



Ash Grove Primary Academy Music Progression Grid



Through listening to a range of musical genres and traditions, children are given opportunities to respond to music and develop musical appreciation and knowledge. They learn about different musical periods and a range of composers that have contributed to our rich musical canon. Children are able to use tuned and untuned instruments to compose piece and play together. They perform using their voices and instrumentation.

At all stages across the school when music is taught, teachers support children to understand the inter-related dimensions of music (dynamics):

- PULSE: the steady beat of a piece of a piece of music
- PITCH: the melody and the way the notes change from low to high and vice versa.
- RHYTHM: or duration is the pattern of long and short sounds in a piece of music
- DYNAMICS: Loud and soft
- TEMPO: Fast and slow
- TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)
- TEXTURE: Layers of sound (number of instruments or voices playing together)
- STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.

The Key Stage One curriculum builds on the foundation work completed throughout Early Years. The following progression highlights 'expected' level for areas of the music curriculum:

| Controlling sounds through singing and playing | Creating and developing Musical Ideas | Responding and reviewing | Vocabulary |
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| <ul style="list-style-type: none"> • Pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another. • Able to sing the melodic shape (moving melody, eg up and down, down & up) of familiar songs. • Sings entire songs. • May enjoy performing, solo and or in groups • Internalises music, eg sings songs inside his or her head. • Plays instruments with control to play loud/quiet, (dynamics), fast/slow (tempo). • Shows control to hold and play instruments to produce a musical sound, eg holding a triangle in the air by the string with one hand and playing it with a beater with the other | <p>Adds sound effects to stories using instruments.</p> <ul style="list-style-type: none"> • Leads or is led by other children in their music making, ie being a conductor. • Operates equipment such as CD players, MP3 players, handheld devices, keyboards. • Creates music based on a theme eg creates the sounds of the seaside. • Finds and records sounds using recording devices. • Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making. • Taps rhythms to accompany words, e.g. tapping the syllables of names/objects/ animals/lyrics of a song. • Creates rhythms using instruments and body percussion. | <ul style="list-style-type: none"> • Listens and responds to others in pair/group music making. • Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, eg playing quietly with quiet parts within music, stopping with the music when it stops. • May play along to the beat of the song they are singing or music being listened to. • May play along with the rhythm in music, eg may play along with the lyrics in songs they are singing or listening to. | <p>Song Music Beat Soft Loud Fast slow</p> |

| Controlling Sounds through singing and playing (Play and Perform) | | | | | | |
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| | Key Stage One | | Lower Key Stage Two | | Upper Key Stage Two | |
| | Cycle A | Cycle B | Cycle A | Cycle B | Cycle A | Cycle B |
| Knowledge | <ul style="list-style-type: none"> Know that the voice is an instrument Know the musical terms melody and pulse and use them appropriately | | <ul style="list-style-type: none"> To know that you can sing solo or in unison To know that controlling dynamics (pitch, volume, timbre) can improve the performance | | <ul style="list-style-type: none"> To know that different parts can create an overall effect. To know a range of songs including rounds and two part harmonies | |
| Disciplinary Knowledge | <p>Secure:</p> <ul style="list-style-type: none"> Use voices in different ways such as speaking, singing and chanting. To create and choose sounds To perform simple rhythmical patterns, beginning to show an awareness of pulse. To think about others when performing. <p>Extend:</p> <ul style="list-style-type: none"> Use voices expressively and creatively. To sing with the sense of shape of the melody. To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse. | | <p>Secure:</p> <ul style="list-style-type: none"> To sing in unison, becoming aware of pitch. To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. To think about others while performing. <p>Extend:</p> <ul style="list-style-type: none"> To sing in unison maintaining the correct pitch and using increasing expression. To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. | | <p>Secure:</p> <ul style="list-style-type: none"> To sing in unison with clear diction, controlled pitch and sense of phrase. To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. To maintain my own part and be aware how the different parts fit together <p>Extend:</p> <ul style="list-style-type: none"> To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase. To play and perform with accuracy, fluency, control and expression. To think about the audience when performing and how to create a specific effect. | |
| Vocabulary | Rhythm Pulse Melody Accompaniment Audience Perform | | All KS1 vocab plus: Pitch Unison Dynamic Note | | All vocab from previous phases plus: Diction Phrase Solo Ensemble | |
| Expectation of skills progression | Year One: | Year Two: | Year Three: | Year Four: | Year Five: | Year Six: |

Creating and developing Musical Ideas (Create and Compose)

| | | Key Stage One | | Lower Key Stage Two | | Upper Key Stage Two | | |
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| | | Cycle A | Cycle B | Cycle A | Cycle B | Cycle A | Cycle B | |
| Knowledge | | <ul style="list-style-type: none"> Know sounds can be organised into music Know music can be recorded in symbols | | <ul style="list-style-type: none"> To know that music can be recorded through symbols to create a composition To know that notes can be used to represent musical ideas To know that different notes represent different rhythms and that notes relate to each other such as a crotchet is the same as 2 quavers | | <ul style="list-style-type: none"> To know that pieces are composed using notation. That notation is organised into bars of differing numbers of beats and can have a harmony and a melody that work together. To know that notation can be organised to create different effects. To know that dynamics can be used to create pace and effect in music. To know that different countries have different musical traditions and styles such as the pentatonic scale in South east Asia. | | |
| | Disciplinary Knowledge | Secure: | <ul style="list-style-type: none"> To know about and experiment with sounds. To recognise and explore how sounds can be organised To identify and organise sounds using simple criteria e.g. loud, soft, high low. | | <ul style="list-style-type: none"> To create simple rhythmical patterns that use a small range of notes. To begin to join simple layers of sound, e.g. a background rhythm and a solo melody | | <ul style="list-style-type: none"> To create increasingly complicated rhythmic and melodic phrases within given structures. | |
| | | Extend: | <ul style="list-style-type: none"> Repeat short rhythmic and melodic patterns. To begin to explore and choose and order sounds using the inter-related dimensions of music*. | | Extend: <ul style="list-style-type: none"> To create rhythmical and simple melodic patterns using an increased number of notes. To join layers of sound, thinking about musical dynamics of each layer and understanding the effect. | | Extend: <ul style="list-style-type: none"> To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures. | |
| Vocabulary | | High, Low, Pitch Loud, Soft; Volume, Melody, Pattern, Rhythm, | | All previous vocabulary plus: Note, Rhythm, Melody, Solo, Crotchet, Quaver, Minim, Semi quaver, Semi breve, Melody, Harmony, Conductor, Tempo, | | All previous vocabulary plus: Stave, Bar, Time signature, Beats, Rest, Treble, Bass Clef, Notation, Pentatonic, Scale, Octave, | | |
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| Expectation of skills progression | Year One: | Year Two: | Year Three: | Year Four: | Year Five: | Year Six: |
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Responding and Reviewing(Appraising Skills)

| | | Key Stage One | | Lower Key Stage Two | | Upper Key Stage Two | |
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| | | Cycle A | Cycle B | Cycle A | Cycle B | Cycle A | Cycle B |
| Knowledge | | <p>Charanga: Hey You!: Old School Hip Hop (De La Soul, Will Smith, Sugarhill Gang, MC Hammer, Run DMC)</p> <p>I wanna play in a band: Rock (Queen, Deep Purple, Status Quo, Chuck Berry, The Beatles)</p> <p>Round and Round: Bossa Nova (Ricky Martin, John Williams, Michael Buble, Gramophonedzie, Santana)</p> <p>Friendship Song: Pop (Bruno Mars, Grease, Buggy Malone, Randy Newman)</p> <p>Reflect Rewind Replay: Classical (Delius, Stravinsky, Prokofiev, Verdi, Ravel, Tavener)</p> | <p>Charanga: Hands, Feet Heart: Afro Pop, South African (Miriam Makeba, Soweto Gospel Choir, Hugh Masekela, Paul Simon, Arthur Mafokate)</p> <p>Rhythm in the way we walk: Reggae (Gustav Holst, Mike Oldfield, Jane Sebba, Pharrell Williams, The Beatles)</p> <p>Zootime: Reggae (UB40, ASWAD, Donald Fagan, Marcia Griffiths, Jimmy Cliffe)</p> <p>Your Imagination: Pop (Mary Poppins, The Monkees, The Muppet Movie, Elton John)</p> <p>Reflect, Rewind, Replay: Classical (Grieg, Bach, Bartok, Williams, Tchaikovsky, Kraftwerk)</p> | <p>Charanga: Let your spirit fly: RnB (Kenneth Alford, Lionel Bart, Marvin gaye, Barry White)</p> <p>Glockenspiel stage 1: N/A</p> <p>Lean on Me: Gospel (Bill Withers, Beyonce, Mary Mary, Elvis Presley, Beethoven)</p> <p>Black Bird: The Beatles / Pop (A Range of work by the Beatles)</p> <p>Reflect Rewind Replay: Classical (Morton, Haydn, Liszt, Debussy, Wheeler)</p> | <p>Charanga: Mamma Mia:Pop (A range of ABBA music)</p> <p>Glockenspiel stage 2: Mixed Styles</p> <p>Three Little Birds: Reggae (Bob Marley, Ziggy Marley, The Maytals, Pluto Shervington, Amy Winehouse)</p> <p>Bring us Together: Disco (Nile Rodgers, Chaka Khan, Sister Sledge, Rose Royce)</p> <p>Reflect rewind Replay: Classical (Handel, Beethoven, Wagner, Gershwin, Glass)</p> | <p>Charanga: Living on a Prayer: Rock (Queen, Deep Purple, Status Quo, Chuck Berry, The Beatles)</p> <p>Classroom Jazz 1: Bossa Nova and Swing (Stan Getz, Ben Webster, Ian Gray, Woody Herman)</p> <p>Make you Feel My Love: Pop Ballads (Bob Dylan, Luther Vandross, Lionel Ritchie, Tony Bennett)</p> <p>Dancing in the Street: Mowtown (The Four Tops, Marvin Gaye, Tammi Terrell, Stevie Wonder)</p> <p>Reflect rewind replay: Classical (Purcell, Beethoven, Chopin, Ives, Reich)</p> | <p>Charanga: Happy: Pop/Neo Soul (The Carpenters, Bobby McFerrin, Katrina and the Waves, Frank Sinatra, Bredon Reilly)</p> <p>Classroom Jazz 2: Bacharach and Blues (Duke Ellington, H. Parlan, Earl Hines, Count Basie)</p> <p>You've Got a Friend: 70's ballad /pop (Little Eva, The Chiffons, The Drifters, Carole King)</p> <p>Fresh Prince of Bel Air: Old School Hip Hop (De La Soul, Fugees, Sugarhill Gang, MC Hammer)</p> <p>Reflect rewind replay: Classical (Early Music, Baroque, Mozart, Shubert (romantic))</p> |
| | Disciplinary Knowledge | | <p>Secure:</p> <ul style="list-style-type: none"> To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc. To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder. <p>Extend:</p> <ul style="list-style-type: none"> To respond to different moods in music and explain thinking about changes in sound. To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments. | | <p>Secure:</p> <ul style="list-style-type: none"> To explore and comment on the ways sounds can be used expressively. To comment on the effectiveness of own work, identifying and making improvements. <p>Extend:</p> <ul style="list-style-type: none"> To recognise and explore the ways sounds can be combined and used expressively and comment on this effect. To comment on the effectiveness of won work, identifying and making improvements based on its intended outcome. | | <p>Secure:</p> <ul style="list-style-type: none"> To describe, compare and evaluate different types of music beginning to use musical words. To comment on the success of own and others work, suggesting improvements based on intended outcomes. <p>Extend:</p> <ul style="list-style-type: none"> To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*. To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved. |

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| Vocabulary | Instrument, Percussion, Names of percussion instruments, | | Orchestra, Ensemble, Duet, Section, Stringed Instrument, Woodwind, Brass, | | Genre, Period, Romantic, Classical, Modern, Jazz, Contemporary, Pianissimo, Forte, Allegro, Minuet, Waltz, Symphony, | |
| | Year One: | Year Two: | Year Three: | Year Four: | Year Five: | Year Six: |

Listening and applying knowledge and understanding

| | | Key Stage One | | Lower Key Stage Two | | Upper Key Stage Two | |
|------------------------|--|--|---|--|--|---|---|
| | | Cycle A | Cycle B | Cycle A | Cycle B | Cycle A | Cycle B |
| Knowledge | | To know that there are different styles of music such as marches, lullabies, and that these have different effects on how we feel | To know that there are a range of musical eras (Classical, Jazz, etc) and traditions (cultural origins) | To know that there are great composers from all traditions and cultures and begin to recognise the work of some. | To know a range of musical pieces, composers and musicians | To know that music has changed overtime and can be described by different musical periods To know the features of the music of different periods and genres | To know that music plays an important part in the cultural heritage of different nationals and populations To know that music informs and is informed by historical events |
| | | <ul style="list-style-type: none"> To begin to understand that musical elements can be used to create different moods and effects. To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march. | <ul style="list-style-type: none"> To identify and recognise repeated patterns and follow a wider range of musical instructions. To understand how musical elements create different moods and effects. To confidently represent sounds with a range of symbols, shapes or marks. To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby. | <ul style="list-style-type: none"> To listen with attention. To begin to understand how different musical elements are combined and used to create an effect. To begin to recognise simple notations to represent music, including pitch and volume. To listen to and begin to respond to music drawn from different traditions and great composers and musicians. | <ul style="list-style-type: none"> To listen to and recall patterns of sounds with increasing accuracy. To understand how different musical elements are combined and used expressively. To understand and begin to use established and invented musical notations to represent music. To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians. | <ul style="list-style-type: none"> To listen to and recall a range of sounds and patterns of sounds confidently. To begin to identify the relationship between sounds and how music can reflect different meanings. To recognise and use a range of musical notations including staff notation. To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time. | <ul style="list-style-type: none"> To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence. To identify and explore the relationship between sounds and how music can reflect different meanings. To use and apply a range of musical notations including staff notation, to plan, revise and refine notation, to plan, revise and refine musical material. To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed. |
| Disciplinary Knowledge | | | | | | | |
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| Vocabulary | Rap, Perform, Groove, Funk, Latin, Hip hop Audience, Reggae, Glockenspiel, | | Structure, Verse, Chorus, Dynamics, Hook, Backing vocals, Riff, Melody, Pentatonic scale, Disco, Lyrics | | Crescendo, Syncopation, Diminuendo, Ballad, Staccato, Interlude, Legato, Ostinato, Largo, Allegretto, Bridge, Backbeat, | |
| | Year One: | Year Two: | Year Three: | Year Four: | Year Five: | Year Six: |