



Chestnuts Primary School

'Encourage, Enable, Empower'

Music Progression Document

Performing - Singing							
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG</p> <p>To sing a range of well-known nursery rhymes and songs</p> <p>To perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music</p>	<p>To learn about voices, singing notes of different pitches (high and low)</p> <p>To learn that they can make different types of sounds with their voices – e.g. high and low sounds</p> <p>To learn to start and stop singing when following a leader</p> <p>To sing in unison</p>	<p>To take part in vocal warm up exercises</p> <p>To learn about voices, singing notes of different pitches (high and low) in more complex songs.</p> <p>To learn that they can make different types of sounds with their voices – e.g. rap (spoken word with rhythm)</p> <p>To learn to find a comfortable singing position</p> <p>To sing in unison and sing simple part songs</p> <p>To know that singing in unison means all singing together</p>	<p>To take part in vocal warm up exercises and understand their importance</p> <p>To sing in unison and in simple two-parts</p> <p>To demonstrate a good singing posture</p> <p>To follow a leader when singing and listen to other singers</p> <p>To enjoy exploring singing in small groups</p> <p>To sing alongside the teacher “in tune” to develop an awareness of being “in tune”</p> <p>To have an awareness of the pulse internally when singing</p> <p>To sing with an awareness of the mood of a song</p>	<p>Guitars</p> <p>To sing back sol fa phrases</p> <p>To sing in 2 parts (rounds)</p>	<p>To know the importance of warming up your voice and when to take a breath</p> <p>To sing in unison, in simple parts and to sing backing vocals</p> <p>To continue to demonstrate a good singing posture</p> <p>To follow a leader when singing</p> <p>To listen to the dynamics of the group when singing</p> <p>To experience rapping and singing in pairs or small groups</p> <p>To sing with awareness of being ‘in tune’</p> <p>To know and sing songs and their parts from memory and to sing them with a strong internal pulse</p> <p>To explore and choose a song and be able to talk about its main features, singing in unison, the solo, lead vocal, backing vocals or rapping</p>	<p>To know and explain the importance of warming up your voice and know to breathe from the diaphragm</p> <p>To sing in unison, sing part songs and to sing backing vocals to suit their individual strengths</p> <p>To follow a leader with increased confidence when singing</p> <p>To listen to each other and be aware of how they fit into the group and sing coherently</p> <p>To experience rapping and solo singing</p> <p>To sing with increased confidence of being ‘in tune’</p> <p>To know and confidently sing songs and their parts from memory and to sing them with a strong internal pulse</p> <p>To critically choose a song to suit the strength of the group and be able to talk about its main features, singing in unison, the solo, lead vocal, backing vocals or rapping</p> <p>To know about the style of a range of songs and be able to represent the feeling and context to an audience</p>



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Performing - Playing							
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG</p> <p>To use a range of small tools, including scissors, paint brushes and cutlery</p>	<p>To treat instruments carefully and with respect</p> <p>To learn to play simple percussion parts on untuned and tuned percussion instruments</p> <p>To learn to play a simple accompaniment to a song on a glockenspiel and a recorder</p> <p>To listen to and follow musical instructions from a leader</p> <p>To know a performance is sharing music with an audience and it can be a special occasion involving a class, a year group or whole school</p>	<p>To treat instruments carefully and learn how to handle and play a range of untuned and tuned percussion instruments</p> <p>To learn to play a tuned instrumental part to accompany a song on glockenspiels and recorders</p> <p>To play the part in time with the steady pulse</p> <p>To listen to and follow with increased confidence to musical instructions from a leader</p>	<p>To play a part on a tuned instrument from memory or using simple notation (including minims and minim rests, crochet and crochet rests, semibreve, semibreve rests)</p> <p>To rehearse as a whole class and perform their part within the context of a song</p> <p>To recognise and be able to talk about the instruments used in class</p>	<p>Guitars</p> <p>To play a steady pulse</p> <p>To play E, B and G strings</p> <p>To play a variety of simple rhythms using the rest stroke</p> <p>To change between E and B and G strings</p> <p>To play the A note</p> <p>To learn finger numbers and how to use frets</p> <p>To change between G and A notes</p> <p>To play phrases moving in step and skip</p> <p>To change between B, A and G notes</p> <p>To review all phrases, notes and patterns learnt to play a piece of music</p> <p>To be able to change fluently between different notes</p> <p>To play the D string</p> <p>To maintain their own part in an ensemble</p> <p>To play with correct posture and technique</p> <p>To play in a reggae style</p> <p>To learn how to play a chord (E minor)</p> <p>To play fluently using B and A</p> <p>To make improvements to their own and others work</p> <p>To play a tuned ostinato, Turkish Delight</p> <p>To learn the note C</p> <p>To be able to play CB phrases</p> <p>To copy phrases accurately – Mild Thing</p>	<p>To play a musical instrument with the correct technique within the context of a song</p> <p>To select and learn a simple instrumental part to play from memory or using notation</p> <p>To rehearse in their instrumental group and perform their part within the context of a song</p> <p>To lead a rehearsal session in small groups</p> <p>To begin to know and use different ways of writing music down – e.g. graphic scoring, symbols, staff notation</p> <p>To begin to know the notes C, D, E, F, G, A, B + C on the treble stave and where appropriate, use them</p>	<p>To play their chosen musical instrument with the correct technique within the context of a song</p> <p>To select and learn a medium instrumental part to play from memory or using notation</p> <p>To rehearse and perform in their instrumental group according to their strengths and perform their part with increased confidence within the context of a song</p> <p>To lead a rehearsal session to a whole class</p> <p>To use the more advanced methods of showing music notation – musical notes</p> <p>To know the notes C, D, E, F, G, A, B + C on the treble stave and where appropriate, use them and know where they sit on the stave</p>



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					<p>To play with good technique</p> <p>To perform a known piece fluently</p> <p>To play with a good sense of rhythm and pulse</p> <p>To copy phrases accurately</p> <p>To differentiate between crochets, minims and dotted minims</p> <p>To play in two parts (rounds)</p> <p>To play rhythmic phrases from notation</p>		
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Creating – Improvising and Composing using the interrelated dimensions of music							
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG</p> <p>To be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>To work and play cooperatively and take turns with others</p>	<p>To listen and clap back, then listen and clap their own answer (rhythms of words)</p> <p>To listen and use voices or instruments to sing or play back an answer using a limited range of notes</p> <p>To know that improvisation is about making up your own tunes on the spot</p> <p>To take it in turns to improvise using 1 or 2 notes</p> <p>To know composing is like writing a story with music</p> <p>To help to create simple melodies using one, two or three notes</p> <p>To learn how the notes of a composition can be written down in different ways and changed if necessary</p>	<p>To listen and clap back rhythms, then listen and clap back an answer.</p> <p>To listen and use voices or instruments to sing or play back an answer using a limited range of notes</p> <p>To take it in turns to improvise using 1 or 2 notes</p> <p>To help create simple melodies using a limited range of notes</p> <p>To learn how the notes of a composition can be written down in different ways (e.g. graphic notation) and changed if necessary</p>	<p>To be able to talk about improvisation and recognise that improvising means making up a tune or rhythm on the spot</p> <p>To improvise using instruments in the context of the songs they are learning to perform</p> <p>To listen to a provided improvisation track and play back their own answers using a limited range of notes</p> <p>To help create at least one simple melody using up to 5 different notes</p> <p>To plan and create a section of music that can be performed within the context of a song and to talk about how it was created</p> <p>To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo</p> <p>To record compositions in any way appropriate that recognises the connection between sound and symbol (e.g. graphic or pictorial notation)</p>	<p>Guitars</p> <p>To create simple melodic patterns</p> <p>To create melodic phrases</p> <p>To create an ostinato</p> <p>To be able to improvise a rhythmic phrase</p> <p>To create and play own rhythmic phrases using simple notation</p>	<p>To be able to draw upon their existing musical skills and knowledge when improvising and introduce the word “riff” and what it means</p> <p>To improvise using instruments in the context of the songs they are learning to perform paying attention to the tempo, rhythm and pulse</p> <p>To listen to a provided improvisation track and play back their own answers with greater understanding</p> <p>To improvise with a feeling for selected styles of music</p> <p>To begin to use their understanding of improvisation to help them improvise within a group using melodic and rhythmic phrases</p> <p>To begin to create simple melodies using up to five different notes and simple rhythms that work musically with the style of a song</p> <p>To begin to explain the keynote or home note of a composition and the structure of the melody</p> <p>To begin to listen to and reflect upon the developing composition and explore making musical decisions about</p>	<p>To be able to draw upon their existing musical skills and knowledge when improvising, such as using known riffs and create their own</p> <p>To naturally improvise using instruments in the context of the songs they are learning to perform with greater accuracy.</p> <p>To listen to a provided improvisation track and play back their own answers confidently, accurately and with intent</p> <p>To improvise with a feeling for various styles of music</p> <p>To use their understanding of improvisation to help them improvise within a group using more complex melodic and rhythmic phrases</p> <p>To create melodies using up to five different notes and more complex rhythms and patterns that work musically with the style of a song</p> <p>To confidently explain the keynote or home note of a composition and the structure of the melody.</p> <p>To listen to and reflect upon the developing composition and use their previously taught knowledge to make musical decisions about</p>



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						<p>how the melody connects with the song To begin to explore the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic, pictorial or staff notation) To begin to know that a composition has a pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure and to use this understanding to support their composition work</p>	<p>how the melody connects with the song To record the composition using staff notation on a stave To know that a composition has a pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure and to use and explain this understanding to support their composition work</p>
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Listening and Appraising

Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG</p> <p>To listen attentively and respond to what they hear with relevant questions, comments and actions</p>	<p>To start to develop aural memory by knowing some songs off by heart</p> <p>To begin to learn how they can enjoy moving to music by dancing, marching, or through role play by following a leader</p> <p>To recognise and describe the sounds of some of the instruments they use</p> <p>To recognise and respond to a steady pulse</p> <p>To start to understand how rhythms are created and recognise simple rhythmic patterns</p>	<p>To start to develop aural memory by knowing more complex songs off by heart</p> <p>To learn how they can enjoy moving to music by dancing, marching, or through role play independently</p> <p>To recognise that songs have a musical style and learn how songs can tell a story or describe an idea</p> <p>To respond to and describe features of pulse (beat), rhythm (patterns created by notes or words) and pitch (high or low sounds) in a range of pieces</p> <p>To demonstrate an understanding that pulse and rhythm are different</p>	<p>To know songs from memory, who wrote them and identify the style</p> <p>To confidently identify and move to a pulse</p> <p>To begin to think about the meaning of a song's lyrics and identify the main sections of a song (verse, chorus...etc.)</p> <p>To discuss how a song or instrumental piece makes them feel</p> <p>To listen carefully and respectfully to other people's thoughts about a piece of music</p> <p>To listen with attention to detail and start to discuss any musical dimensions featured in a song or instrumental piece (particularly texture, dynamics, tempo, rhythm and pitch)</p> <p>To begin to name some of the instruments they hear in songs or instrumental pieces</p>	<p>Guitars</p> <p>To identify walking and jogging rhythms</p> <p>To identify changes in pitch</p> <p>To identify whether a melody moves in skip or step</p> <p>To explore Reggae music</p>	<p>To know songs from memory, who sang or wrote them, to explore when they were written and, if possible, why</p> <p>To identify and move to the pulse in a variety of ways</p> <p>To think about the message of songs</p> <p>To be able to identify some of the style indicators of songs (musical characteristics that give a song its style)</p> <p>To compare two songs in the same style discussing their similarities and differences</p> <p>To talk about music and say how it makes them feel, using musical vocabulary to describe the music on the Year 5 list</p> <p>To listen carefully and respectfully to other people's thoughts about a piece of music</p> <p>To name some of the instruments they hear in songs and instrumental pieces</p> <p>To understand and discuss the historical context of songs or instrumental pieces and identify what else was going on at the time</p> <p>To talk about the musical dimensions</p>	<p>To know songs from memory, who sang or wrote them, when they were written and to confidently explain why and make connections between known songs</p> <p>To confidently identify and move to the pulse with ease in a variety of ways</p> <p>To infer the messages in songs through deeper group discussions and making connections between songs</p> <p>To be able to identify a wider range of the style indicators of songs using the correct musical terminology</p> <p>To compare two songs in the same style talking about what stands out musically in each of them with increased detail with greater ease and confidence</p> <p>To talk about music and how it makes them feel, using musical vocabulary to describe the music on the Year 6 list</p> <p>To listen carefully and respectfully to other people's thoughts about a piece of music and to understand an individual's choice</p> <p>To name, with greater accuracy, some of the instruments they hear in songs and instrumental</p>



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						working together in instrumental pieces or songs (pulse, rhythm, pitch, tempo, dynamics, texture and structure)	pieces To understand and discuss the historical context of songs or instrumental pieces and identify what else was going on at the time, musically and historically To talk about the musical dimensions working together in instrumental music and songs (pulse, rhythm, pitch, tempo, dynamics, texture, structure and timbre) To know and talk about the fact that we each have a musical identity
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