



# Pleasant Street Primary School – Music Progression and Coverage



## Music Links - Nursery, Reception

**EYFS Statutory Educational Programme:** The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

**Taken from Non-Statutory guidance Development Matters 3- & 4-Year Olds will be learning to:**

**Taken from Non-Statutory guidance Development Matters Reception will be learning to:**

**Early Learning Goal at the end of Reception children at the expected level of development will:**

Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.

Remember and sing entire songs. Sing the pitch of a tone sung by another person (‘pitch match’). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.

Play instruments with increasing control to express their feelings and ideas.

Listen attentively, move to and talk about music, expressing their feelings and responses.

Watch and talk about dance and performance art, expressing their feelings and responses.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

**Being Imaginative and Expressive ELG:**

Invent, adapt and recount narratives and stories with peers and their teacher;

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.



# Pleasant Street Primary School – Music Progression and Coverage



## Music Key Stage 1, Year 1

### Prior Knowledge

<p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>	<p>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>	<p>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. 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>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Sing a range of well-known nursery rhymes and songs.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>
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### Appraising

### Singing

### Performing

### Composing & Improvising

<p>Move in time to music with different tempi.</p> <p>Can identify the mood of a piece of music and move their body to express their feelings.</p> <p>Can respond to music and play rhythms patterns using body percussion.</p> <p>Hear and describe sounds such as environmental sounds or some instruments.</p>	<p>Explore how voices can be used in different ways.</p> <p>Can sing in a group, in time and with vocal balance.</p> <p>Can develop vocal skills by rehearsing often and singing in tune.</p> <p>Can identify and use high voice, middle voice, low voice (pitch).</p> <p>Can sing a variety of call &amp; response African songs.</p>	<p>Identify and maintain a steady pulse when listening to a piece of music.</p> <p>Sing in time and in tune.</p> <p>Play untuned percussion with control using a variety of tempi and dynamics.</p> <p>Can perform to an audience.</p> <p>Can combine a rhythm pattern and maintain a steady beat.</p> <p>Can play simple polyrhythms on un-tuned percussion instruments (African music).</p>	<p>Can generate simple rhythms in time and demonstrate them using body percussion and/or untuned percussion.</p> <p>Can make patterns with sounds and record as a graphic score.</p> <p>Can compose a short piece of music using vocal sounds (humming, whispers, whistles...)</p>
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# Pleasant Street Primary School – Music Progression and Coverage



## Music Key Stage 1, Year 2

### Prior Knowledge

<p>Identify and maintain a steady pulse when listening to a piece of music.</p> <p>Move in time to music with different tempi.</p> <p>Can identify the mood of a piece of music and move their body to express their feelings.</p> <p>Can respond to music and play rhythms patterns using body percussion.</p> <p>Hear describe sounds such as environmental sounds or some instruments.</p>	<p>Explore how voices can be used in different ways.</p> <p>Can sing in a group, in time and with vocal balance.</p> <p>Can develop vocal skills by rehearsing often.</p> <p>Can identify and use high voice, middle voice, low voice (pitch).</p> <p>Can sing a variety of call &amp; response African songs.</p>	<p>Sing in time and in tune.</p> <p>Play untuned percussion with control using a variety of tempi and dynamics.</p> <p>Can perform to an audience.</p> <p>Can combine a rhythm pattern and maintain a steady beat.</p> <p>Can play simple polyrhythms on un-tuned percussion instruments (African music).</p>	<p>Can generate simple rhythms in time and demonstrate them using body percussion and/or untuned percussion.</p> <p>Can make patterns with sounds and record as a graphic score.</p> <p>Can compose a short piece of music using vocal sounds (humming, whispers, whistles...)</p>
<h3>Appraising</h3>	<h3>Singing</h3>	<h3>Performing</h3>	<h3>Composing &amp; Improvising</h3>
<p>Can keep a steady beat while using chant, actions, and instruments.</p> <p>Can identify the mood of a piece of music and use instruments to interpret their feelings.</p> <p>Can use their bodies to react to different elements of music.</p> <p>Can respond to music and play rhythms patterns using untuned percussion.</p> <p>Can identify tempo and dynamics in classical music.</p>	<p>Can identify differences in pitch through listening and singing.</p> <p>Can develop vocals skills by rehearsing often and singing in tune.</p> <p>Can sing in tune and in the correct key as part of a group.</p> <p>Can sing songs with new structures such as verses, choruses and bridges.</p>	<p>Can perform a steady beat using a range of un-tuned percussion.</p> <p>Can perform to an audience and apply simple performance criteria.</p> <p>Can perform in a group singing two part songs.</p> <p>Can use tuned percussion to play simple ostinato to accompany a song.</p> <p>Can perform a song using a vocal range (high, middle and low).</p> <p>Can play instrumental accompaniment as a group and as a part of an orchestra.</p>	<p>Begin to write rhythms in simple form using 4 beats per bar.</p> <p>Can generate simple rhythms using 4/4 time to a given pulse.</p> <p>Can use crochets and rests in their own rhythm compositions.</p> <p>Can compose pitch lines and demonstrate them in front of peers.</p> <p>Can share ideas and communicate in pairs and groups to compose and rehears effectively as a team.</p>



# Pleasant Street Primary School – Music Progression and Coverage



## Music Key Stage 2, Year 3

### Prior Knowledge

<p>Can keep a steady beat while using chant, actions, and instruments.</p> <p>Can identify the mood of a piece of music and use instruments to interpret their feelings.</p> <p>Can use their bodies to react to different elements of music.</p> <p>Can respond to music and play rhythms patterns using untuned percussion.</p> <p>Can identify tempo and dynamics in classical music.</p>	<p>Can identify differences in pitch through listening and singing.</p> <p>Can develop vocals skills by rehearsing often and singing in tune.</p> <p>Can sing in tune and in the correct key as part of a group.</p> <p>Can sing songs with new structures such as verses, choruses and bridges.</p>	<p>Can perform a steady beat using a range of un-tuned percussion.</p> <p>Can perform to an audience and apply simple performance criteria.</p> <p>Can perform in a group singing two part songs.</p> <p>Can use tuned percussion to play simple ostinato to accompany a song.</p> <p>Can perform a song using a vocal range (high, middle and low).</p> <p>Can play instrumental accompaniment as a group and as a part of an orchestra.</p>	<p>Begin to write rhythms in simple form using 4 beats per bar.</p> <p>Can generate simple rhythms using 4/4 time to a given pulse.</p> <p>Can use crochets and rests in their own rhythm compositions.</p> <p>Can compose pitch lines and demonstrate them in front of peers.</p> <p>Can share ideas and communicate in pairs and groups to compose and rehears effectively as a team.</p>
<b>Appraising</b>	<b>Singing</b>	<b>Performing</b>	<b>Composing &amp; Improvising</b>
<p>Listen actively to a range of music styles and artists (reggae, R&amp;B, soul, gospel...).</p> <p>Identify voices and instruments from a range of different songs.</p> <p>Can understand how music can be organised in sequences.</p> <p>Can identify the different parts in a song.</p>	<p>Can use voice and actions to perform simple rhythms and repeated patterns (ostinato), within a steady beat.</p> <p>Can sing expressively in time to the beat and rhythm.</p> <p>Can sing and perform in tune and with confidence a simple two-part arrangement.</p> <p>Can control the pitch of their voice to sing more accurately.</p>	<p>Can perform as part of a group to an audience.</p> <p>Can perform simple rhythmic and melodic patterns on an instrument to accompany a piece of music.</p> <p>Can follow and play simple notated score.</p> <p>Perform on a variety of percussion instruments in small groups and as a part of an ensemble.</p> <p>To show solo performance on a tuned instrument.</p>	<p>Can improvise and perform using a glockenspiel.</p> <p>Can compose simple accompaniment using notes C, D and E.</p> <p>Can use rhythm grids to compose rhythm patterns.</p> <p>Can layer compositions and use them in a group performance.</p> <p>Can experiment with a range of instruments to accompany a song.</p>



# Pleasant Street Primary School – Music Progression and Coverage



## Music Key Stage 2, Year 4

### Prior Knowledge

<p>Listen actively to a range of music styles and artists (reggae, R&amp;B, soul, gospel...).</p> <p>Identify voices and instruments from a range of different songs.</p> <p>Can understand how music can be organised in sequences.</p> <p>Can identify the different parts in a song.</p>	<p>Can use voice and actions to perform simple rhythms and repeated patterns (ostinato), within a steady beat.</p> <p>Can sing expressively in time to the beat and rhythm.</p> <p>Can sing and perform in tune and with confidence a simple two-part arrangement.</p> <p>Can control the pitch of their voice to sing more accurately.</p>	<p>Can perform as part of a group to an audience.</p> <p>Can perform simple rhythmic and melodic patterns on an instrument to accompany a piece of music.</p> <p>Can follow and play simple notated score.</p> <p>Perform on a variety of percussion instruments in small groups and as a part of an ensemble.</p> <p>To show solo performance on a tuned instrument.</p>	<p>Can improvise and perform using a glockenspiel.</p> <p>Can compose simple accompaniment using notes C, D and E.</p> <p>Can use rhythm grids to compose rhythm patterns.</p> <p>Can layer compositions and use them in a group performance.</p> <p>Can experiment with a range of instruments to accompany a song.</p>
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### Appraising

### Singing

### Performing

### Composing & Improvising

<p>Listen to a song naming and explaining the different parts of the ukulele.</p> <p>Identify the different sounds that ukulele strings make.</p> <p>Understand the ukulele tuning and identify when the instrument is in tune or out of tune..</p> <p>Understand the difference between notes and chords.</p> <p>Can hold the ukulele correctly, name the different parts and understand the tuning.</p> <p>To identify and perform dynamics (ff, mf, mp, pp)</p>	<p>Can sing and perform in front of an audience, being accompanied by an instrument.</p> <p>Can play the chord of F and play along with songs.</p> <p>Can play and sing in a round (Frere Jaques).</p> <p>Can sing a variety of children songs and accompany themselves with the ukulele.</p> <p>Can sing and perform a variety of modern songs expressively and using some of the interrelated dimensions of music learnt in previous years.</p>	<p>Can perform simple strumming patterns. Can play the chord of C.</p> <p>Can keep in time and play along with songs using the chord of C.</p> <p>Can play the chord of G and play along with songs.</p> <p>Can change from C to G fluently.</p> <p>Can play the chord of F and can play along with songs using F, C and G.</p> <p>Can play the chord of A minor. Can follow a song sheet with chords.</p> <p>Can accompany songs using all four chords maintaining simple rhythms in 2/4, 3/4 and 4/4 time.</p>	<p>Can experiment, a range of rhythm and strumming techniques.</p> <p>Can create own rhythm/ strumming pattern.</p> <p>Can compose own lyrics to complete an unfinished song.</p> <p>Can use known chords to compose a verse pattern.</p>
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# Pleasant Street Primary School – Music Progression and Coverage



## Music Key Stage 2, Year 5

### Prior Knowledge

<p>Listen to a song naming and explaining the different parts of the ukulele.</p> <p>Identify the different sounds that ukulele strings make.</p> <p>Understand the ukulele tuning and identify when the instrument is in tune or out of tune..</p> <p>Understand the difference between notes and chords.</p> <p>Can hold the ukulele correctly, name the different parts and understand the tuning.</p> <p>To identify and perform dynamics (ff, mf, mp, pp)</p>	<p>Can sing and perform in front of an audience, being accompanied by an instrument.</p> <p>Can play the chord of F and play along with songs.</p> <p>Can play and sing in a round (Frere Jacques).</p> <p>Can sing a variety of children songs and accompany themselves with the ukulele.</p> <p>Can sing and perform a variety of modern songs expressively and using some of the interrelated dimensions of music learnt in previous years.</p>	<p>Can perform simple strumming patterns. Can play the chord of C.</p> <p>Can keep in time and play along with songs using the chord of C.</p> <p>Can play the chord of G and play along with songs.</p> <p>Can change from C to G fluently.</p> <p>Can play the chord of F and can play along with songs using F, C and G.</p> <p>Can play the chord of A minor. Can follow a song sheet with chords.</p> <p>Can accompany songs using all four chords maintaining simple rhythms in 2/4, 3/4 and 4/4 time.</p>	<p>Can experiment, a range of rhythm and strumming techniques.</p> <p>Can create own rhythm/ strumming pattern.</p> <p>Can compose own lyrics to complete an unfinished song.</p> <p>Can use known chords to compose a verse pattern.</p>
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### Appraising

### Singing

### Performing

### Composing & Improvising

<p>Understands the structure of Jazz music and its relevance in history.</p> <p>Can identify the different parts of a Jazz piece of music.</p> <p>Can name the instruments of a 3/4/5 piece Jazz band.</p> <p>Listen critically to a range of musical compositions and be able to highlight the focus idea in the songs.</p> <p>To describe the structure of pieces of music from a variety of styles.</p>	<p>Can sing in two parts confidently (keeping in tune and maintaining rhythm).</p> <p>Can sing in a group using melody and counter melody. Can recognise syncopated rhythms and perform with confidence.</p> <p>(Preparation for iSing at Philharmonic Hall) Can:</p> <ul style="list-style-type: none"> <li>• Maintain a part in a 3 part round.</li> <li>• Sing using a backing track.</li> <li>• Sing in harmony</li> <li>• Sing with expression using dynamics.</li> </ul>	<p>Can perform expressively in Christmas production using voice or instruments (group or solo).</p> <p>Can sing in groups and separate part.</p> <p>Can sing accurately in a wider range of keys.</p> <p>Can perform own compositions and rehearsed pieces with increased control and accuracy on tuned instruments.</p> <p>Can show understanding of varied dynamics, pitch and tempo.</p>	<p>Can accompany a performance using a variety of classroom instruments, taking into account, dynamics, tempo and expression.</p> <p>Can compose and perform Jazz ensembles using tuned percussion.</p> <p>Can experiment using root notes and pentatonic scale and improvise during performance.</p> <p>Building on knowledge of chord structure (Y4) can arrange an accompaniment for a song.</p> <p>Can compose on instruments (tuned and untuned) using a variety of rhythms.</p>
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# Pleasant Street Primary School – Music Progression and Coverage



## Music Key Stage 2, Year 6

### Prior Knowledge

<p>Understands the structure of Jazz music and its relevance in history.</p> <p>Can identify the different parts of a Jazz piece of music.</p> <p>Can name the instruments of a 3/4/5 piece Jazz band.</p> <p>Listen critically to a range of musical compositions and be able to highlight the focus idea in the songs.</p> <p>To describe the structure of pieces of music from a variety of styles.</p>	<p>Can sing in two parts confidently (keeping in tune and maintaining rhythm).</p> <p>Can sing in a group using melody and counter melody. Can recognise syncopated rhythms and perform with confidence.</p> <p>(Preparation for iSing at Philharmonic Hall) Can:</p> <ul style="list-style-type: none"> <li>• Maintain a part in a 3 part round.</li> <li>• Sing using a backing track.</li> <li>• Sing in harmony</li> </ul> <p>Sing with expression using dynamics.</p>	<p>Can perform expressively in Christmas production using voice or instruments (group or solo).</p> <p>Can sing in groups and separate part.</p> <p>Can sing accurately in a wider range of keys.</p> <p>Can perform own compositions and rehearsed pieces with increased control and accuracy on tuned instruments.</p> <p>Can show understanding of varied dynamics, pitch and tempo.</p>	<p>Can accompany a performance using a variety of classroom instruments, taking into account, dynamics, tempo and expression.</p> <p>Can compose and perform Jazz ensembles using tuned percussion</p> <p>Can experiment using root notes and pentatonic scale and improvise during performance.</p> <p>Building on knowledge of chord structure (Y4) can arrange an accompaniment for a song.</p> <p>Can compose on instruments (tuned and untuned) using a variety of rhythms.</p>
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### Appraising

### Singing

### Performing

### Composing & Improvising

<p>Can compare pieces thinking about texture, structure, timbre and dynamics and use to enhance their performance.</p> <p>Understands the structure of Jazz and Blues music and its relevance in history.</p> <p>Can recognise a blues scale</p> <p>Can listen and identify different genres of music and place them on a timeline.</p> <p>Can compare differences between same songs performed in different style.</p>	<p>To use a variety of vocal warm-ups and understand and explain the importance of these.</p> <p>Sing expressively combining dynamics, tempo and pitch.</p> <p>Can sing using harmony/ descant.</p> <p>Maintain a part in a 4 part round.</p> <p>Perform for an audience showing control of voice, keep tune and applying the interrelated dimensions of music.</p>	<p>Can use prior knowledge of Interrelated Dimensions and apply them to enhance their Christmas production.</p> <p>Can perform a Jazz melody using a whole scale and staff notation.</p> <p>Can use root notes over a 12 bar blues.</p> <p>Can use a wide variety of voice, body percussion and untuned percussion to create a rhythmical composition in a group.</p>	<p>Can creatively use rhythm patterns in composition and layer sounds to create effect.</p> <p>Compose using a variety of rhythmic and sound organisation techniques, building texture and layers.</p> <p>Can compose and improvise using 12 bar blues. (Scat/instrumental)</p> <p>Improvise using the blues pentatonic scale.</p> <p>Improvise on tuned instruments to a Jazz piece using an 8 note scale.</p>
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