

Music Overview – Progression Nursery- Year 6

	Autumn	Spring	Summer
Nursery	Listening and responding - To move to music Singing -To use their voices expressively and creatively by singing songs and speaking, chants and rhymes. -To rehearse and perform in the Christmas play Playing - To use untuned percussion instruments - To begin learning the names of the instruments -To experiment with different instruments and different sounds. - To copy clap the rhythm of names	Listening and responding - To move to music -To listen to different sounds and begin to comment on them Singing - To develop their singing voices by exploring tempo, dynamics,pitch and timbre. -Sing a song in the same pitch as modelled Playing -To begin to experiment with musical instruments -Remember songs, including nursery rhymes - Copy clap the rhythm of phrases from the songs	Listening and responding - To move to music - Listen with increased attention to sound - To learn that music can touch your feelings Singing -Sing the melodic shape of a song Playing -To play musical instruments with increasing control to the pulse/rhythm of the song
Reception	Listening and responding - To move to music -To begin to listen to different music and move to it. Singing -To sing in a group -To rehearse and perform in the Christmas play Playing -To experiment with different instruments and different sounds.	Listening and responding - To develop movement to music - To explore how music makes you feel Singing -To sing in a group or on their own, increasingly matching the pitch and the melody. Playing - To play percussion to the pulse/rhythm - To play low and high notes Composing - To play one note improvisation or pulse	Listening and responding -To listen attentively, move to and talk about music, expressing their feelings and responses. . Singing -To join in with KS1 singing assemblies -To explore and engage in music making, performing solo or in groups Playing - To copy clap the rhythm of 3 or 4 word phrases from the songs -To explore and engage in music making, performing solo or in groups Composing -To create own songs or adapt a well-known song
Year 1	Listening and responding - Move with the pulse - Identify repeated sections of a piece of music - To know that music usually has a steady pulse or rhythm Singing - Speak chants and rhymes - Sing questions (call and response) Playing - To learn how to treat instruments carefully and with respect	Listening and responding - To learn songs by heart - To know what the song is about Singing - To learn that you can make different sounds with your mouth (sing, rap or say) - To sing in different voices (high pitch, low pitch) Playing - To play an instrumental part that matches their musical challenge (one or two note response in time with pulse or rhythm.)	Listening and responding - To know and recognise the sound and names of some of the instruments they use or hear Singing - To refine known objectives - To learn to stop and start when following a leader Playing - To refine known objectives - To listen and respond to a musical leader - To play a tuned musical part (one or two notes) - To play a simple repeating (ostinato) pattern

	<ul style="list-style-type: none"> - To copy a given rhythm - To learn the names of the instruments they are playing - To play the pulse of a song 	<ul style="list-style-type: none"> - To play the rhythm of a song <p>Composing</p> <ul style="list-style-type: none"> - To know improvisation is making up something on the spot, to improvise in clapping (clap, clap response then return own answer to the first call) 	<p>Composing</p> <ul style="list-style-type: none"> - Use voices and instruments to improvise call and response phrases
Year 2	<p>Listening and responding</p> <ul style="list-style-type: none"> - To learn that some songs have choruses - To Learn how they can move to music by dancing, marching, being animals, being pop stars... <p>Singing</p> <ul style="list-style-type: none"> - To know that unison is when everyone is singing - To learn to find a comfortable singing position <p>Playing</p> <ul style="list-style-type: none"> - To treat instruments carefully with respect - To know the names of untuned percussion instruments used in class <p>Composing</p> <ul style="list-style-type: none"> - Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 	<p>Listening and responding</p> <ul style="list-style-type: none"> - To know that songs have a musical style - To know that songs can tell a story or have a theme/describe an idea <p>Singing</p> <ul style="list-style-type: none"> - To learn about voices singing different notes (pitch: high and low) - To tap the pulse while singing <p>Playing</p> <ul style="list-style-type: none"> - To play a tuned instrument part that matches their level of challenge (one note, two notes) <p>Composing</p> <ul style="list-style-type: none"> - Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 	<p>Listening and responding</p> <ul style="list-style-type: none"> - To refine existing understandings of known objectives - To broaden the experience of listening to further develop the musical styles children have heard - To say whether they like a piece of music and say why/why not <p>Singing</p> <ul style="list-style-type: none"> - To refine known objectives - To tap the rhythm of words while singing <p>Playing</p> <ul style="list-style-type: none"> - To play tuned instruments in time with the song's tempo <p>To play the part in time with a steady pulse</p> <p>Composing</p> <ul style="list-style-type: none"> - Improvise! – Take it in turns to improvise using one or two notes.
Year 3	<p>Listening and responding</p> <ul style="list-style-type: none"> - 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 <p>Singing</p> <ul style="list-style-type: none"> - To sing in unison and in simple two-parts. - To demonstrate a good singing posture. <p>Playing</p> <ul style="list-style-type: none"> - To know and be able to talk about the instruments used in class. - To treat instruments carefully and with respect. <p>Composing</p> <ul style="list-style-type: none"> - To know that 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 	<p>Listening and responding</p> <ul style="list-style-type: none"> - To confidently identify and move to the pulse. - To take it in turn to discuss how a song makes them feel. - Listen carefully and respectfully to other people's thoughts about the music. - To know the difference between pulse and rhythm. - To know how pulse, rhythm and pitch work together to create a song <p>Singing</p> <ul style="list-style-type: none"> - To follow a leader when singing. - To enjoy exploring singing solo. <p>Playing</p> <ul style="list-style-type: none"> - 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. <p>Composing</p> <ul style="list-style-type: none"> - 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 improvise call responses using 1, 2 or 3 notes. 	<p>Listening and responding</p> <ul style="list-style-type: none"> - To refine and develop existing skills. - To rehearse vocabulary used to discuss music (texture, tempo, dynamics, rhythm, pitch, instrument.) - To rehearse vocabulary used within songs (verse, chorus, intro, outro.) <p>Singing</p> <ul style="list-style-type: none"> - To sing with awareness of being 'in tune'. - To have an awareness of the pulse internally when singing. <p>Playing</p> <ul style="list-style-type: none"> - To rehearse and perform their part within the context of the Unit song. - To listen to and follow musical instructions from a leader. <p>Composing</p> <ul style="list-style-type: none"> - 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.

			<ul style="list-style-type: none"> - Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
Year 4	<p>Listening and responding</p> <ul style="list-style-type: none"> - To know five songs from memory and who sang them or wrote them. To know the style of the five songs. <p>Singing</p> <ul style="list-style-type: none"> - To sing in unison and in simple two-parts. - To demonstrate a good singing posture. <p>Playing</p> <ul style="list-style-type: none"> - 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. <p>Composing</p> <ul style="list-style-type: none"> - 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 	<p>Listening and responding</p> <ul style="list-style-type: none"> - To choose one song and be able to talk about: <ul style="list-style-type: none"> 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 <p>Singing</p> <ul style="list-style-type: none"> - To follow a leader when singing. - To enjoy exploring singing solo. <p>Playing</p> <ul style="list-style-type: none"> - To rehearse and perform their part within the context of the Unit song. <p>Composing</p> <ul style="list-style-type: none"> - 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. - Use iPads to create music to fit a theme - To talk about how it was created 	<p>Listening and responding</p> <ul style="list-style-type: none"> - To confidently identify and move to the pulse. - To talk about the musical dimensions working together in the Unit 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. - When talking, try to use musical words. <p>Singing</p> <ul style="list-style-type: none"> - To sing with awareness of being 'in tune'. - To rejoin the song if lost. - To listen to the group when singing. <p>Playing</p> <ul style="list-style-type: none"> - 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. <p>Composing</p> <ul style="list-style-type: none"> - 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	<p>Listening and responding</p> <ul style="list-style-type: none"> - To identify and move to the pulse with ease. - To think about the message of songs - Identify the main sections of the songs (intro, verse, chorus etc.) - Name some of the instruments they heard in the songs. <p>Singing</p> <ul style="list-style-type: none"> - To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. <p>Playing</p> <ul style="list-style-type: none"> - Play a musical instrument with the correct technique within the context of the Unit song. 	<p>Listening and responding</p> <ul style="list-style-type: none"> - 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. <p>Singing</p> <ul style="list-style-type: none"> - To sing in unison and to sing backing vocals. - To enjoy exploring singing solo. To listen to the group when singing. - To demonstrate a good singing posture <p>Playing</p> <ul style="list-style-type: none"> - Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one- 	<p>Listening and responding</p> <ul style="list-style-type: none"> - 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. - The historical context of the songs. What else was going on at this time? <p>Singing</p> <ul style="list-style-type: none"> - 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'. <p>Playing</p>

	<p>Composing</p> <ul style="list-style-type: none"> - Improvise music using up to three notes. The notes will be provided on-screen and in the lesson plan: 	<p>note, simple or medium part or the melody of the song from memory or using notation.</p> <p>Composing</p> <ul style="list-style-type: none"> - Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. - Explain the keynote or home note and the structure of the melody. 	<ul style="list-style-type: none"> - 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. <p>Composing</p> <ul style="list-style-type: none"> - 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.
Year 6	<p>Listening and responding</p> <ul style="list-style-type: none"> - 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. <p>Singing</p> <ul style="list-style-type: none"> - To sing in unison and to sing backing vocals. - To demonstrate a good singing posture. <p>Playing</p> <ul style="list-style-type: none"> - To rehearse and perform their part within the context of the Unit song. <p>Composing</p> <ul style="list-style-type: none"> - Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. - Explain the keynote or home note and the structure of the melody. 	<p>Listening and responding</p> <ul style="list-style-type: none"> - 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. <p>Singing</p> <ul style="list-style-type: none"> - 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'. <p>Playing</p> <ul style="list-style-type: none"> - To listen to and follow musical instructions from a leader. - To lead a rehearsal session. <p>Composing</p> <ul style="list-style-type: none"> - 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). 	<p>Listening and responding</p> <ul style="list-style-type: none"> - To refine musical responses using accurate vocabulary. - To explain how music makes you feel. - To know 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 <p>Singing</p> <ul style="list-style-type: none"> - 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 <p>Playing</p> <ul style="list-style-type: none"> - 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. <p>Composing</p> <ul style="list-style-type: none"> - - 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)