



Subject Progression Grid for Music

Year Group	Unit of Study	Key Knowledge	Key Skills	Key Vocabulary
Reception	Listen and Respond	- To know twenty nursery rhymes off by heart. - To know the stories of some of the nursery rhymes.	- To learn that music can touch your feelings. - To enjoy moving to music by dancing, marching, being animals or Pop stars.	
	Explore and Create	- 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.	- Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse. - Copy basic rhythm patterns of single words, building to short phrases from the song/s. - Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel. - Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. - Add a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns	
	Singing	- To sing or rap nursery rhymes and simple songs from memory. - Songs have sections. - To sing along with a pre-recorded song and add actions. - To sing along with the backing track.	- To sing or rap nursery rhymes and simple songs from memory. - Songs have sections. - To sing along with a pre-recorded song and add actions. - To sing along with the backing track.	rap
	Share and Perform	- A performance is sharing music. - Perform any of the nursery rhymes by singing and adding actions or dance. - Perform any nursery rhymes or songs adding a simple instrumental part. - Record the performance to talk about	- A performance is sharing music. - Perform any of the nursery rhymes by singing and adding actions or dance. - Perform any nursery rhymes or songs adding a simple instrumental part. - Record the performance to talk about	perform boogie

Musical teaching and learning is not neat or linear. At John Harrison CE Primary School, musical concepts are therefore taught through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.

Listen and Appraise

Year Group	Key Knowledge	Key Skills	Key Vocabulary
Year 1	- To know 5 songs off by heart. - To know what the songs are about. - To know and recognise the sound and names of some of the instruments used.	To enjoy moving to music by dancing, marching, being animals or pop stars.	Bass guitar Drum Decks Trumpet Saxophone Keyboard Groove Blues Baroque Latin Irish Folk Funk
Year 2	- 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.	- To enjoy moving to music by dancing, marching, being animals or pop stars. - To learn how songs can tell a story or describe an idea.	Electric guitar Reggae Question and answer
Year 3	- 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	- To confidently identify and move to the pulse. - To think about what the words of a song mean. - 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.	Texture Introduction Verse Chorus Structure Synthesizer Hook Organ Backing vocals Riff Pentatonic scale disco
Year 4	- 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 heard in the song.	- To confidently identify and move to the pulse. - To talk about the musical dimensions working together in songs 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. - To use musical words when describing music	Digital/electronic sounds Turntables Backing vocal organ Piano Acoustic guitar percussion
Year 5	To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?	- To identify and move to the pulse with ease. - To think about the message of songs.	Amplifier Brass section

	- 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 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 and pitch) - Identify the main sections of the songs (intro, verse, chorus etc.) - Name some of the instruments they heard in the songs - The historical context of the songs. What else was going on at this time?	- To compare two songs in the same style, talking about what stands out 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 songs. - Talk about the music and how it makes you feel.	strings
Year 6	- To know five songs from memory, who sang or wrote them, when they were written and why? - To know the style of the songs and to name other songs 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 that fact that we each have a musical identity	- 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 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 songs. - Talk about the music and how it makes you feel, using musical language to describe the music.	timbre

Games

Year Group	Key Knowledge	Key Skills	Key Vocabulary
Year 1	- To know that music has a steady pulse, like a heartbeat. - To know that we can create rhythms from words, our names, favourite food, colours and animals.	- Find the pulse of the main song - Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.	Pulse Rhythm pitch
Year 2	- Rhythms are different from the steady pulse. - We add high and low sounds, pitch, when we sing and play our instruments.	- Create rhythms for others to copy - Listen and sing back using correct pitch. Use your voices to copy back using 'la', whilst marching to the steady beat	Melody Dynamics tempo
Year 3	- Know how to find and demonstrate the pulse. - Know the difference between pulse and rhythm. - Know how 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.	In relation to the complexity of the main song, using two notes: Find the Pulse. Clap and say back rhythms	Musical question Musical answer

Year 4	Know and be able to talk about: • How 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 Leadership: creating musical ideas for the group to copy or respond to	Create own simple rhythm patterns 'Listen and sing back' (no notation) Copy back with instruments, without then with notation Copy back with instruments, without and then with notation	Melodies Rhythm patterns
Year 5	Know and be able to talk about: • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to	In relation to the main song, using three notes: ○ Find the pulse ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns	Texture syncopation
Year 6	Know and be able to talk about: • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to	○ Lead the class by inventing rhythms for others to copy back ○ Copy back two-note riffs by ear and with notation ○ Question and answer using two different notes ○ Copy back three-note riffs by ear and with notation ○ Question and answer using three different notes	

Singing

Year Group	Key Knowledge	Key Skills	Key Vocabulary
Year 1	To confidently sing or rap five songs from memory and sing them in unison.	• To confidently sing or rap five songs from memory and sing them in unison.	Rap singers
Year 2	• To confidently know and sing five songs from memory. • To know that unison is everyone singing at the same time. • To know that songs include other ways of using the voice e.g. rapping (spoken word). • To know why we need to warm up our voices.	• To understand about voices singing notes of different pitches (high and low). • To understand that different types of sounds can be made with their voices – you can rap (spoken word with rhythm). • To find a comfortable singing position. • To start and stop singing when following a leader	Unison leader
Year 3	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 e.g. 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	• 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 awareness of being 'in tune'. • To have an awareness of the pulse internally when singing	In tune Conductor Choir Ensemble Warm up

Year 4	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 e.g. 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	• To demonstrate a good singing posture. • To re-join the song if lost. • To listen to the group when singing	Solo unison
Year 5	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	• To sing backing vocals. • To experience rapping and solo singing. • To listen to each other and be aware of how you fit into the group.	Rapping Backing vocals
Year 6	• 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 to represent the feeling and context to the audience	• To warm up voice in preparation for singing	Warm up

Playing

Year Group	Key Knowledge	Key Skills	Key Vocabulary
Year 1	To know • names of the notes in their instrumental part from memory or when written down. • names of the instruments they are playing.	• 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	Note Tambourine Glockenspiel Wooden blocks
Year 2	To know • names of the notes in their instrumental part from memory or when written down. • Know the names of untuned percussion instruments played in class.	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.	Percussion Untuned instrument African drums
Year 3	To know and be able to talk about: • The instruments used in class (a glockenspiel, a recorder)	To treat instruments carefully and with respect. • Play any one, or all of 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.	Recorder Tuned instrument

		To listen to and follow musical instructions from a leader.	
Year 4	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.	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	Rehearse xylophone
Year 5	To know and be able to talk about: - Different ways of writing music down – e.g. staff notation, symbols - The notes C, D, E, F, G, A, B + C on the treble stave	Play a musical instrument with the correct technique within the context of the Year group 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 lead a rehearsal session.	Note values Note names
Year 6	To know and be able to talk about: - Different ways of writing music down – e.g. staff notation, symbols - The notes C, D, E, F, G, A, B + C on the treble stave	Play a musical instrument with the correct technique within the context of the Year group 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 lead a rehearsal session.	

Improvisation

Year Group	Key Knowledge	Key Skills	Key Vocabulary
Year 1	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!	To improvise using the three challenges: - Listen and clap back, then listen and clap your own answer (rhythms of words) - Use voices and instruments, listen and sing back, then listen and play own answer using one or two notes. - Take it in turns to improvise using one or two notes	Improvise imagination

Year 2	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. • Everyone can improvise, and you can use one or two notes.	To improvise using the three challenges: ◦ Listen and clap back, then listen and clap your own answer (rhythms of words) ◦ Use voices and instruments, listen and sing back, then listen and play own answer using one or two notes. ◦ Take it in turns to improvise using one or two notes	improvisation
Year 3	To know 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	Improvise using instruments in the context of the song they are learning to perform. ◦ Listen and sing back ◦ Using instruments, listen and play your own answer using one note. ◦ Take it in turns to improvise using one note. ◦ Listen and copy back using instruments, using two different notes. ◦ Using your instruments, listen and play own answer using one or two notes. ◦ Take it in turns to improvise using one or two notes. ◦ Listen and copy back using instruments, two different notes. ◦ your instruments, listen and play your own answer using two different notes. ◦ Take it in turns to improvise using three different notes.	
Year 4	To know 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	Improvise using instruments in the context of a song they are learning to perform. ◦ Listen and sing back melodic patterns ◦ Using instruments, listen and play your own answer using one note. ◦ Take it in turns to improvise using one note. ◦ Listen and copy back using instruments, using two different notes. ◦ Using your instruments, listen and play your own answer using one or two notes. ◦ Take it in turns to improvise using one or two notes. ◦ Listen and copy back using instruments, two different notes. ◦ Using your instruments, listen and play your own answer using two different notes. ◦ Take it in turns to improvise using three different notes.	
Year 5	To know 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	Improvise using instruments in the context of a song to be performed. ◦ Copy back using instruments. Use one note, use the two notes, use the three notes.	Bossa Nova Swing Jazz pentatonic

	• 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	Question and Answer using instruments. Use one note in answer. use two notes in your answer. Always start on a G, use three notes in your answer. Always start on a G. ◦ Improvise using one note, using two notes, using three notes. Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)	
Year 6	To know 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, two or three 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 and licks you have learnt in the Challenges in your improvisations • To know three well-known improvising musicians	Improvise using instruments in the context of a song to be performed. ◦ Copy back using instruments. Use one note, use the two notes, use the three notes. ◦ Question and Answer using instruments. Use one note in answer. use two notes in your answer. Always start on a G, use three notes in your answer. Always start on a G. ◦ Improvise using one note, using two notes, using three notes. Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)	

Composition

Year Group	Key Knowledge	Key Skills	Key Vocabulary
Year 1	Composing is like writing a story with music. • Everyone can compose.	• Help to create a simple melody using one, two or three notes. • Learn how the notes of the composition can be written down and changed if necessary.	Compose melody
Year 2	Composing is like writing a story with music. • Everyone can compose.	• Help create three simple melodies with the Units using one, three or five different notes. • Learn how the notes of the composition can be written down and changed if necessary.	composition
Year 3	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.)	• Help create at least one simple melody 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 (e.g. graphic/pictorial notation).	Graphic/pictorial notation

Year 4	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.)	• Help create at least one simple melody using one, three or all 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 (e.g. graphic/pictorial notation).	
Year 5	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	• Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the year group 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 (e.g. graphic/pictorial notation).	
Year 6	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	• Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the year group 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 (e.g. graphic/pictorial notation).	Key note Home note producer

Performance

Year Group	Key Knowledge	Key Skills	Key Vocabulary
Year 1	A performance is sharing music with other people, called an audience	• To perform a song • to add ideas to a performance. • to Record the performance and say how they feel about it	Perform audience
Year 2	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.	• Choose a song they have learnt from the Scheme and perform it. • They can add their ideas to the performance.	performance

		Record the performance and say how they were feeling about it.	
Year 3	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 of people you don't know - It is planned and different for each occasion - It involves communicating feelings, thoughts and ideas about the song/music	- To choose what to perform and create a programme. - 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.	appraise
Year 4	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 of people you don't know - It is planned and different for each occasion - It involves communicating feelings, thoughts and ideas about the song/music	- To choose what to perform and create a programme. - 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.	communication
Year 5	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 of people you don't know - It is planned and different for each occasion - A performance involves communicating ideas, thoughts and feelings about the song/music	- To choose what to perform and create a programme. - 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 even better if...?"	programme
Year 6	To know and be able to talk about: - Performing is sharing music with 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 of people you don't know - It is planned and different for each occasion	- To choose what to perform and create a programme. - 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 even better if...?"	Dimensions of music Style indicators

	• A performance involves communicating ideas, thoughts and feelings about the song/music		
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