



Pleasant Street Primary School – 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.

<i>Taken from Non-Statutory guidance Development Matters</i> 3- & 4-Year Olds will be learning to:	<i>Taken from Non-Statutory guidance Development Matters</i> 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.



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Music Key Stage 1, Year 1			
Prior Knowledge			
Appraising	Singing	Performing	Composing & Improvising
Move in time to music with different tempi. Identify the mood of a piece of music and move their body to express their feelings. Respond to music and play rhythms patterns using body percussion. Hear describe sounds such as environmental sounds or some instruments.	Explore how voices can be used in different ways. Can sing in a group, in time and with vocal balance. Can develop vocal skills by rehearsing often and singing in tune. Identify and use high voice, middle voice, low voice (pitch). Can sing a variety of call & response African songs.	Identify and maintain a steady pulse when listening to a piece of music. Sing in time and I tune. Play untuned percussion with control using a variety of tempi and dynamics. Can perform to an audience. Combine a rhythm pattern and maintain a steady beat. Can play simple polyrhythms on un-tuned percussion instruments (African music).	Can generate simple rhythms in time and demonstrate them using body percussion and/or untuned percussion. Make patterns with sounds and record as a graphic score. Can compose a short piece of music using vocal sounds (humming, whispers, whistles...)



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Music Key Stage 1, Year 2

Prior Knowledge

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

Singing

Performing

Composing & Improvising

Can keep a steady beat while using chant, actions, and instruments. Identify the mood of a piece of music and use instruments to interpret their feelings. Can use their bodies to react to different elements of music. Respond to music and play rhythms patterns using untuned percussion. Can identify tempo and dynamics in classical music.	Identify differences in pitch through listening and singing. Develop vocals skills by rehearsing often and singing in tune. Can sing in tune and in the correct key as part of a group. Can sing songs with new structures such as verses, choruses and bridges.	Can perform a steady beat using a range of un-tuned percussion. Perform to an audience and apply simple performance criteria. Can perform in a group singing two-part songs. Use tuned percussion to play simple ostinato to accompany a song. Perform a song using a vocal range (high, middle and low). Can play instrumental accompaniment as a group and as a part of an orchestra.	Begin to write rhythms in simple form using 4 beats per bar. Can generate simple rhythms using 4/4 time to a given pulse. Can use crochets and rests in their own rhythm compositions. Compose pitch lines and demonstrate them in front of peers. Share ideas and communicate in pairs and groups to compose and rehears effectively as a team.
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Music Key Stage 2, Year 3

Prior Knowledge

Can keep a steady beat while using chant, actions, and instruments.	Identify differences in pitch through listening and singing.	Can perform a steady beat using a range of un-tuned percussion.	Begin to write rhythms in simple form using 4 beats per bar.
Identify the mood of a piece of music and use instruments to interpret their feelings.	Develop vocals skills by rehearsing often and singing in tune.	Perform to an audience and apply simple performance criteria.	Can generate simple rhythms using 4/4 time to a given pulse.
Can use their bodies to react to different elements of music.	Can sing in tune and in the correct key as part of a group.	Can perform in a group singing two part songs.	Can use crochets and rests in their own rhythm compositions.
Respond to music and play rhythms patterns using untuned percussion.	Can sing songs with new structures such as verses, choruses and bridges.	Use tuned percussion to play simple ostinato to accompany a song.	Compose pitch lines and demonstrate them in front of peers.
Can identify tempo and dynamics in classical music.		Perform a song using a vocal range (high, middle and low).	Share ideas and communicate in pairs and groups to compose and rehearse effectively as a team.
Can play instrumental accompaniment as a group and as a part of an orchestra.			

Appraising

Singing

Performing

Composing & Improvising

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



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Music Key Stage 2, Year 4

Prior Knowledge

Listen actively to a range of music styles and artists (reggae, R&B, soul, gospel...).

Identify voices and instruments from a range of different songs.

Understand how music can be organised in sequences.

Identify the different parts in a song.

Use voice and actions to perform simple rhythms and repeated patterns (ostinato), within a steady beat.

Can sing expressively in time to the beat and rhythm.

Can sing and perform in tune and with confidence a simple two-part arrangement.

Control the pitch of their voice to sing more accurately.

Perform as part of a group to an audience.

Can perform simple rhythmic and melodic patterns on an instrument to accompany a piece of music.

Follow and play simple notated score.

Perform on a variety of percussion instruments in small groups and as a part of an ensemble.

To show solo performance on a tuned instrument.

Improvise and perform using a glockenspiel.

Compose simple accompaniment using notes C, D and E.

Can use rhythm grids to compose rhythm patterns.

Layer compositions and use them in a group performance.

Experiment with a range of instruments to accompany a song.

Appraising

Listen to a song naming and explaining the different parts of the ukulele.

Identify the different sounds that ukulele strings make.

Understand the ukulele tuning and identify when the instrument is in tune or out of tune.

Understand the difference between notes and chords.

Hold the ukulele correctly, name the different parts and understand the tuning.

To identify and perform dynamics (ff, mf, mp, pp)

Singing

Sing and perform in front of an audience, being accompanied by an instrument.

Play the chord of F and sing along with songs.

Can play and sing in a round (Frere Jaques).

Sing a variety of children songs and accompany themselves with the ukulele.

Sing and perform a variety of modern songs expressively and using some of the interrelated dimensions of music learnt in previous years.

Performing

Perform simple strumming patterns. Can play the chord of C.

To keep in time and play along with songs using the chord of C.

Can play the chord of G and play along with songs.

Can change from C to G fluently.

Play the chord of F and play along with songs using F, C and G.

Play the chord of A minor and follow a song sheet with chords.

Composing & Improvising

Experiment, a range of rhythm and strumming techniques.

Create own rhythm/ strumming pattern.

Compose own lyrics to complete an unfinished song.

Use known chords to compose a verse pattern.



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Can accompany songs using all four chords maintaining simple rhythms in 2/4, 3/4 and 4/4 time.

Music Key Stage 2, Year 5

Prior Knowledge

Listen to a song naming and explaining the different parts of the ukulele. Identify the different sounds that ukulele strings make. Understand the ukulele tuning and identify when the instrument is in tune or out of tune. Understand the difference between notes and chords. Hold the ukulele correctly, name the different parts and understand the tuning. To identify and perform dynamics (ff, mf, mp, pp)	Sing and perform in front of an audience, being accompanied by an instrument. Play the chord of F and sing along with songs. Can play and sing in a round (Frere Jaques). Sing a variety of children songs and accompany themselves with the ukulele. Sing and perform a variety of modern songs expressively and using some of the interrelated dimensions of music learnt in previous years.	Perform simple strumming patterns. Can play the chord of C. To keep in time and play along with songs using the chord of C. Can play the chord of G and play along with songs. Can change from C to G fluently. Play the chord of F and play along with songs using F, C and G. Play the chord of A minor and follow a song sheet with chords. Can accompany songs using all four chords maintaining simple rhythms in 2/4, 3/4 and 4/4 time.	Experiment, a range of rhythm and strumming techniques. Create own rhythm/ strumming pattern. Compose own lyrics to complete an unfinished song. Use known chords to compose a verse pattern.
Appraising	Singing	Performing	Composing & Improvising
Understands the structure of Jazz music and its relevance in history.	Sing in two parts confidently (keeping in tune and maintaining rhythm).	Perform expressively in Christmas production using voice or instruments (group or solo).	Accompany a performance using a variety of classroom instruments, taking into account, dynamics, tempo and expression.



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Identify the different parts of a Jazz piece of music. Name the instruments of a 3/4/5 piece Jazz band. Listen critically to a range of musical compositions and be able to highlight the focus idea in the songs. To describe the structure of pieces of music from a variety of styles.	Sing in a group using melody and counter melody. Can recognise syncopated rhythms and perform with confidence. (Preparation for Singtastic! At the Tung Auditorium) Can: • Maintain a part in a 3-part round. • Sing using a backing track. • Sing in harmony • Sing with expression using dynamics.	Sing in groups and separate part. Sing accurately in a wider range of keys. Perform own compositions and rehearsed pieces with increased control and accuracy on tuned instruments. Can show understanding of varied dynamics, pitch and tempo.	Compose and perform Jazz ensembles using tuned percussion. Experiment using root notes and pentatonic scale and improvise during performance. Building on knowledge of chord structure (Y4) can arrange an accompaniment for a song. Can compose on instruments (tuned and untuned) using a variety of rhythms.
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Music Key Stage 2, Year 6

Prior Knowledge

Understands the structure of Jazz music and its relevance in history. Identify the different parts of a Jazz piece of music. Name the instruments of a 3/4/5 piece Jazz band. Listen critically to a range of musical compositions and be able to highlight the focus idea in the songs. To describe the structure of pieces of music from a variety of styles.	Sing in two parts confidently (keeping in tune and maintaining rhythm). Sing in a group using melody and counter melody. Can recognise syncopated rhythms and perform with confidence. (Preparation for Singtastic! At the Tung Auditorium) Can: • Maintain a part in a 3 part round. • Sing using a backing track. • Sing in harmony Sing with expression using dynamics.	Perform expressively in Christmas production using voice or instruments (group or solo). Sing in groups and separate part. Sing accurately in a wider range of keys. Perform own compositions and rehearsed pieces with increased control and accuracy on tuned instruments. Can show understanding of varied dynamics, pitch and tempo.	Accompany a performance using a variety of classroom instruments, taking into account, dynamics, tempo and expression. Compose and perform Jazz ensembles using tuned percussion. Experiment using root notes and pentatonic scale and improvise during performance. Building on knowledge of chord structure (Y4) can arrange an accompaniment for a song. Can compose on instruments (tuned and untuned) using a variety of rhythms.
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Appraising	Singing	Performing	Composing & Improvising
Can compare pieces thinking about texture, structure, timbre and dynamics and use to enhance their performance. Understands the structure of Jazz and Blues music and its relevance in history. Recognise a blues scale Listen and identify different genres of music and place them on a timeline. Compare differences between same songs performed in different style.	To use a variety of vocal warm-ups and understand and explain the importance of these. Sing expressively combining dynamics, tempo and pitch. Can sing using harmony/ descant. Maintain a part in a 4-part round. Perform for an audience showing control of voice, keep tune and applying the interrelated dimensions of music.	Can use prior knowledge of Interrelated Dimensions and apply them to enhance their Christmas production. Perform a Jazz melody using a whole scale and staff notation. Use root notes over a 12-bar blues. Use a wide variety of voice, body percussion and untuned percussion to create a rhythmical composition in a group.	Can creatively use rhythm patterns in composition and layer sounds to create effect. Compose using a variety of rhythmic and sound organisation techniques, building texture and layers. Compose and improvise using 12 bar blues. (Scat/instrumental) Composition and structure of Blues lyrics. Improvise on tuned instruments to a Jazz piece using an 8 note scale.