

Buttsbury Primary School Music Progression Document

EYFS	Listening	Understanding Rhythm	Improvising and Composing	Singing and Performing	Understanding musical notation
	<p>Listen to a wide variety of musical styles (global, and traditional and folk music from Britain).</p> <p>Think about how music can touch your feelings</p> <p>Discuss changes and patterns as a piece of music develops.</p> <p>Talk about a performance.</p> <p>Use different movements to show awareness of different sounds E.g. march to the sound of the drum or creep to the sound of the maraca.</p> <p>React to changes in music. E.g. Reach high when the music is loud, get low when the music is quiet.</p>	<p>Start to notice and find a steady beat.</p> <p>Invent ways to find the pulse. (E.g. singing, tapping, dancing).</p> <p>Keep the beat of a song.</p> <p>Copy-clap some rhythms or phrases from songs.</p> <p>Tap rhythms to accompany words. E.g. tap the syllables of names or tap the lyrics of a song.</p> <p>Replicate choreographed dances in time with music.</p>	<p>Create simple musical ideas with available instruments or body percussion.</p> <p>Create simple dance moves that match the music.</p>	<p>Sing simple songs and chants.</p> <p>Learn nursery rhymes off by heart.</p> <p>Perform to an audience.</p> <p>Sing with increasing awareness of pitch and melody.</p> <p>Sing songs without words (sing sounds like 'ba' instead of lyrics) and mostly match the pitch.</p>	

EYFS Brain Busters	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	BB1: A musician is someone who creates music.	BB1: An instrument is something used to make sounds.	BB1: We sing by making sounds with our voices.	BB1: I can clap to make a sound.	BB1: If a note is high, it might sound like a squeak.	BB1: A note is a specific sound that we can make.
	BB2: When sounds are put together, this makes music.	BB2: Fast music can sound exciting.	BB2: Loud music can be dramatic.	BB2: I can tap my knees or an object to make a sound.	BB2: A low note may sound like a grumble.	BB2: Notes can be high or low.
		BB3: Slow music can be relaxing.	BB3: Quiet music can be peaceful.	BB3: I can stamp my feet to make a sound.	BB3: Performing is when you show something to other people.	BB3: Silence is when there is no sound.

EYFS Vocabulary	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Musician Sound	Instrument Fast Slow	Singing Loud Quiet	Clap Tap Stamp	High (pitch) Low (pitch) Perform	Notes Silence Orchestra

Year 1	Listening	Understanding Rhythm	Improvising and Composing	Singing and Performing	Understanding musical notation
---------------	------------------	-----------------------------	----------------------------------	-------------------------------	---------------------------------------

	<p>Listen to a wide range of music from different cultures, including classical music and music from films.</p> <p>Listen to high and low sounds in the environment.</p>	<p>Walk, move or clap a steady beat, with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Use body percussion and classroom percussion to play repeated rhythm patterns (ostinati) ...</p> <p>Play short pitched patterns on tuned instruments.</p> <p>Create word-pattern chants e.g. cat-er-pillar crawl.</p> <p>Respond to the pulse in recorded/live music through movement and dance.</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 e.g. a rainstorm.</p> <p>Understand the difference between a rhythm pattern and a pitch pattern.</p> <p>Use music technology to capture, change and combine sounds.</p> <p>Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p> <p>Explore percussion sounds to enhance storytelling, e.g.</p> <ul style="list-style-type: none"> • ascending xylophone notes to suggest Jack climbing the beanstalk, • quiet sounds created on a rainstick/shakers to depict a shower, • regular strong beats played on a drum to replicate menacing footsteps. 	<p>Sing simple songs and chants and rhymes from memory.</p> <p>Sing collectively and at the same pitch, responding to simple visual directions e.g. stop, start, loud, quiet.</p> <p>Sing a wide range of call and response songs.</p> <p>Perform short copycat rhythm patterns accurately, led by the teacher.</p> <p>Perform short repeating rhythm patterns while keeping in time with a steady beat.</p> <p>To control and match vocal pitch</p> <p>Sing familiar songs in both low and high voices.</p>	<p>Recognise how graphic notation can represent created sounds.</p> <p>Explore and invent own symbols.</p> <p>Follow pictures and symbols to guide singing and playing.</p>
--	--	--	--	--	---

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
--	----------	----------	----------	----------	----------	----------

Year 1 Brain Busters	BB1: A conductor tells the players what to do.	BB1: A steady beat means it stays the same speed.	BB1: In music, call & response is when one person sings/plays and another person replies by singing/playing.	BB1: Graphic notation is symbols that show us how to play.	BB1: When the next note is up, it is higher.	BB1: A sequence is a short idea that can be repeated.
	BB2: Many songs have rhymes in them.	BB2: In-time means your speed matches the music's speed.	BB2: A copycat means someone who copies others.	BB2: Symbols can represent sound.	BB2: When the next note is down, it is lower.	BB2: A stimulus is something that can inspire us.
		BB3: Music can be fast or slow.	BB3: A chant is a phrase that is repeated.	BB3: Duration is how long a sound is played.	BB3: Notation can guide us when we play music.	BB3: Music technology can help us create music without knowing how to play lots of instruments.

Year 1 Vocabulary	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Rhyme Conductor	In-time On the beat Steady beat	Call & Response Copycat Chant	Graphic notation Represent Duration	Up (pitch) Down (pitch) Guide (notation)	Sequence Stimulus Music Technology

Year 2	Listening	Understanding Rhythm	Improvising and Composing	Singing and Performing	Understanding musical notation
---------------	------------------	-----------------------------	----------------------------------	-------------------------------	---------------------------------------

	<p>Listen to a wide range of music from different cultures, including classical music and music from films.</p> <p>Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).</p>	<p>Understand that the speed of the beat and change, creating a faster or slower pace (tempo).</p> <p>Mark the beat of a listening piece of music by tapping or clapping ...</p> <p>Recognise changes in tempo.</p> <p>Begin to group beats in twos and threes by tapping knees on the first strong beat and clapping the remaining beats.</p> <p>Identify beat groupings in familiar music.</p>	<p>Create music in response to a non-musical stimulus e.g. a storm, car race.</p> <p>Work with a partner to improvise simple question and answer responses, using untuned percussion, creating a musical conversation.</p> <p>Use music technology to capture, change and combine sounds.</p> <p>Play copycat rhythms and create rhythms ...</p> <p>Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?).</p> <p>Create and perform their own chanted rhythm patterns.</p>	<p>Sing songs regularly with a range of pitch.</p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these by responding to the leader's directions and/or visual symbols to crescendo, decrescendo and pause.</p> <p>Sing songs with a small pitch range (e.g. <i>Rain, Rain Go Away</i>), pitching accurately.</p> <p>Play a range of singing games based on the cuckoo interval (<i>so-mi</i>, e.g. <i>Little Sally Saucer</i>) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.</p> <p>Sing short phrases independently within a singing game or short song.</p>	<p>Read and respond to chanted rhythm patterns (start to recognise formal notation- crotchet, quaver, crotchet rest).</p> <p>Recognise dot notation and match it to 3-note tunes played on tuned percussion.</p>
--	--	--	--	--	---

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
--	----------	----------	----------	----------	----------	----------

Year 2 Brain Busters	BB1: A pause is when there is a moment of silence in between sound.	BB1: Untuned instruments cannot play different notes that go up or down.	BB1: Tuned instruments can play different notes that go up and down.	BB1: A pattern is something that repeats.	BB1: Ascending means to go up (get higher).	BB1: A stage is where a performer will perform.
	BB2: Increase volume means to get louder.	BB2: A strong beat is the first beat in a beat grouping.	BB2: A tune is a pattern of notes.	BB2: A musical conversation is when two people take turns to play together.	BB2: Descending means to go down (get lower).	BB2: The audience are the people that watch the performers.
	BB3: Decrease volume means to get quieter.	BB3: Speed is how fast or slow something is.	BB3: Dot notation can show us whether the sound should go up (higher) or down (lower).	BB3: Stick notation is what many musicians use to record and read music.	BB3: Repetitive means something that repeats a lot.	BB3: Lyrics are the words to a song.

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vocabulary	Pause Increase (volume) Decrease (volume)	Untuned Strong beat Speed	Tuned Tune Dot notation	Pattern Musical conversation Stick notation	Ascending Descending Repetitive	Stage Audience Lyrics

Year 3	Listening	Understanding Rhythm	Improvising and Composing	Singing and Performing	Understanding musical notation	Understanding the history and context of music including the Great Composers
	<p>Listen with direction to a range of high-quality music and recognise a range of instruments</p> <p>Comment on likes and dislikes. Notice and explore the way sounds can be combined and used expressively.</p>	Find the pulse within the context of different songs/music with ease.	<p>Improvise, inventing short, on the spot, responses using a limited note range.</p> <p>Structure musical ideas to create music that has a beginning, middle and end.</p> <p>Combine known rhythmic notation with letter names, using three notes, C, D, E.</p> <p>Compose song accompaniments on untuned percussion using known rhythm and note values.</p>	<p>Sing a range of unison songs Perform forte and piano.</p> <p>Perform actions confidently and in time in to a range of action songs.</p> <p>Perform with confidence.</p>	Develop an understanding of formal written notation which includes crotchets, paired quavers and minims. Use notes C, D and E.	Understand that composition is when a composer writes down and records a musical idea.

Year 3 Brain Busters	Drumming	Beat & Pulse	Do, re mi – 3 note melodies
	N/A	BB1: 'Pulse' is like the heartbeat of the music.	BB1: Pitch refers to how high or low a sound is.
		BB2: A 'beat' is a basic unit of time.	BB2: Notation is one way of writing down music.
		BB3: A crotchet is...	BB3: A note describes a certain pitch. E.g. C
		BB4: A quaver is...	BB4: A phrase is a musical section.
		BB5: A minim is...	BB5: C, D and E are three note names.

	Drumming	Beat & Pulse	Do, re mi – 3 note melodies
--	-----------------	-------------------------	------------------------------------

Year 3 Vocabulary	N/A	Pulse Beat Crotchet Quaver Minim Improvise Compose	Pitch Note Notation Phrase
------------------------------	-----	--	-------------------------------------

Year 4	Listening	Understanding Rhythm	Improvising and Composing	Singing and Performing	Understanding musical notation	Understanding the history and context of music including the Great Composers
	<p>Confidently recognise a range of musical instruments and the different sounds they make.</p> <p>Compare music and express growing tastes in music. Explain how musical elements can be used together to compose music.</p> <p>Comment on musicians use of technique to create effect.</p>	Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate.	<p>Improvise with a limited range of pitches, making use of musical features, including smooth (legato) and detached (staccato).</p> <p>Begin to consider structure when improvising.</p> <p>Use the pentatonic scale to sing and play short musical phrases.</p> <p>Compose music to create a specific mood, introducing major and minor keys.</p>	<p>Continue to sing a range of unison songs, pitching the voice accurately and following directions for getting louder (crescendo) and getting quieter (decrescendo).</p> <p>Introduce a simple second part to introduce vocal harmony.</p> <p>Sing rounds and partner songs in 2, 3 and 4 time signatures.</p> <p>Perform with confidence to a range of audiences.</p>	Develop an understanding of formal written notation which includes crotchets, paired quavers, minims and their equivalent rests.	Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.

Year 4 Brain Busters	Pentatonic Scale - Musicianship	Singing – Rounds & Harmonies	Exploring Rhythm with Percussion
	BB1: A rest is the absence of sound.	BB1: Dynamics mean how loud or quiet the music is.	BB1: 6/8 means there are 6 quaver counts in a bar.
	BB2: Major music sounds happy.	BB2: Crescendo means to gradually get louder.	BB2: A percussion instrument is sounded by being struck or scraped by a beater.
	BB3: Minor music sounds sad.	BB3: Decrescendo means to gradually get quieter.	BB3: A semibreve is...
	BB4: Staccato means bouncy.	BB4: A round is when several musicians play the same melody but they start at different times.	BB4: A key refers to a pre-arranged group of notes that work together.
	BB5: Legato means smooth.	BB5: A harmony is a musical line that works with the melody.	BB5: The black notes on a piano are called 'flats' and 'sharps'.

Year 4	Pentatonic Scale - Musicianship	Singing – Rounds & Harmonies	Exploring Rhythm with Percussion
Vocabulary	Rest Major Minor Staccato Legato Pentatonic scale	Dynamics Crescendo Decrescendo Round Melody/Harmony Static Moving harmony	Semibreve. (No more new vocabulary as now prior learning must be practised and embedded).

Year 5	Listening	Understanding Rhythm	Improvising and Composing	Singing and Performing	Understanding musical notation	Understanding the history and context of music including the Great Composers
	<p>Compare and evaluate different kinds of music using appropriate musical vocabulary.</p> <p>Explain and evaluate how musical elements, features and styles can be used together to compose music.</p> <p>Notice and explore how music reflects different intentions.</p>	<p>Recognise bar and metre.</p> <p>Be aware of the terms 'accelerando' and 'rallentando'</p> <p>Understand how pulse, rhythm and pitch work together.</p> <p>Recognise simple time and be aware of compound time.</p>	<p>Improvise freely over a drone, developing sense of shape and character, using tuned instruments.</p> <p>Improvise over a simple groove, responding to the beat, considering structure and dynamics, e.g. fortissimo, pianissimo, mezzo forte and mezzo piano.</p> <p>Compose melodies made from pairs of phrases, in either C major or A minor.</p> <p>Compose short ternary pieces.</p> <p>Use chords to compose music to evoke a specific atmosphere.</p>	<p>Sing a broad range of songs, including three-part rounds, partner songs and songs with a verse and chorus, observing appropriate style.</p> <p>Perform with confidence to a range of audiences.</p>	<p>Develop an understanding of formal written notation which includes crotchets, paired quavers, minims, semibreves, semiquavers and their equivalent rests.</p> <p>Use the full octave of notes.</p>	<p>Develop an increasing understanding of the history and context of music.</p>

Year 5 Brain Busters	Exploring Key Signatures	Music Technology	Drumming
	BB1: A bar is a small segment of music.	BB1: A composer is someone who writes music.	
	BB2: 4/4 means there are four crotchet beats in a bar.	BB2: Garage Band is a type of technology that supports music making.	
	BB3: An octave includes all the notes which are C,D,E,F,G,A,B	BB3: A motif is a musical idea.	
	BB4: 3/4 means there are three crotchet beats in a bar.	BB4: Rhythm refers to the pattern of sounds and silences in music.	

	BB5: A key signature refers to how many beats are in a bar.	BB5: Percussion that does not have different pitches is called unpitched percussion.	
--	---	--	--

Year 5 Vocabulary	Exploring Key Signatures	Music Technology	Drumming
	Simple Time Bar Metre Octave Fortissimo Pianissimo Mezzo forte Mezzo piano Compound time Accelerando Rallentando	Rhythm (No more new vocabulary as now prior learning must be practised and embedded).	N/A

Year 6	Listening	Understanding Rhythm	Improvising and Composing	Singing and Performing	Understanding musical notation	Understanding the history and context of music including the Great Composers
	<p>Analyse and compare musical features choosing appropriate musical vocabulary.</p> <p>Explain and evaluate how musical elements, features and styles can be used together to compose music.</p> <p>Notice, comment on and compare the use of musical devices.</p>	<p>Improvise melodic and rhythmic material within given structures.</p> <p>Recognise and understand compound time and syncopation.</p>	<p>Create music with multiple sections, including repetition and contrast.</p> <p>Extend improvised melodies beyond 8 beats or over a fixed groove.</p> <p>Plan and compose 8 and 16 beat melodic phrases using the pentatonic scale.</p> <p>Compose melodies in a key appropriate for the given instrument enhancing with rhythmic or chordal accompaniment where appropriate.</p>	<p>Sing a broad range of songs, including those that involve syncopated rhythm, observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Sing four-part rounds.</p> <p>Perform with confidence to a range of audiences.</p>	<p>Develop an understanding of formal written notation which includes crotchets, paired quavers, minims, semibreves, semiquavers and their equivalent rests.</p> <p>Use the full octave of notes.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>

Year 6 Brain Busters	Blues Music	Drumming	Music Technology	Singing & Performance – Year 6 play
	BB1: Syncopation is...	N/A	BB1: Ternary form is a three-part structure.	BB1: Pizzicato is a playing technique that involves plucking the strings of a string instrument.
	BB2: A triad is a chord made up of three notes.		BB2: The three sections in a ternary form piece are A, B, A.	BB2: Tremolo is a ‘trembling’ effect that can be made through shaking a string.
	BB3: A semiquaver is...		BB3: The pentatonic scale involves only the black notes on a piano.	BB3: A playing technique refers to how an instrument is played.

	BB4: A diatonic scale is seven 'steps' up or down a key.		BB4: A 4/4 time signature is an example of simple time.	BB4: A genre is a style of music.
	BB5: There is one sharp in G major and E minor.		BB5: A 3/4 time signature is an example of compound time.	BB5: Blues is an example of a genre of music.

Year 6 Vocabulary	Blues Music	Drumming	Music Technology	Singing & Performance – Year 6 play
	Syncopation Triads Semiquaver Diatonic scale	N/A	Ternary form (No more new vocabulary as now prior learning must be practised and embedded).	Pizzicato Tremolo (No more new vocabulary as now prior learning must be practised and embedded).