



Christopher Pickering Primary School

Be the Best you can Be!

Christopher Pickering Music Progression Document 2024-2025

Music

Progression Document

EYFS – Y6



The Intention for our young Musicians

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should:

- **Engage and inspire pupils to develop a love of music and their talent as musicians, increasing their self-confidence, creativity and sense of achievement**
- **Develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in musical canon**
- At key stage 1, the sticky knowledge takes full account of the national curriculum's main characteristics of
Singing **Playing an instrument** **Listening and Appreciating** **Creating own Music**
- At key stage 2, the sticky knowledge takes full account of the national curriculum's main characteristics of:
Performing **Composing** **Listening** **Use and Understand** **Appreciate** **History of Music**

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The music curriculum is taught progressively through three interrelated pillars:

• **Technical**

- Competence in controlling sound (instrumental, vocal or with music technology)
- Use of a communication system, such as staff notation

• **Constructive**

- Knowledge of the musical elements/interrelated dimensions of music
- Knowledge of the components of composition

• **Expressive**

- Musical quality
- Musical creativity
- Knowledge of musical meanings across the world and time

Key concepts:

The pillars of music are developed through the curriculum which progressively builds pupils knowledge and skills of the following key concepts:

- **Singing** (developing pitch, melody, rhythm and control individually and as part of a group)
- **Listening** (exploring feelings and emotions in response to music, giving opinions, identifying instruments, structure, musical features)
- **Composing** (improvising, composing, and notating: representing sounds through symbols, standard and non-standard notation)
- **Performing** (singing, playing instruments, individual and groups, practising, rehearsing, presenting, recording, evaluating)
- **Musicianship** (understanding music: pulse/beat/metre, rhythm, pitch/melody, tempo, dynamics, timbre, texture, and structure/form)

Second order concepts:

The following second order concepts are also explored:

- **Chronology** (history of music and changes over time)
- **Similarity and difference** (comparing pieces of music, identifying common/different styles and techniques)
- **Significance** (significant composers, pieces of music and musical movements)
- **Written, oral and creative expression:** (Using musical terminology, responding, refining, describing, experimenting, exploring)



MUSIC: AGE RELATED STATUTORY COVERAGE				
EYFS		KS1		
Three and Four Year Olds	Communication and Language	<ul style="list-style-type: none"> • Sing a large repertoire of songs. 	<ul style="list-style-type: none"> • Use voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high quality live and recorded music • Experiment with, create, select and combine sounds using the interrelated dimensions of music. 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the interrelated dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music.
	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. 		
	Expressive Arts and Design	<ul style="list-style-type: none"> • 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. 		
Reception	Communication and Language	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs 		
	Physical Development	<ul style="list-style-type: none"> • Combine different movements with ease and fluency 		
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. 		
ELG	Expressive Arts and Design	<ul style="list-style-type: none"> • 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. 		



Progression in Musical Knowledge
Early Years Foundation Stage: Musical Progression

EYFS: Sing

Outcomes	➤ 3 to 4 -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	➤ Children in Reception -Sing in a group or on their own, increasingly matching the pitch and following the melody -Explore and engage in music making and dance, performing solo or in groups	➤ ELG -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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Vocabulary	F1 -Music, sing, up, down, go, stop, quiet, loud, song. F2 -Music, sing, up, down, go, stop, quiet, loud, rhythm, song, nursery rhyme.		
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EYFS: Play

Outcomes	➤ 3 to 4 -Play instruments with increasing control to express their feelings and ideas	➤ Children in reception -Explore and engage in music making and dance, performing solo or in groups	➤ ELG -Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
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Vocabulary	F1- names of musical instruments used in setting; tambourine, drum, bells, triangle, maracas, chime bars; volume of note- loud/quiet; speeds of music- fast/slow; performance and pulse- heartbeat of the music. F2-Length and sound of notes (long/short, smooth/bouncy bright/dull, high/low etc.); speed and volume of music (fast/slow quiet/loud) and order of music- start, middle, end, repeat. Learning to play the Boomwhackers using simple notation. Perform these songs solo or in a group. Children will explore these instruments independently as well as the instruments used in F1.		
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EYFS: Listen and Appreciate			
Outcomes	<p>➤ 3 to 4</p> <ul style="list-style-type: none"> -Listen with increased attention to sounds -Respond to what they have heard, expressing their thoughts and feelings 	<p>➤ Children in Reception</p> <ul style="list-style-type: none"> -Listen attentively, move to and talk about music, expressing their feelings and responses 	<p>➤ ELG</p> <ul style="list-style-type: none"> -Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
Vocabulary	<p>F1 -Music, sing, up, down, go, stop, quiet, loud, song.</p> <p>F2 -Music, sing, up, down, go, stop, quiet, loud, rhythm, Nursery Rhyme.</p>		
EYFS: Create and Compose			
Outcomes	<p>➤ 3 to 4</p> <ul style="list-style-type: none"> -Create their own songs, or improvise a song around one they know. 	<p>➤ Children in Reception</p> <ul style="list-style-type: none"> -Explore and engage in music making and dance, performing solo or in groups 	<p>➤ ELG</p> <ul style="list-style-type: none"> -Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
Vocabulary	<p>F1- Names of musical instruments used in setting – tambourine, maracas, bells triangle, drum, chime bars; volume of note- loud/quiet; speeds of music- fast/slow; performance and pulse- heartbeat of the music.</p> <p>F2- Length and sound of notes (long/short, smooth/bouncy, bright/dull, high/low etc); speed and volume of music (fast/slow quiet/loud) and order of music- start, middle, end, repeat.</p>		




KS1 and KS2: Musical Progression

1) Singing

	Year 1:	Year 2:	Year 3:	Year 4:	Year 5:	Year 6:
	<ul style="list-style-type: none"> • Sing simple songs, chants, rhymes and rap (spoken word with rhythm) from memory • Sing collectively and at the same pitch including pentatonic songs • Respond to simple visual directions including; counting in, stop, start, loud and quiet • Sing a range of call and respond songs with notes of different pitches with control – high and low with accuracy 	<ul style="list-style-type: none"> • Sing songs and accurately follow the melody from memory • Sing notes of different pitches – high and low • Sing songs with a small pitch range, accurately imitating changes in pitch • Use the voice to make and control different types of sounds – long and short including rap (spoken word with rhythm) • Respond to simple visual directions including counting in stop, start, loud, quiet, fast slow • Use and respond to the terms tempo, dynamics, crescendo, decrescendo and pause when singing • Know why we need to warm up our voices • Sing short phrases independently within 	<ul style="list-style-type: none"> • Sing a widening range of unison songs tunefully and with expression • Sing in simple two parts • Know that you must listen to each other as part of an ensemble • Show an awareness of the beat and tempo of the music through walking, moving or clapping • Sing action songs and move in time with the song. • Know that singing in a group can be called a choir and that a leader or conductor is a person who the choir follow • Understand how your voice and body shapes changes when singing quietly and loudly. • Know why you must warm up your voice • Demonstrate a good singing posture 	<ul style="list-style-type: none"> • Sing a broad range of unison songs pitching the voice accurately • Follow directions from a conductor for getting louder (crescendo) and quieter (decrescendo) • Sing rounds and partner songs in different time signatures (2,3 and 4 time) • Begin to sing repertoire with small and large leaps • Sing a simple second part to introduce vocal harmony • Know why you must warm up your voice • Demonstrate a good singing posture 	<ul style="list-style-type: none"> • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance • Observe phrasing, accurate pitching and appropriate style when singing • Sing three-part rounds, partner songs and songs with a verse and a chorus • Sing in unison, sing backing vocals and enjoy exploring singing solo • Demonstrate a good singing posture • Follow a leader when singing • Listen to each other, sing with an awareness of being 'in tune' and how fit in the group 	<ul style="list-style-type: none"> • Sing a broad range of songs, including those that involve syncopated rhythms with a sense of ensemble and performance • Continue to sing three- or four-part rounds, partner songs and songs with a verse and a chorus • Sing in unison and sing backing vocals • Demonstrate a good singing posture • Follow a leader when singing • Listen to each other, sing with an awareness of being 'in tune' and how fit in the group

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		<p>a singing games or short song</p> 	<ul style="list-style-type: none">• Perform song during assemblies			
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2) Listening and Appraising						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Procedural and Declarative Knowledge	<ul style="list-style-type: none"> Listen to a variety of songs from different historical and social contexts including traditional and songs which tell a story Listen to a range of recorded and live music Be able to talk about how music makes you feel or want to move e.g. it makes me want to jump/sleep/shout Know what the songs they learn are about Know and recognise the sound and name of some of the instruments used Listen to short simple pieces of music and talk about when and why they may hear it e.g. a lullaby, wedding march Listen to sounds in the local school environment, 	<ul style="list-style-type: none"> Listen to a variety of songs from a range of contexts identifying any changes in pulse, temp and dynamics Listen to a range of recorded and live music and discuss their opinions on this Know that some songs have a chorus or response part Know that songs have a musical style Know how songs can tell a story or describe an idea Respond independently to pitch changes heard in short melodic phrases with actions e.g. stand up/sit down, hands high/hands low Listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary 	<ul style="list-style-type: none"> Know the style and genre of the songs they are learning Choose a song/piece of music and be able to talk about its lyrics and what the song is about. Its Musical dimensions (texture, dynamics, tempo, rhythm, pitch). The main sections of the song: introduction, verse, chorus. Name some of the instruments heard in the song Identify and move to the pulse of a song/piece of music Say how a song/piece of music makes them feel Listen carefully and respectfully to other people's thoughts about the music Use musical vocabulary to describe the music/songs they hear Listen to and understand a range of high quality live and recorded music drawn from different traditions, great composers and musicians 	<ul style="list-style-type: none"> Identify the style of songs which may be unfamiliar. Discuss songs in terms of their composition, musical dimensions and construction. Using the correct technical language to describe this. Name some of the specific instruments they can hear in the song and discuss in terms of instrument families. Identify and move rhythmically to the pulse. Discuss how a song makes them feel and how this might differ from person to person. Respect and value other people's views about songs. Appreciate songs from a variety of cultures, times and composers. 	<ul style="list-style-type: none"> Know the style of the songs they have learned: who sang or wrote them, when they were written Choose a song/piece of music and be able to talk about It's lyrics: Musical dimensions The main sections of the song: introduction, verse, chorus Name some of the instruments heard in the song/music Know the historical context of the songs/music Talk about the music and how it makes you feel, using musical vocabulary Know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together in a piece of music/song Listen to and understand a range of high quality live and recorded music drawn from different 	<ul style="list-style-type: none"> Discuss their opinions on the styles they have learnt about and appreciate other people opinions. As well as give opinions on different artists and composers, as a whole. Compare two songs/pieces of music in the same style: what stands out musically in each of them; similarities and differences Listen to and understand a range of high quality live and recorded music drawn from different traditions, great composers and musicians and begin to discuss how early styles may have influenced the artists of today.

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	comparing high and low sounds	e.g. it's quiet and smooth so it would be good for a lullaby <ul style="list-style-type: none">• Understand the impact of a break in music during a song (crotchet rest)			traditions, great composers and musicians and begin to discuss their differences and how music may have changed over time	<ul style="list-style-type: none">• Use musical terms and vocabulary to discuss songs /pieces of music. Including the song composition, dimensions and the context of the song.
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3) Composing						
	Year 1 Glockenspiel Percussion	Year 2 Glockenspiel Percussion	Year 3 Recorder Percussion	Year 4 Recorder Percussion	Year 5 Clarinet Percussion	Year 6 Music Technology Percussion
<p>Tacit, Procedural and Declarative Knowledge</p> <ul style="list-style-type: none"> Improvise simple vocal chants using question and answer phrases Create musical sounds and short sequences of sounds to tell a story including using instruments Understand the difference between creating a rhythm pattern and a pitch pattern Recognise how graphic notation can represent sounds – explore and invent own symbols e.g. 	<ul style="list-style-type: none"> Improvise simple vocal chants using question and answer phrases Create musical sounds and short sequences of sounds to tell a story including using instruments Understand the difference between creating a rhythm pattern and a pitch pattern Recognise how graphic notation can represent sounds – explore and invent own symbols e.g. 	<ul style="list-style-type: none"> Create music in response to a non-musical stimulus - a story in English. Work with a partner to improvise a simple question and answer phrase to be sung or played on un-tuned percussion, creating a musical conversation Use graphic symbols, dot notation and stick notation to keep a record of composed pieces Recognise dot notation and match it to 3-note tunes played on tuned percussion instruments Use music technology to create, combine and change sounds 	<ul style="list-style-type: none"> Use tuned and un-tuned instruments to develop improvising skills Invent on the spot responses in a whole class and group situation. Use varied stimuli (stories, paintings, photos etc) to inspire compositions. Structure musical ideas to create music that has a beginning middle and end. Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes. Compose song accompaniments on un-tuned percussion using known rhythms and note values Crotchets and quavers Use music technology to create, change and combine sounds. 	<ul style="list-style-type: none"> Composing with a focus on notes: combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches using a recorder Sing and play these phrases as self-standing compositions. Composing with a focus on timing: arrange individual notation cards using minims, crotchets, crotchet rests and paired quavers, to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. Explore developing knowledge of musical components by composing music to create a specific mood. Introduce major and minor chords. Invite children who play instruments with the peripatetic teacher to combine 	<ul style="list-style-type: none"> Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in the composition tasks below. Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. 	<ul style="list-style-type: none"> Extend improvisation skills through working in small groups to create music with multiple sections that include repetition and contrast. Use chord changes as part of an improvised sequence. Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.

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				<p>their sounds with the whole class playing.</p> <ul style="list-style-type: none"> Record all compositions using graphic notation on a staff, rhythm and time signatures. Use technology to record where available Discuss the reasons for their choices. 	<ul style="list-style-type: none"> Working in pairs, compose a short ternary piece. Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation and technology. 	
Notation	<ul style="list-style-type: none"> To be able to associate letters to match letters on the keys of the Glockenspiel. To understand that one whole circle is one beat To compose a song using letters as notation 	<ul style="list-style-type: none"> To read crotchets, quavers and crotchet rests using appropriate symbols – letters and stop hand signals Record compositions using crotchets, crotchet rests and quavers using graphic symbols 	<ul style="list-style-type: none"> Understand what the purpose of the stave, lines and spaces, and clef are. Use dot notation to indicate higher or lower pitch. Introduce and understand the differences between crotchets and paired quavers. Apply word chants to rhythms, understanding how 	<ul style="list-style-type: none"> Understand the differences between minims, crotchets, paired quavers and rests. Read and perform pitch notation within a range from C, to high F on recorder Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the 	<ul style="list-style-type: none"> Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave (C–C') 	<ul style="list-style-type: none"> Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. Further develop the skills to read and perform pitch notation within an octave (C–C').

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			to link each syllable to one musical note.	rhythmic texture, achieving a sense of ensemble.	<ul style="list-style-type: none">• Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.	<ul style="list-style-type: none">• Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.• Read and play from notation a four-bar phrase, confidently identifying note names and durations.
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4) Musicianship: Pulse and Beat, Rhythm and Pitch (KS1)		Performing (KS2)				
	Year 1 Glockenspiels Percussion	Year 2 Glockenspiels Percussion	Year 3 Recorders	Year 4 Recorders	Year 5 Clarinet	Year 6 Recorders Music Technology
	<ul style="list-style-type: none"> Walk, move or clap to a steady beat, changing speed to match the tempo of the music Use body percussion and classroom percussion to play repeated patterns Use tuned instruments to play short pitched patterns to a steady beat Respond to the pulse through movement Perform short copycat rhythm patterns accurately led by the teacher as well as keeping in time to a steady beat Perform word pattern chants Discuss the change in pitch in the variety of songs they sing Explore pitch when using percussion to enhance storytelling Follow pictures and symbols as a guide to singing and playing instruments 	<ul style="list-style-type: none"> Understand that the speed of the beat can change creating a faster and slower pace (tempo) Mark the beat of a listening piece by tapping or clapping and recognising the changes in tempo Walk, move or clap in time to the beat of the music Know the difference between left and right to support coordination and shared movement with others Begin to group beats in twos and threes by tapping knees on the strongest beat and clapping the remaining beat Identify beat groupings in familiar music Play copycat rhythms, inventing rhythms for others to copy Create rhythms using word phrases as a starting point 	<ul style="list-style-type: none"> Perform with an increasing range or purpose. Record and watch performances and evaluate them. Develop facility in a melodic instrument: the recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class and in small groups. Articulate words correctly when singing. Be aware of other performers. 	<ul style="list-style-type: none"> Develop facility on recorder Play and perform melodies following staff notation using a small range (Middle C–G) as a whole-class or in small groups. Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static (accompaniment) and moving (Melody) parts. Copy short melodic phrases including those using the pentatonic scale (C, D, E, G, A). 	<ul style="list-style-type: none"> Play melodies on clarinet following staff notation written on one staff and using notes within the Middle C–C' range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. Understand how triads are formed, and play them on clarinet Perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles). Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. Develop the skill of playing by ear on clarinet longer phrases and familiar melodies. 	<ul style="list-style-type: none"> Play a melody following staff notation written on one staff and using notes within an octave range (C-C); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet. Accompany this same melody, and others, using block chords or a bass line. Using Charanga Music notepad. Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.

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		<ul style="list-style-type: none"> • Read and respond to chanted rhythm patterns and represent using stick notation (crotchets, quavers and crotchet rests) • Create and perform their own chanted rhythm patterns with stick notation • Play a range of singing games matching voices accurately 				
Vocabulary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Rap, chants, rhymes Pitch – high and low Beat- a unit of rhythm Pulse – constant beat Rhythm – a structured pattern of beats Volume - loud, quiet Tempo – fast and slow Unison – playing/singing together Crotchet – 1 beat	All previous Choir Melody Rhythmical pattern Melodic pattern Steady pulse Tempo, pitch, volume, pulse Crotchet – 1 beat Minim – 2 beats Semibreve – 4 beats Stave, treble clef, bar lines Graphic notation improvisation	All previous Dynamics Crotchet – 1 beat Minim – 2 beats Dotted minim – 3 beats Semibreve – 4 beats Quaver – ½ beat Forte – loud Piano – quiet Unison Singing posture Graphic score Ostinato – repeated rhythm Musical effect	All previous Dynamics Forte – loud Piano –quiet Fortissimo – very loud Pianissimo – very quiet Crescendo – gradually getting louder Diminuendo – gradually getting quieter	All previous Diction Ensemble Stave notation Crotchet, minim, dotted minim, semi-breve, quaver Semiquaver – ¼ beat Time signature	All previous Musical phrase Internalise Culture tradition