

# Music: progression document



| Nursery   | Reception   | Early Learning Goal: Expressive Arts and Design   |
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| <ul style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</li> </ul> <p><b>Vocabulary</b><br/>up, down, shape (of song), tune, softly, beater, stick, blow, speed, repeat, join in, together, phrase, body parts, instruments, create, rhythm,</p>   | <ul style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</li> </ul> <p><b>Vocabulary</b><br/>Pitch, melody, in tune, solo, compose, beat, in time, volume, tempo, perform, respond, repeated rhythm, group, patterns, combine,</p>  | <ul style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</li> </ul>   |
| Year 1  | Year 2  | Year 3  |
| Knowledge and Skills  | Knowledge and Skills  | Knowledge and Skills  |
| <p><b>Vocabulary</b><br/>Handbells, Pulse, rhythm, pitch, high, low, short, quiet, loud, start, stop, beater, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, Blues, Baroque, Latin, Irish Folk, Funk, audience, imagination.</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how the notes of the composition can be written down and changed if necessary.</li> <li>Know how to treat instruments carefully and with respect.</li> <li>Understand what pulse, rhythm and pitch is.</li> <li>Know how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Play handbells and percussion instruments with control.</li> <li>To follow coloured dots notation.</li> <li>Listen to and follow musical instructions from a leader.</li> <li>Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words)</li> <li>Sing and play – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li>Take it in turns to improvise using one or two notes</li> <li>Help to create a simple melody using one, two or three notes.</li> <li>Choose a song they have learnt from the Scheme and perform it.</li> <li>They can add their ideas to the performance.</li> <li>Record the performance and say how they were feeling about it.</li> </ul> | <p><b>Vocabulary</b><br/>Ocarina, keyboard, drums, bass, electric guitar, trumpet, pulse, audience, question and answer, dynamics, tempo, performance, audience, rap, Reggae, glockenspiel, increasing and decreasing, crotchet, quaver, rest.</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Begin to understand that pulse is the foundation of music upon which all the other dimensions are built</li> <li>Understand musical language - pitch/rhythm/tempo/pitch and dynamics and how they fit into the music I am listening to.</li> <li>Know why we warm up our voices.</li> <li>Recognise members of the wind instrument family.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Be able to play high and low notes on the ocarina including, D, G, A</li> <li>Listen to a variety of music from different styles, traditions and times and being to identify where in the world they are from.</li> <li>Start to recognise different styles of music and the instruments used.</li> <li>Begin to listen, with respect to other people's ideas and feelings towards music.</li> <li>To follow rhythm notation including, crotchets, quavers and rests.</li> <li>Conduct high and low sounds using hand signals.</li> <li>Make up simple improvisations.</li> </ul> | <p><b>Vocabulary</b><br/>Recorder, structure, intro/introduction, verse, chorus, improvise, tempo, dynamics, drums, guitar, synthesizer, hook, texture, structure, electric guitar, organ, backing vocals, hook, riff, pentatonic scale, imagination, Disco, graphic notation, accompaniment.</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Know and be able to explain that the pulse is a musical heartbeat and that it is the foundation of a piece of music.</li> <li>Understand the importance of working together and how the musical outcomes are of a higher quality when we do.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Listen with increasing concentration to a variety of music from all over the world and the different instruments used.</li> <li>Pay attention and concentrate when my friends discuss the music that we listen to with an increasing musical vocabulary.</li> <li>To play an instrument (recorder or glockenspiel) and to experience playing together as a group.</li> <li>To begin to recognise notes on the stave, (B, A and G).</li> <li>To improvise my own rhythms to go with the notes that my teacher has given me.</li> <li>To choose sounds for a particular effect.</li> </ul> |

| Year 4   | Year 5   | Year 6  |
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| Knowledge and Skills   | Knowledge and Skills   | Knowledge and Skills  |
| <p><b><u>Vocabulary</u></b><br/>Ukulele, texture, improvise, solo, unison, rhythm patterns, musical style, rapping, lyrics, digital/electronic sounds, turntables, by ear, notation, piano, acoustic guitar, Opera, orchestra, chord, chord progression, strum, pluck.</p> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>To be able to recognise instruments from the string family.</li> <li>To understand and can explain more musical words/language - pulse/ rhythm/pitch/tempo/dynamics/timbre/texture/structure.</li> <li>To know what a chord is.</li> <li>Understand that the words of a song convey meaning and how it is important to show how I feel when I sing a song.</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>Begin to place music in its historical context based on different instruments and their sounds.</li> <li>Listen and respond to Opera music.</li> <li>Listen to and evaluate works of Elgar, Mozart and Beethoven.</li> <li>To compose in a group with their ukulele.</li> <li>To be able to pluck and strum the strings of the ukulele.</li> <li>To recognise TAB notation</li> <li>To improvise confidently.</li> </ul> | <p><b><u>Vocabulary</u></b><br/>Violin, arco, pizzicato, treble clef, time signatures, Rock, bridge, amplifier, bridge, appraising, Motown, syncopation, Swing, tune/head, note values, note names, Big bands, ballad, interlude, tag ending, strings, cover, Old-school Hip Hop, deck, backing loops, scratching, cover, timbre, Soul, groove, bass line, brass section, harmony.</p> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>To listen to a variety of music from different styles, traditions and times and place the music in its historical context.</li> <li>To recognise/identify different style indicators and different instruments and their sounds.</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>To find the pulse of any piece of music with ease and confidence, internally or externally, with body movement.</li> <li>To use musical words/language to describe the music that is listened to.</li> <li>To enjoy listening to others discussing their ideas about the music listened to and respectfully share ideas.</li> <li>Enjoy singing in a group and think about how the whole song fits together.</li> <li>To play the violin pizzicato and arco.</li> <li>To read open string staff notation.</li> <li>To compose and notate a warm-up for the violin.</li> <li>To feel confident creating improvised melodies with their voice and instrument.</li> </ul> | <p><b><u>Vocabulary</u></b><br/>Djembe, hi-hat, snare, bass drum, call and response, style indicators, dimensions of music, producer, Jazz, ostinato, phrases, civil rights, gender equality.</p> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>To identify and move to the pulse with ease.</li> <li>To think about the message of songs.</li> <li>To sing in unison and to sing backing vocals</li> <li>To experience rapping and solo singing.</li> <li>Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>Improvise using instruments in the context of a song</li> </ul> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>To use music technology software such as GarageBand to compose.</li> <li>To recognise style indicators of the songs (musical characteristics that give the songs their style)</li> <li>To be able to use the djembe drums for call and response.</li> <li>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>To be able to sing songs and convey a sense of meaning.</li> <li>Understand different ways of writing music down – e.g. staff notation, symbols</li> <li>Know the notes C, D, E, F, G, A, B + C on the treble stave</li> <li>To be able to lead the group.</li> </ul> |