

Goose Green Music Progression

Strand/discipline	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Performing</p> <p>ELG: Communication and Language Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p> <p>KS1 NC Objective: use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>KS2 NC Objective: Perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.</p>	<p>Sing familiar songs, chants & rhymes.</p> <p>Use their voice in different ways: speak, chant, sing.</p> <p>Perform different vocal patterns.</p>	<p>Sing showing awareness of pitch</p> <p>Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory.</p> <p>Sing at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</p> <p>Sing simple songs with a very small range, mi-so (Cuckoo interval e.g. Hello, How are You), then slightly wider intervals (e.g. Bounce High, Bounce Low). Include pentatonic songs (e.g. Dr Knickerbocker).</p> <p>Sing a wide range of call and response songs to match the pitch they hear with accuracy.</p> <p>Copy back intervals of an octave and fifth (high,low).</p>	<p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow)</p> <p>Sing songs regularly with a pitch range of do-so (fifth intervals) with increasing vocal control.</p> <p>Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately.</p> <p>Know the meaning of dynamics when singing by responding to the leader's directions and/ or visual symbols (e.g. crescendo, decrescendo, pause).</p>	<p>Perform forte and piano (loud and soft).</p> <p>Perform actions confidently and in time to a range of action songs.</p> <p>Perform as a choir/ ensemble.</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>Copy back simple melodic phrases.</p> <p>Sing from memory and/or notation.</p> <p>Sing with awareness of the beat.</p> <p>Begin to understand pronouncing the words in a song well and sing expressively.</p> <p>Sing a widening range songs of varying styles and</p>	<p>Sing in a 'choir' with awareness of size: larger- thicker/ richer the texture.</p> <p>Sing a broad range of unison songs. Range of an octave (do-do) (e.g. One More Day)</p> <p>Sing expressively, with attention to phrasing, staccato and legato (short and long sounds), vowels, blended sounds, and consonants.</p> <p>Sing 'on pitch' and 'in time'</p> <p>Sing in 2/4, 3/4, 4/4.</p> <p>Sing rounds and partner songs (e.g. Our Dustbin) and begin to sing with small and large leaps and introduce vocal harmony (e.g. Hear the Wind). Follow directions for getting louder (crescendo), quieter (decrescendo).</p>	<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance.</p> <p>When singing, observe phrasing, accurate pitching, dynamics, articulation and appropriate style.</p> <p>Sing in 6/8 time.</p> <p>Sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> <p>Sing a second or harmony part in a song.</p> <p>Talk about the different styles of singing used for different styles of song.</p> <p>Perform a range of songs in school assemblies and in school performance opportunities.</p>	<p>Sing a broad range of songs, include syncopated rhythms. When singing, observe rhythm, breathing.</p> <p>Sing in 5/4 time.</p> <p>Sing four part rounds (e.g. Calypso by Jan Holdstock) and position singers randomly in order to develop greater listening skills, balance between parts and vocal independence.</p> <p>Sing acapella.</p> <p>Sing syncopated (off beat) melodic patterns.</p> <p>Lead a singing rehearsal. Talk about styles of songs learnt throughout the year.</p> <p>Perform to a wider audience</p>

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				structures with a pitch range of do– so			
<p>Listening</p> <p>ELG: Listen with increased attention to sounds</p> <p>KS1 NC Objective: Listen with concentration and understanding to a range of high quality live and recorded music</p> <p>KS2 NC Objective: Listen with attention to detail and recall sounds with increasing aural memory.</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> <p>Develop an understanding of the history of music.</p>	<p>Recognise and respond to: High and low sounds, long and short sounds, a steady beat, fast and slow, a range of sound makers, one sound or many sounds combined.</p> <p>Describe musical stories: same and different, happy and sad.</p> <p>Begin to develop shared knowledge and understanding of the stories and social context of the music they are listening to, singing and playing.</p> <p>Listen to recorded performances and experience live music making in school</p>	<p>Listen to music and describe some of the pictures and images they create in their imagination.</p> <p>Join in with the steady beat</p> <p>Describe tempo as fast or slow.</p> <p>Describe dynamics as loud and quiet.</p> <p>Join in with sections of the song eg. call and response.</p> <p>Begin to understand about different styles of music.</p> <p>Recognise the sounds of different instruments and begin to name some of the instruments.</p> <p>Develop knowledge and understanding of stories, traditions and social context of music they are listening to, singing and playing.</p>	<p>Talk about how the song makes them feel.</p> <p>Describe tempo and compare different tempos. Describe dynamics getting louder and getting softer.</p> <p>Identify and join in with sections of the song eg. Chorus.</p> <p>Talk about the style of a song and where music might fit into the world.</p> <p>Develop knowledge and history of the music they are listening to, singing and playing.</p> <p>Listen to recorded performances and out of school</p>	<p>Share thoughts and feelings about music together.</p> <p>Find the beat or pulse of the music.</p> <p>Invent different actions to move in time with the music.</p> <p>Talk about what the song means.</p> <p>Identify some instruments they can hear playing.</p> <p>Develop knowledge origins of the music they are listening to, singing and playing.</p> <p>Listen to recorded performances and experience live music making in and out of school</p> <p>Begin to describe the different purposes of music throughout history and in other cultures.</p>	<p>Discuss lyrics/ why the song was written.</p> <p>Find/ demonstrate a steady beat.</p> <p>Identify 2/4, 3/4, and 4/4 metre.</p> <p>Identify the tempo -fast, slow, or steady</p> <p>Recognise structure of music.</p> <p>Identify: Call and response; solo vocal, instrumental; a change in texture; articulation; the main theme- when it is repeated, intros</p> <p>Identify major and minor tonality.</p> <p>Recognise the pentatonic scale.</p> <p>Describe legato/ staccato.</p> <p>Recognise style: Folk Disco, Hip Hop, Calypso, Funk, Pop, Mariachi, Gospel,,</p>	<p>Talk about feelings, justify personal opinion. Ref to musical concepts.</p> <p>Identify 6/8, 5/4 metre.</p> <p>Identify the musical style of a song</p> <p>Identify instruments by ear.</p> <p>Discuss structure verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation and AB. Explain a bridge passage and its position in a song. the music</p> <p>Recognise the pentatonic and blues scales by ear and from notation.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Recognise: Klezmer, Rap and Musicals</p>	<p>Talk about feelings using musical concepts and vocabulary.</p> <p>Identify style of a song using musical vocabulary.</p> <p>Identify the following instruments by ear and through a range of media: bass, electric guitar, percussion, sections of the orchestra, steel pans, congas, pianos, synthesizers.</p> <p>Discuss structure: verse, chorus, bridge and an instrumental break.</p> <p>Identify major and minor tonality, triads I, IV and V.</p> <p>Know what a musical 'intro' and 'outro' is and describe its purpose</p> <p>Identify the sound of a Gospel choir and soloist, Rock band,</p>

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		Listen to recorded performances.			Rock, Sea Shanty, Salsa, Reggae		symphony orchestra and a cappella.
<p>Composing</p> <p>ELG: Represent their own ideas, thoughts and feelings through music.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>KS1 NC Objective: Experiment with, create, select and combine sounds using the *inter-related dimensions of music.</p> <p>KS2 NC Objective: Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Use and understand staff and other musical notations.</p>	<p>Choose the most appropriate sound to match a theme (such as an animal, weather or event)</p> <p>Recognise and explore how sounds can be made and changed (such as holding a triangle by the string instead of with your hand).</p> <p>Explore the different sounds of instruments.</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 or a train journey.</p> <p>Combine sounds to make a story, choosing and playing classroom instruments (e.g. rainmaker) or soundmakers (e.g. rustling leaves).</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. Recognise how graphic notation can represent created</p>	<p>Create music in response to a nonmusical stimulus (e.g. a storm, a car race, or a rocket launch).</p> <p>Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Explore improvisation within a major scale using the notes: C D E, C G A, G A B, F G A</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p>	<p>Improvise short responses using limited noterange C D E, C D E G A, G A B, G A B D E, F G A</p> <p>Structure musical ideas (using echo or question/ answer) with beginning, middle and end.</p> <p>Compose to stimuli, (e.g. stories, verse, images, paintings and photographs) and musical sources.</p> <p>Combine rhythmic notation & letter names to create rising and falling phrases using just three notes (do, re and mi).</p> <p>Compose with untuned percussion using known rhythms/ note values.</p> <p>Represent high/low, long/short, symbols, and various notation.</p>	<p>Improvise using the notes: C D E C D E G A C D E F G D E F# A B D E F G A</p> <p>Use smooth (legato) and detached (staccato).</p> <p>Combine *to create short pentatonic phrases (e.g. do, re, mi fa soh) Sing and play these phrases as selfstanding compositions.</p> <p>Use note value cards (minim, crotchet, crotchet rest, paired quavers) create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p> <p>Compose- create a mood. Understand maj and min chords.</p> <p>Record using graphic symbols, rhythm notation/ time signatures, staff notation or technology. Read and begin to use</p>	<p>Improvise over a drone.</p> <p>Improvise using: C D E♭ F G C D E F G C D E G A F G A B♭ C D E F G A</p> <p>Improvise over a groove, use dynamics: very loud (ff), very quiet (pp), moderately loud (mf), moderately quiet (mp).</p> <p>Compose using pairs of phrases in C maj or A min. Add rhythmic or chordal accompaniment.</p> <p>Compose a short ternary piece (ABA).</p> <p>Use chords to evoke atmosphere, mood/ environment.</p> <p>Record ideas using graphic symbols and rhythm notation/ time signatures, staff notation and technology.</p>	<p>Improvise with multiple sections inc repetition/ contrast.</p> <p>Use chord changes for improvisation.</p> <p>Extend beyond 8 beats- fixed groove.</p> <p>Improvise maj scale using the notes: C D E F G G A B♭ C D G A B C D F G A C D</p> <p>Plan/ compose 8- or 16-beat phrase. Use pentatonic scale inc rhythmic variety and interest. Play/ notate the melody.</p> <p>Compose using pairs of phrases: G major or E minor</p> <p>Compose ABA piece; use software/apps to create/ record it, discuss musical contrasts Read/ use standard notation: dotted crotchets, crotchets, semiquavers, quavers, dotted</p>

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		sounds. Explore and invent own symbols.		Read/ begin to identify differences between minims, crotchets & quavers.	minims, crotchets, and quavers.	Read/ develop use of dotted quavers.	minims, minims and semibreves.
<p>Musicianship</p> <p>ELG: Play instruments with increasing control to express their feelings and ideas</p> <p>KS1 NC Objective: Play tuned and untuned instruments musically</p> <p>KS2 NC Objective: Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Use and understand staff and other musical notations.</p>	<p>Enjoys joining in with dancing and ring games.</p> <p>Sings a few familiar songs.</p> <p>Begin to move rhythmically.</p> <p>Imitate movement in response to music. Demonstrate some awareness of beat and mood.</p> <p>Tap out simple repeated rhythms.</p> <p>Begins to build a repertoire of songs and dances</p>	<p>Pulse/Beat Walk, move, clap or respond through movement to a steady beat, change tempo in time with the music.</p> <p>Play rhythm patterns and short, pitched patterns to maintain a steady beat.</p> <p>Perform short copycat rhythm patterns.</p> <p>Perform short rhythm patterns-keep time with a steady beat.</p> <p>Perform word chants. Create, retain and perform rhythm patterns.</p> <p>Compare high and low sounds. Sing in both low and high voices.</p> <p>Explore sounds for storytelling.</p>	<p>Pulse/Beat tempo changes- fast or slow Walk in time to the beat (La Mourisque by Susato).</p> <p>Identify /group beats in twos and threes- tap the knees on the strongest beat.</p> <p>Copycat: copy, invent rhythms for others. Create rhythms using word phrases.</p> <p>Read, respond and create chanted rhythm patterns, represent them with stick notation- crotchets, quavers and crotchets rests.</p> <p>Pitch - singing games- cuckoo interval (so-mi) Sing short phrases independently. Respond to pitch changes (e.g. stand up/sit down). Recognise dot notation and match</p>	<p>Instrumental Develop facility in playing the Ocarina.</p> <p>Play by ear/ follow staff notation using range (C–E/do– mi)</p> <p>Appraise performances.</p> <p>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes.</p> <p>Copy stepwise phrases at different speeds; allegro and adagio (fast and slow).</p> <p>Begin to understand the stave, lines and spaces, and clef and time signature and the difference between crotchets and paired quavers. Use dot notation to show higher or lower pitch. Apply</p>	<p>Instrumental Develop facility in playing the Ukulele.</p> <p>Follow staff notation using range (C–G/do- so)</p> <p>Perform in two or more parts (e.g. melody</p> <p>Copy phrases including those using the pentatonic scale (C, D, E, G, A).</p> <p>Identify: stave, treble clef and time signature and the differences between minims and rests. Read and perform pitch notation within a defined range (C–G/do–so).</p> <p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture,</p>	<p>Instrumental Develop the skill of playing a range of repertoire pieces and arrangements on Steel Pans by ear. Include chordal accompaniments.</p> <p>Understand how triads are formed (e.g. CEG), and play them on tuned percussion.</p> <p>Identify the name of the notes on lines and in spaces, bar lines and the differences between semibreves and semiquavers.</p> <p>Read and perform pitch notation within an octave (C–C'/do–do)</p> <p>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known</p>	<p>Instrumental On Keyboards, accompany using block chords or a bass line.</p> <p>Play melody following staff notation on one stave- octave range (do–do)include dynamics (ff), (pp), (mf) and (mp).</p> <p>Ensemble playing- melody or accompaniment.</p> <p>Identify a flat and sharp sign and the differences between equivalent rests.</p> <p>Read and play from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> <p>Read and play from notation a four-bar phrase, confidently identifying note</p>

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		Follow pictures and symbols to guide singing and playing, (e.g. 4 dots = 4 taps on the drum).	it to 3-note tunes played on tuned percussion	word chants to rhythms.	achieving a sense of ensemble.	rhythms and note durations.	names and durations.