>● The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>



<p><b>Progression in Playing Skills</b></p>		<p>Treat instruments carefully and with respect.</p> <ul style="list-style-type: none"> <li>● Play a tuned instrumental part with the song they perform.</li> <li>● Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</li> <li>● Listen to and follow musical instructions from a leader</li> </ul>	<p>Treat instruments carefully and with respect.</p> <ul style="list-style-type: none"> <li>● Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</li> <li>● Play the part in time with the steady pulse.</li> <li>● Listen to and follow musical instructions from a leader</li> </ul>	<p>To treat instruments carefully and with respect.</p> <ul style="list-style-type: none"> <li>● Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</li> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>● To listen to and follow musical instructions from a leader</li> </ul>	<p>To treat instruments carefully and with respect.</p> <ul style="list-style-type: none"> <li>● Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>● To listen to and follow musical instructions from a leader.</li> <li>● To experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul>	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <ul style="list-style-type: none"> <li>● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>● To listen to and follow musical instructions from a leader.</li> <li>● To lead a rehearsal session.</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Different ways of writing music down – e.g. staff notation, symbols</li> <li>● The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>● The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>
<p><b>Progression in Performing Knowledge</b></p>	<p>Share and perform the learning that has taken place</p>	<p>A performance is sharing music with other people, called an audience.</p>	<p>A performance is sharing music with an audience.</p> <ul style="list-style-type: none"> <li>● A performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>● An audience can include your parents and friends</li> </ul>	<p>To know and be able to talk about: Performing is sharing music with other people, an audience</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other</p> <p>You need to know and have planned everything that will be performed</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● You need to know and have planned everything that will be performed</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● Everything that will be performed must be planned and learned</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with an audience with belief</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● Everything that will be performed must be planned and learned</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> </ul>



				It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music	<ul style="list-style-type: none"> <li>It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	occasion <ul style="list-style-type: none"> <li>A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>
<b>Progression in Performing Skills</b>		Choose a song they have learnt from the Scheme and perform it. <ul style="list-style-type: none"> <li>They can add their ideas to the performance.</li> <li>Record the performance and say how they were feeling about it.</li> </ul>	Choose a song they have learnt from the Scheme and perform it. <ul style="list-style-type: none"> <li>They can add their ideas to the performance.</li> <li>Record the performance and say how they were feeling about it.</li> </ul>	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be 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.	To choose what to perform and create a programme. <ul style="list-style-type: none"> <li>Present a musical performance designed to capture the audience.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To talk about the best place to be when performing and how to stand or sit.</li> <li>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>	To choose what to perform and create a programme. <ul style="list-style-type: none"> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To talk about the venue and how to use it to best effect.</li> <li>To record the performance and compare it to a previous performance.</li> <li>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>	<ul style="list-style-type: none"> <li>To choose what to perform and create a programme.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To talk about the venue and how to use it to best effect.</li> <li>To record the performance and compare it to a previous performance.</li> <li>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>
<b>Charanga Units</b>		The Circle of life You’ve got a Friend in Me	Zoo Time – Reggae Music Ho Ho Ho – Christmas Music Reflect, Rewind and Replay – Classical Music	Glockenspiel 1 and 2 Learn the Recorder		Living on a Prayer – Rock Music Hip hop unit	Pop/ Motown The Music of Carole King
<b>Other Curriculum Content</b>	<ul style="list-style-type: none"> <li>Christmas Nativity Performance to parents</li> </ul>	<ul style="list-style-type: none"> <li>Christmas Nativity Performance to parents</li> <li>Songs that tell a story</li> <li>Sea Shanties and perform to parents</li> </ul>	<ul style="list-style-type: none"> <li>Compose a song using graphic notation to help with places on Paddington’s Journey</li> <li>End of Year performance to parents</li> </ul>	<ul style="list-style-type: none"> <li>Celtic Folk Songs</li> <li>Wider Opportunities (Hull Music Service) – Recreating Carmen the Opera</li> </ul>	<ul style="list-style-type: none"> <li>Wider Opportunities (Hull Music Service) – Learning to play a stringed instrument.</li> <li>End of year performance – playing to parents at a real-life venue – Hull City Hall</li> </ul>	<ul style="list-style-type: none"> <li>Folk Music – Listen and Appraise</li> <li>Folk Music – listening to work of local artists</li> <li>Pop – Listening and appraising the work of Sir Elton John and David Bowie (songs with a space theme)</li> <li>Film Composers/</li> </ul>	Music and identity – (women in Music) WW2 music – look at music as propropaganda Presentation to parents – The Greatest Showman

Eastfield Primary School Music Progression Map



						soundtracks – How does music affect emotion?	
--	--	--	--	--	--	--	--