



ELG: They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

ELG: Children sing songs, make music and dance, and experiment with ways of changing them.

Year 1 Progression Overview			
Skills	Knowledge	Vocabulary	Arriving in Year 2 able to...
<ul style="list-style-type: none"> To copy a short rhythm To find and clap the pulse of a piece of music. To copy a short melodic phrase (on tuned percussion or using their voice) To respond physically to high and low sounds To play and sing loudly and quietly To play and sing fast and slowly To perform simple songs from memory To respond to simple visual cues (e.g. stop, go, loud, quiet) Experience use of Music Technology to capture, change and combine sounds. To find their singing voice and use their voice in different ways 	<ul style="list-style-type: none"> To name common hand-held percussion instruments. To understand and recognise that music comes from a range of cultures, traditions and historical periods and offer an opinion. To start to use the right musical language for the style of music they are learning about. To start to develop an understanding of the history and context of Music. To understand and discuss emotions linked to music e.g. likes and dislikes. To select specific instruments by their sound to create musical ideas. To understand the difference between rhythm and pulse Understand that pitch relates to high and low sounds 	<p>Rhythm Pulse Tempo Pitch Dynamics Timbre Texture Structure Verse Chorus Solo Pizzicato Graphic Score Steady beat</p>	<ul style="list-style-type: none"> To be able to create crescendo and diminuendo vocally and instrumentally To be able to create accelerando and rallentando vocally and instrumentally Create, repeat, adapt and extend simple rhythmic and melodic patterns and words Recognise obvious differences in textures (e.g. unison, 2 part, a capella) Be able to copy a short rhythm using bee, spider, caterpillar and butterfly (crotchet, quaver, semiquaver, ladybird) Be able to copy a short melodic phrase on tuned percussion/instrument/voice



<ul style="list-style-type: none"> • To sing collectively at the same pitch • Use their voice expressively and creatively by singing songs and speaking chants and rhymes • Experience a range of structures through simple songs and musical activities • Treat each instrument with respect and use the correct technique to play them. 	<ul style="list-style-type: none"> • To recognise syllables in a word to copy and create rhythms. 		
---	--	--	--

CANON BURROWS (MUSIC) PROGRESSION



Year 2 Progression Overview			
Skills	Knowledge	Vocabulary	Arriving in Year 3 able to...
<ul style="list-style-type: none"> To identify and beat the pulse to a piece of music and play the pulse on a percussion instrument. To internalise a steady pulse with accuracy. To Identify high/ low sounds To use simple changes in pitch to convey a simple story or image Explore a range of textures vocally, instrumentally and aurally To play tuned and untuned instruments musically To rehearse and perform with others To listen carefully and develop their aural memory To improve their own work To recognise musical elements can create different moods and effects To use their voice expressively and creatively by singing songs and 	<ul style="list-style-type: none"> To name a wider range of musical instruments To select specific instruments by their sound to create musical ideas. To understand the difference between pulse and rhythm. Know that Pitch means “high and low Start to understand how pulse, rhythm and pitch work together. To define and recognise crescendo, diminuendo when listening and performing. To define canon/round and unison textures To understand and recognise that music comes from a range of cultures, traditions and historical periods and offer an opinion. To start to use the right musical language for the style of music they are learning about. 	Duration Pulse Rhythm Pitch Timbre Texture Structure Crescendo Diminuendo Canon Round Unison Ensemble Ostinato Crotchet Quaver Rest Call and Response Layering Drone Chord Score Sound maker Sound Source	<ul style="list-style-type: none"> Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations To use a simple graphic score for performing or as a stimulus for composition Create, repeat, adapt and extend simple rhythmic and melodic patterns To use Music Technology to capture, change and combine sounds and words To explore a range of structures in their own work

CANON BURROWS (MUSIC) PROGRESSION



<p>speaking chants and rhymes</p> <ul style="list-style-type: none"> • To accurately pitch simple melodies and small intervals with a good degree of accuracy • Treat each instrument with respect and use the correct technique to play them. 	<ul style="list-style-type: none"> • To start to develop an understanding of the history and context of Music. • To understand and discuss emotions linked to music e.g. likes and dislikes. 		
--	--	--	--



Year 3 Progression Overview			
Skills	Knowledge	Vocabulary	Arriving in Year 4 able to...
<ul style="list-style-type: none"> To play a simple rhythm on a percussion instrument. Choose and maintain an appropriate pulse To memorise and perform an extended melody To select appropriate dynamics to create a specific effect/mood/atmosphere To select appropriate tempi to create a specific effect/mood/atmosphere To experiment with layers of sound in their own compositions Improvise and compose music for a range of purposes Listen and recall sounds with increasing aural memory To recognise how musical elements are combined and use expressively. 	<ul style="list-style-type: none"> To know and recognise the different instrumental families when listening to a piece of live or recorded music Recognise how instruments can be used to create different moods and effects Understand the difference between pulse and rhythm. To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	Pulse Rhythm piano forte reggae Melody Dynamics Crotchet Quaver Improvise Compose Tempi Verse Chorus Rest Crescendo Diminuendo Instrumental Tone Range Diction Posture	<ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Explore and develop use of Music Technology to capture, change and combine sounds. Beginning to read and follow notation when performing Recognise crotchet, quaver and minim rhythms Sing and play with a strong sense of pulse and find the pulse in a range of different music

CANON BURROWS (MUSIC) PROGRESSION



- | | | | |
|--|--|--|--|
| <ul style="list-style-type: none">• To choose and order sounds within simple structures• To develop an understanding of breathing, posture, phrasing, dynamics and accuracy of pitch• To sing in tune with expression• To recognise crotchet, quaver and minim rhythms• To read notation for and clap/tap a 4-beat pattern (e.g. from a flashcard) | | | |
|--|--|--|--|

CANON BURROWS (MUSIC) PROGRESSION



Year 4 Progression Overview			
Skills	Knowledge	Vocabulary	Arriving in Year 5 able to...
<ul style="list-style-type: none"> To maintain a simple rhythmic pattern and melody vocally or on an instrument, keeping to the pulse. To recognise pitch changes can be used to convey a character, story or image. To compose and perform within specific structures (e.g. call and response, ternary form) Perform individually and in a multi-part texture Develop sensitivity in playing/singing (e.g. replicate block dynamics) Play a simple melodic pattern based on a couple of notes Create simple rhythmic patterns, melodies and accompaniments Create short improvisations, arrangements and compositions from a broad range of given or chosen 	<ul style="list-style-type: none"> To begin to recognise the individual instruments within a family To differentiate and use instruments by their sounds to create different moods and effects To recognise and use the Italian symbols for dynamics and tempi in their own compositions To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To understand how pitch is represented on a stave To develop an understanding of breathing, posture, phrasing, dynamics and accuracy of pitch Understand and play p, mf and f 	<p>Treble Clef Melody Pitch Dynamics Composition Tempi Improvisation Expression Stave Piano Pianissimo Forte Mezzo-forte Mezzo-piano Crotchet Quaver Minim Semibreve Rest Pulse Grime Rap Scale Major scale Minor scale Syncopated Ternary form Binary form</p>	<ul style="list-style-type: none"> Maintain a simple melody, vocally or on an instrument, keeping to the pulse with confidence and a sense of purpose Evaluate and make improvements to their performance Maintain an independent part in a group or as a soloist when singing or playing for example rhythm, ostinato, drone, simple part-singing etc. Improvise and compose music for a range of purposes using the inter-related dimensions of music To use a simple device to record a performance

CANON BURROWS (MUSIC) PROGRESSION



<p>musical and non-musical stimuli</p> <ul style="list-style-type: none">• Listen and recall sounds with increasing aural memory• Make improvements to their own work, commenting on intended effect• To sing in tune with expression clear diction, accurate tuning and breath control			
---	--	--	--



Year 5 Progression Overview			
Skills	Knowledge	Vocabulary	Arriving in Year 6 able to...
<ul style="list-style-type: none"> To maintain a complex rhythmic and melody pattern vocally or on an instrument To confidently and appropriately make use of dynamics and tempi when composing and performing Combine several layers of sound with awareness of the combined effect Play or sing a complicated melody and maintain it as part of a multi-layered ensemble piece Maintain an independent part in a group or as a soloist when singing or playing, showing an awareness of how parts fit together. Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> Understand, recognise and describe how pitch changes can be used to convey a character, story or image. To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Recognise and create rhythmic patterns using crotchets, quavers, semiquavers, triplets and minims Begin to understand notes on the stave Appreciate and understand music from a breadth of genres 	<p>Rhythm Melody Pitch Dynamics Tempi Timbre Composition Scales Notes Dictation Crotchets Quavers Semi-quavers Triplets minims Lyrics Pulse Loop Rap Verse Chorus Beatboxing Ostinato Texture Scale Major Minor Octave</p>	<ul style="list-style-type: none"> Improvise within given or chosen parameters (e.g. structures, using particular scales/notes etc.) Make improvements to their own work, commenting on intended effect using appropriate musical vocabulary To combine layers of sound using Music Technology software (e.g. Garage Band, Audacity) To sing within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing To compose and perform using a range of structures and identify these aurally

CANON BURROWS (MUSIC) PROGRESSION



- | | | | |
|--|--|--|--|
| <ul style="list-style-type: none">• Know how to improve tone production and diction (vocal techniques)• To follow a notated melody line as an aid to vocal performance• To confidently and appropriately make use of different timbres when composing and performing | | | |
|--|--|--|--|



• **Year 6 Progression Overview**

Skills	Knowledge	Vocabulary	End of Key Stage 2 able to...
<ul style="list-style-type: none"> To maintain ostinati vocally or on an instrument in a polyphonic texture. To maintain a part within a polyphonic texture To maintain a complex melodic part in a 2-part texture To refine the use of dynamics, tempi and timbres in their own work To know, understand and apply the terms ostinato, polyrhythmic, polyphonic and monophonic to describe music Play or sing a complicated melody and maintain it as part of a multi-layered ensemble piece Maintain an independent part in a group or as a soloist when singing or playing, showing an awareness of how parts fit together. 	<ul style="list-style-type: none"> To accurately name common individual instruments when listening to a piece of music To compose by developing and organising ideas within musical structures To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To know the elements of music and to be able to show understanding of these by applying appropriately when describing a piece of music. Demonstrate knowledge of the inter-related dimensions of music when listening, composing and performing Describe the use of timbre, tempi and dynamics in others' work and suggest refinements 	<p>Ostinati Polyphonic Polyrhythmic Monophonic Soloist Tempi Dynamics Timbres Chord</p>	<ul style="list-style-type: none"> Improvise confidently vocally and with instruments from a range of given and chosen stimuli Suggest improvements to their own and others' work, comment on how intentions have been achieved To describe, compare and evaluate different kinds of music using appropriate vocabulary Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style use notation with increasing confidence

CANON BURROWS (MUSIC) PROGRESSION



<ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen and recall sounds with increasing aural memory • To edit and manipulate sounds using Music Technology software (e.g. Garage Band, Audacity) • Use different durations (rhythms) when improvising and composing and be able to notate them 	<ul style="list-style-type: none"> • Know and demonstrate understanding of the terms ostinato and polyrhythmic 		
---	---	--	--