

# Music Progression Grid



	F1	F2	Y1	Y2
<b>Knowledge</b>	<p>Pulse and Rhythm Know how to play instruments with increasing control to express their feelings and ideas.</p> <p>Begin to move rhythmically. Imitate movements in response to music. Know about rhythm and tap out simple repeated rhythms.</p> <p>Use movement to express feelings. Creates movement in response to music. Makes up rhythms.</p> <p>Pitch Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Pulse and Rhythm Know ways to change songs and music.</p> <p>Explore and engage in music making and dance, performing solo or in groups. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>Pitch Represent their own ideas, thoughts and feelings through music and dance.</p>	<p>Pulse and Rhythm Know how to walk, move or clap a steady beat with others. Know about changing the speed of the beat as the tempo of the music changes.</p> <p>Know how to play a repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.</p> <p>Respond to the pulse in recorded/live music through movement and dance.</p> <p>Pitch Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in.</p>	<p>Pulse and Rhythm Know how to walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others.</p> <p>With a partner know how to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</p> <p>Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.</p> <p>Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Pitch Sing short phrases independently within a singing game or short song. Respond independently to pitch changes heard in short melodic phrases, indicating with actions.</p>

	<p><b>Singing</b> Sing a large repertoire of songs. Remember and sing entire songs.</p>	<p><b>Singing</b> Sing a range of well-known nursery rhymes and songs.</p>	<p>Identify sounds in the local school environment, comparing high and low sounds.</p> <p><b>Singing</b> Sing a wide range of call and response songs, control vocal pitch and match pitch with accuracy.</p> <p>Explore percussion sounds to enhance storytelling.</p> <p>Follow pictures and symbols to guide singing and playing.</p> <p><b>Composing</b> Recognise and know how graphic notation can represent created sounds. Explore and invent own symbols.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p>	<p>Recognise dot notation and know how to match it to 3-note tunes played on tuned percussion.</p> <p><b>Singing</b> Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)</p> <p><b>Composing</b> Recognise and use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p>
<b>Skills</b>	<p><b>Listening</b> Listen with increased attention to sounds.</p>	<p><b>Listening</b> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs</p>	<p><b>Listening</b> Listen with concentration and understanding to a range of high-quality live and recorded music Listen to recorded performances complemented by opportunities to experience live music making in and out of school.</p>	<p><b>Listening</b> Listen to recorded performances complemented by opportunities to experience live music making in and out of school.</p>

	<p>Pulse and Rhythm</p> <p>Composing</p> <p>Sings to self and makes up simple songs. Create their own songs, or improvise a song around one they know. Show a preference for a dominant hand.</p> <p>Performing</p> <p>Enjoys joining in with dancing and ring games. Sings a few familiar songs. Pulse and Rhythm Beginning to move rhythmically.</p>	<p>Pulse and Rhythm</p> <p>Sing songs, make music and Dance.</p> <p>Composing</p> <p>Sing songs, make music and dance, and experiment with ways of changing them. Represent their own ideas, thoughts and feelings through music.</p> <p>Pitch</p> <p>Sing the pitch of a tone sung by another person ('pitch match')</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Performing</p> <p>Represent personal ideas, thoughts and feelings through music.</p>	<p>Pulse and Rhythm</p> <p>Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.),</p> <p>Perform short copycat rhythm patterns accurately, led by the teacher.</p> <p>Composing</p> <p>Improvise simple vocal chants, using question and answer phrases.</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli. Combine sounds to make a story, choosing and playing instruments or sound-makers.</p> <p>Pitch</p> <p>Sing familiar songs in both low and high voices and talk about the difference in sound.</p> <p>Performing</p> <p>Perform with awareness of others e.g. take turns in a performance and sing/play and peers</p> <p>Pulse and Rhythm</p> <p>Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p>	<p>Pulse and Rhythm</p> <p>Create and perform their own chanted rhythm patterns with the same stick notation.</p> <p>Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody.</p> <p>Composing</p> <p>Create music in response to a non-musical stimulus.</p> <p>Performing</p> <p>Use own voice in different ways including speaking, singing and chanting for different effects</p> <p>Pulse and Rhythm</p>
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	<p>Imitates movement in response to music</p> <p>Singing Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p> <p>Appreciation and Understanding Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Singing Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Appreciation and Understanding Listen attentively, move to and talk about music, expressing their feelings and responses. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</p> <p>Perform word-pattern chants; create, retain and perform their own rhythm patterns</p> <p>Singing Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in.</p> <p>Begin with simple songs with a very small range, mi-so and then slightly wider.</p> <p>Appreciation and Understanding State what they like or dislike about a piece of music</p>	<p>Singing Sing songs regularly with a pitch range of do-so with increasing vocal control.</p> <p>Sing songs with a small pitch range, pitching accurately.</p> <p>Appreciation and Understanding Explain what they like or dislike about a piece of music and why</p>
<b>Vocabulary</b>	<p>Chant Fast Follow High Instrument Low Loud Quiet (use instead of 'soft')</p>	<p>Chant Fast Follow High Instrument Low Loud Quiet (use instead of 'soft')</p>	<p>As EYFS plus: beat beater cymbal drum high (sound) listen loud</p>	<p>As Year 1 plus accompany body percussion chime bar • hord claves compose duration</p>

	Repeat Rhythm Sing Slow Song Sounds	Repeat Rhythm Sing Slow Song Sounds	low (sound) perform quiet shaker steady beat tambourine tempo triangle tune voice	ostinato percussion phrase pitch
<b>Books</b>		Come and Praise song books Happy Sun High song book Songs for Every Season song book Someone's Singing lord song book  Merrily to Bethlehem song book It's a Baby concert Pack Born in a Barn concert Pack		
<b>Resources</b>	Selection of percussion instruments- drums, tambourines, maracas, castanets, claves, triangles, two tone wood block, cabasa	Selection of percussion instruments- drums, tambourines, maracas, castanets, claves, triangles, two tone wood block, cabasa	Model Music Curriculum recommended music list for Year 1- live music for listening and appraising.  Selection of percussion instruments- drums, tambourines, maracas, castanets, claves, triangles, two tone wood block, cabasa  Tuned instruments- chime bars, glockenspiel	Model Music Curriculum recommended music list for year 2- live music for listening and appraising.  Selection of percussion instruments- drums, tambourines, maracas, castanets, claves, triangles, two tone wood block, cabasa  Tuned instruments- chime bars, glockenspiel