



Holy Trinity Church of England Primary School

To be the best we can be: for God, for others and for ourselves

Music Progression Grid

	Reception Me! Everyone Reflect, Rewind, Replay	Year 1 Hey You! In the Groove Your Imagination	Year 2 Hands, Feet, Heart I wanna play in a band Friendship song	Year 3 Let Your Spirit Fly African Drumming Ukulele	Year 4 Ukulele Stop! African Drumming	Year 5 African Drumming Ukulele Dancing in the Street	Year 6 Happy A New Year Carol You've Got a Friend
Listen and Appraise	Knowledge To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes.	Knowledge To know five songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use.	Knowledge To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style.	Knowledge To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about- -its lyrics: what the song is about -any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch) -identify the main sections of the song (introduction, verse, chorus etc) -name some of the instruments they heard in the song.	Knowledge To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about- -some of the style indicators of that song (musical characteristics that give the song its style) -the lyrics: what the song is about -any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch) -identify the main sections of the song (introduction, verse, chorus etc) -name some of the instruments they heard in the song.	Knowledge To know five songs from memory and who sang them or wrote them. To know the style of the five songs and to name other songs from the units in those styles. To choose two or three other songs and be able to talk about: -some of the style indicators of that song (musical characteristics that give the song its style) -the lyrics: what the song is about -any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch) -identify the main sections of the song (introduction, verse, chorus etc) -name some of the instruments they heard in the song -the historical context of the songs. What else was going on at this time?	Knowledge To know five songs from memory, who sang them or wrote them, when they were written and why? To know the style of the songs and to name other songs from the units in those styles. To choose three or four other songs and be able to talk about: -the style indicators of the songs (musical characteristics that give the songs their style) -the lyrics: what the songs are about -any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) -identify the structure of the songs (intro, verse, chorus etc) -name some of the instruments used in the songs -the historical context of the songs. What else was going on at this time, musically and historically? Know and talk about the fact that we each have a musical identity.
	Skills To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars.	Skills To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars	Skills To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea.	Skills To confidently identify and move to the pulse. To think about what the words of a song mean.	Skills To confidently identify and move to the pulse. To talk about the musical dimensions working together in the unit songs	Skills To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out	Skills To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out

				To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.	eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words.	musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the unit songs. Talk about the music and how it makes you feel.	musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the unit songs. Talk about the music and how it makes you feel, using musical language to describe the music.
Games	Knowledge To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures.	Knowledge To know that music has a steady pulse, like a heartbeat. To know that we create rhythms from words, our names, favourite food, colours and animals.	Knowledge To know that music has a steady pulse, like a heartbeat. To know that we create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch when we sing and play our instruments.	Knowledge Know how to find and demonstrate the pulse. Know the difference between the pulse and rhythm. Know how the pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer.	Knowledge Know and be able to talk about: - how the pulse, rhythm and pitch work together -pulse: finding the pulse – the heartbeat of the music -rhythm: the long and short patterns over the pulse -know the difference between pulse and rhythm -pitch: high and low sounds that create melodies -how to keep the internal pulse -musical landscape: creating musical ideas for the group to copy or respond to.	Knowledge Know and be able to talk about: - how the pulse, rhythm, tempo, dynamics, texture and structure work together and how they connect in a song -how to find the internal pulse -musical leadership: creating musical ideas for the group to copy or respond to.	Knowledge Know and be able to talk about: - how the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music -how to find the internal pulse -musical leadership: creating musical ideas for the group to copy or respond to.
Singing	Knowledge To sing or rap nursery rhymes and simple songs from memory. Songs have sections.	Knowledge To confidently sing or rap five songs from memory or when written down.	Knowledge To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice eg. Rapping (spoken word). To know why we need to warm up our voices.	Knowledge To know and be able to talk about: -singing in a group can be called a choir -leader or conductor: a person who the choir or group follow -singing can make you feel different things eg happy, energetic or sad -singing as part of an ensemble or large group is fun, but that you must listen to each other -to know why you must warm up your voice.	Knowledge To know and be able to talk about: -singing in a group can be called a choir -leader or conductor: a person who the choir or group follow -songs can make you feel different things eg happy, energetic or sad -singing as part of an ensemble or large group is fun, but that you must listen to each other -texture: how a solo singer makes a thinner texture than a large group -to know why you must warm up your voice.	Knowledge To know and confidently sing five songs and their parts from memory and to sing them with a strong internal pulse. To choose a song and be able to talk about: -its main features -singing in unison, the solo, lead vocal, backing vocals or rapping -to know what the song is about and the meaning of the lyrics -to know and explain the importance of warming up your voice.	Knowledge To know and confidently sing five songs and their parts from memory and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience. To choose a song and be able to talk about: -its main features -singing in unison, the solo, lead vocal, backing vocals or rapping -to know what the song is about and the meaning of the lyrics

							-to know and explain the importance of warming up your voice.
	Skills To sing along with a pre-recorded song and add actions. To sing along with the backing track.	Skills Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices- you can rap or say words in rhythm. Learn to start and stop singing when following a leader.	Skills Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices- you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.	Skills To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing.	Skills To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with an awareness of being 'in tune'. To rejoin the song if lost. To have an awareness of the pulse internally when singing. To listen to the group when singing.	Skills To sing in unison and sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.	Skills To sing in unison and sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.
Playing		Knowledge Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing.	Knowledge Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class.	Knowledge To know and be able to talk about: -the instruments used in class (a glockenspiel, a recorder)	Knowledge To know and be able to talk about: -the instruments used in class (a glockenspiel, recorder or xylophone) -other instruments they might play or be played in a band or orchestra or by their friends.	Knowledge To know and be able to talk about: -different ways of writing music down eg staff notation, symbols -the notes C, D, E, F, G, A, B + C on the treble stave -the instruments they might play or be played in a band or orchestra or by their friends.	Knowledge To know and be able to talk about: -different ways of writing music down eg staff notation, symbols -the notes C, D, E, F, G, A, B + C on the treble stave -the instruments they might play or be played in a band or orchestra or by their friends.
		Skills Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one- note part, a simple part, medium part). Listen to and follow musical instructions from a leader.	Skills Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader.	Skills To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the unit song. To listen to and follow musical instructions from a leader.	Skills To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song.	Skills Play a musical instrument with the correct technique within the context of the unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts- a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the unit song.	Skills Play a musical instrument with the correct technique within the context of the unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts- a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the unit song. To listen to and follow musical instructions from a leader.

						To listen to and follow musical instructions from a leader. To lead a rehearsal session.	To lead a rehearsal session.
Improvisation		Knowledge Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise.	Knowledge Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise and you can use one or two notes.	Knowledge To know about and be able to talk about improvisation: -improvisation is making up your own tunes on the spot -when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them -To know that using one or two notes confidently is better than using five -To know that if you improvise using the notes you are given, you cannot make a mistake.	Knowledge To know about and be able to talk about improvisation: -improvisation is making up your own tunes on the spot -when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them -To know that using one or two notes confidently is better than using five -To know that if you improvise using the notes you are given, you cannot make a mistake. -To know that you can use some of the riffs you have heard in the challenges in your improvisations.	Knowledge To know about and be able to talk about improvisation: -improvisation is making up your own tunes on the spot -when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them -To know that using one or two notes confidently is better than using five -To know that if you improvise using the notes you are given, you cannot make a mistake. -To know that you can use some of the riffs you have heard in the challenges in your improvisations. To know three well-known improvising musicians.	Knowledge To know about and be able to talk about improvisation: -improvisation is making up your own tunes on the spot -when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them -To know that using one or two notes confidently is better than using five -To know that if you improvise using the notes you are given, you cannot make a mistake. -To know that you can use some of the riffs you have heard in the challenges in your improvisations. To know three well-known improvising musicians.
Composition		Knowledge Composing is like writing a story with music. Everyone can compose.	Knowledge Composing is like writing a story with music. Everyone can compose.	Knowledge To know and be able to talk about: -a composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. -different ways of recording compositions (letter names, symbols, audio etc).	Knowledge To know and be able to talk about: -a composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. -different ways of recording compositions (letter names, symbols, audio etc).	Knowledge To know and be able to talk about: -a composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. -a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure -notation: recognise the connection between sound and symbol.	Knowledge To know and be able to talk about: -a composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. -a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure -notation: recognise the connection between sound and symbol.
		Skills Help to create a simple melody using one, two or three notes.	Skills Help to create a simple three simple melodies with	Skills Help to create at least one simple melody	Skills Help to create at least one simple melody using one,	Skills Create simple melodies using up to five different notes and simple rhythms	Skills Create simple melodies using up to five different notes and simple rhythms

		Learn how the notes of the composition can be written down and changed if necessary.	the units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.	using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (eg graphic/pictorial notation).	three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (eg graphic/pictorial notation).	that work musically with the style of the unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (eg graphic/pictorial notation).	that work musically with the style of the unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (eg graphic/pictorial notation).
Performance	Knowledge A performance is sharing music.	Knowledge A performance is sharing music with other people, called an audience.	Knowledge A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.	Knowledge To know and be able to talk about: -performing is sharing music with other people, an audience -a performance doesn't have to be a drama! It can be to one person or to each other -you need to know and have planned everything that will be performed -you must sing or rap the words clearly and play with confidence -a performance can be a special occasion and involve an audience including people you don't know -it is planned and different for each occasion -it involves communicating feelings, thoughts and ideas about the song/music.	Knowledge To know and be able to talk about: -performing is sharing music with other people, an audience -a performance doesn't have to be a drama! It can be to one person or to each other -you need to know and have planned everything that will be performed -you must sing or rap the words clearly and play with confidence -a performance can be a special occasion and involve an audience including people you don't know -it is planned and different for each occasion -it involves communicating feelings, thoughts and ideas about the song/music.	Knowledge To know and be able to talk about: -performing is sharing music with other people, an audience -a performance doesn't have to be a drama! It can be to one person or to each other -everything that will be performed must be planned and learned -you must sing or rap the words clearly and play with confidence -a performance can be a special occasion and involve an audience including people you don't know -it is planned and different for each occasion -it involves communicating feelings, thoughts and ideas about the song/music.	Knowledge To know and be able to talk about: -performing is sharing music an audience with belief -a performance doesn't have to be a drama! It can be to one person or to each other -everything that will be performed must be planned and learned -you must sing or rap the words clearly and play with confidence -a performance can be a special occasion and involve an audience including people you don't know -it is planned and different for each occasion -a performance involves communicating feelings, thoughts and ideas about the song/music.
	Skills Perform any of the nursery rhymes by	Skills Choose a song they have learnt from the Scheme and perform it.	Skills Choose a song they have learnt from the Scheme and perform it.	Skills To choose what to perform and create a programme.	Skills To choose what to perform and create a programme.	Skills To choose what to perform and create a programme.	Skills To choose what to perform and create a programme.

	singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about.	They can add their ideas to the performance. Record the performance and say how they were feeling about it.	They can add their ideas to the performance. Record the performance and say how they were feeling about it.	To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it- "What went well?" and "It would have been ever better if...?"	To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it- "What went well?" and "It would have been ever better if...?"
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