



Music Progression

*For Years 1-6, the name of the Music Express unit where these skills are taught is written in brackets.
The Egham Band Youth Project delivers all Year 4 Music Content through weekly Cornet lessons.*

	Reception	Year 1	Year 2
Singing	<p>Sing in unison</p> <p>Join in with singing nursery rhymes, songs and chants</p> <p>Explore singing in high pitch and low pitch</p>	<p>Sing a song with contrasting high and low melodies (Animals)</p> <p>Sing a song together as a group (Our School)</p> <p>Combine voices and movement to perform a chant and a song (Travel)</p> <p>Use voices to create descriptive sounds (Water)</p>	<p>Chant and sing in two parts while maintaining a steady beat (Our bodies)</p> <p>Sing with expression, paying attention to the pitch shape of the melody (Seasons)</p> <p>Understand pitch through singing, movement, and note names (Water)</p>
Playing instruments	<p>Exposure to a range of musical instruments</p> <p>Experiment with a range of untuned percussion instruments</p> <p>Experiment with body percussion</p> <p>Play loud and soft sounds</p>	<p>Play percussion instruments at different speeds (tempi) (Machines)</p> <p>Play and control changes in tempo (Machines)</p> <p>Use instruments to create descriptive sounds (Water)</p> <p>Play fast, slow, loud, and quiet sounds on percussion instruments (Storytime)</p> <p>Explore sounds on instruments and find different ways to vary their sound (Spring Term 1 – xylophones)</p> <p>Identify and keep a steady beat using instruments (Spring Term 1 – xylophones)</p>	<p>Listen to and repeat rhythmic patterns on body percussion and instruments (Our bodies)</p> <p>Play pitch lines on tuned percussion (Animals)</p> <p>Accompany a song with vocal, body percussion and instrumental ostinati (Seasons)</p>
Improvising/ exploring	<p>Explore the sounds made by different musical instruments</p> <p>Play copy-back and answer games to experiment with exploring their voices, body percussion and untuned instruments</p> <p>Explore rhythms by skipping and marching</p>	<p>Create a soundscape using instruments (Our school)</p> <p>Explore different sound sources and materials (Our school)</p>	<p>Explore timbre and texture to understand how sounds can be descriptive (Our land)</p> <p>Combine sounds to create a musical effect in response to visual stimuli (Storytime)</p> <p>Explore voices to create descriptive musical effects (Storytime)</p>



<p>Composing</p>	<p>Experiment with making sounds (voices and instruments) Express themselves through sound and musical instruments</p>	<p>Invent and perform new rhythms to a steady beat (Our bodies) Create, play and combine simple word rhythms (Travel) Create a picture in sound (Water)</p>	<p>Compose music to illustrate a story (Weather) Perform and create simple three- and four-beat rhythms using a simple score (Pattern)</p>
<p>Listening</p>	<p>Listen to different genres of music Listen to music from different countries Move appropriately to music</p>	<p>Identify changes in pitch and respond to them with movement (Seasons) Understand how music can tell a story (Storytime) Understand musical structure by listening and responding through movement (Water)</p>	<p>Match descriptive sounds to images (Our land) Listen to and repeat back rhythmic patterns on instruments and body percussion (Our bodies)</p>
<p>Appraising</p>	<p>Talk about their favourite songs Talk about their likes and dislikes when listening to a piece of music Express how a song makes them feel</p>	<p>Listen in detail to a piece of orchestral music (e.g. identify instruments) (Seasons) Identify a repeated rhythm pattern (Our bodies)</p>	<p>Identify ways of producing sounds (e.g. shake, strike, pluck) (Our land) Identify rising and falling pitch (Seasons) Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) (Weather)</p>



	Year 3	Year 4
Singing	<p>Sing in two-part harmony (Environment)</p> <p>Copy and create a wide range of vocal sounds to incorporate into a song (Human body)</p> <p>Perform a round in three parts (Ancient worlds)</p>	<p>Perform a song as an ensemble with rhythmic accuracy to a steady beat</p> <p>Sing a call and response song in two groups</p> <p>Sing a song with three simple independent parts</p>
Playing instruments	<p>Accompany a song with a melodic ostinato on tuned percussion (Environment)</p> <p>Perform a pentatonic song with tuned and untuned accompaniment (Time)</p> <p>Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion (Communication)</p> <p>Perform rhythmic ostinati individually and in combination (Communication)</p> <p>Understand and use pitch notations (In the past)</p> <p>Read simple rhythm notation (In the past)</p> <p>Create and perform from a symbol score (Human body)</p> <p>Read graphic notation to play a melody on tuned instruments (Singing French)</p>	<p>Combine four body percussion ostinati as a song accompaniment</p> <p>Play and sing repeated patterns (ostinati) from staff notation</p>
Improvising/ Exploring	<p>Improvise to an ostinato accompaniment (Communication)</p> <p>Explore simple accompaniments using beat and rhythm patterns (Food and drink)</p>	<p>Improvise melodies with a given set of five notes (a pentatonic scale)</p> <p>Understand syncopation and clap improvised off-beat rhythms</p>
Composing	<p>Select descriptive sounds to accompany a poem (Environment)</p> <p>Choose different timbres to make an accompaniment (Environment)</p> <p>Make choices about musical structure (Poetry)</p> <p>Create and perform from a symbol score (Human body)</p> <p>Arrange an accompaniment with attention to balance and musical effect (Ancient worlds)</p>	<p>Compose a short melody</p> <p>Compose and play sequences of word rhythms</p>



	<p>Use a score and combine sounds to create different musical textures (Food and drink)</p>	
<p>Listening</p>	<p>Listen to and learn about Hindustani classical music (Building) Learn how sounds are produced and how instruments are classified (Building) Listen to and learn about traditional Chinese music (Time) Listen to and learn about a Romantic piece of music (Communication) Listen to and learn about a medieval antiphon (In the past) Listen to, learn about, play and dance to Tudor dance music (In the past)</p>	<p>Understand how rhythmic articulation affects musical phrasing Listen to and play along with various pieces of music Match short rhythmic phrases with rhythm notation</p>
<p>Appraising</p>	<p>Identify the metre in a piece of music (Communication) Recognise rhythm patterns in staff notation (Communication) Recognise pitch shapes (Singing French)</p>	<p>Identify different instrument groups from a recording Compare and contrast the structure of two pieces of music Identify the metre of a new song or piece</p>



	Year 5	Year 6
Singing	<p>Prepare for a performance by considering narration, performance space, setting up and other logistics (Our community)</p> <p>Develop techniques of performing rap using texture and rhythm (Solar system)</p> <p>Sing and play percussion in a group piece with changes in tempo and dynamics (Keeping healthy)</p> <p>Sing a song in unison and three-part harmony (At the movies)</p> <p>Sing with attention to accuracy in rhythm, pitch and dynamics (At the movies)</p>	<p>Demonstrate understanding of pitch through singing from simple staff notation (Journeys)</p> <p>Demonstrate understanding of beat and syncopation through singing and body percussion (Journeys)</p> <p>Convey lyrical meaning through expressive singing in a part-song with echoes (World unite)</p> <p>Learn to sing major and minor note patterns accurately (World unite)</p> <p>Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers (World unite)</p> <p>Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement (Roots)</p> <p>Perform complex song rhythms confidently (Moving on)</p> <p>Change vocal tone to reflect mood and style (Moving on)</p>
Playing instruments	<p>Read a melody in staff notation (Life cycles)</p> <p>Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities (Keeping healthy)</p> <p>Perform music together in synchronisation with a short movie (Keeping healthy)</p> <p>Develop ensemble playing, focusing on steady beat and placing notes accurately together (At the movies)</p> <p>Control short, loud sounds on a variety of instruments (At the movies)</p>	<p>Demonstrate coordination and rhythm skills by participating in a complex circle game (Journeys)</p> <p>Play a chordal accompaniment to a piece (Growth)</p> <p>Follow and interpret a complex graphic score for four instruments (Growth)</p> <p>Play tuned instrumental parts confidently from graphic scores with note names (Moving on)</p>
Improvising/ Exploring	<p>Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion (Our community)</p> <p>Learn about jazz scat singing and devise scat sounds (Our community)</p> <p>Play and improvise using the whole tone scale (Solar system)</p> <p>Create musical effects using contrasting pitch (Life cycles)</p>	<p>Devise, combine and structure rhythms through dance (Journeys)</p> <p>Improvise descriptive music on instruments and other soundmakers (Roots)</p>



	<p>Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities (Keeping healthy)</p> <p>Learn about and explore techniques used in movie soundtracks (Keeping healthy)</p>	
<p>Composing</p>	<p>Develop a structure for a vocal piece and create graphic scores (Life cycles)</p> <p>Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores (Life cycles)</p> <p>Use the musical dimensions to create and perform music for a movie (Keeping healthy)</p> <p>Evaluate and refine compositions with reference to the inter-related dimensions of music (Keeping healthy)</p> <p>Create sounds for a movie, following a timesheet (Keeping healthy)</p>	<p>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music (Growth)</p>
<p>Listening</p>	<p>Hear and understand the features of the whole tone scale (Solar system)</p> <p>Listen to and learn about modern classical/avant garde music (20th century) (Solar system)</p> <p>Learn about the music of an early Baroque opera (Life cycles)</p> <p>Demonstrate understanding of the effect of music in movies (Keeping healthy)</p>	<p>Follow and interpret a complex graphic score for four instruments (Growth)</p> <p>Experience and understand the effect of changing harmony (Moving on)</p> <p>Listen to and understand modulation in a musical bridge (Moving on)</p>
<p>Appraising</p>	<p>Listen to a 19th century tone poem and describe its effects and use of the musical dimensions (Solar system)</p> <p>Listen to and analyse 19th century impressionist music using musical vocabulary (Solar system)</p> <p>Compare and contrast two pieces of 19th century Romantic music (Life cycles)</p> <p>Identify changes in tempo and their effects (Keeping healthy)</p> <p>Evaluate and refine compositions with reference to the inter-related dimensions of music (Keeping healthy)</p>	<p>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music (Growth)</p>



	<p>Explore and analyse a song arrangement and its structure (At the movies) Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time (At the movies)</p>	
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