

## Clee Hill Community Academy Music Progression Grid

	EYFS		KS1		KS2	
	Nursery	Reception	Class 2	Class 3	Class 4	Class 5
Instruments	<ul style="list-style-type: none"> <li>Drum</li> </ul>	<ul style="list-style-type: none"> <li>Claves</li> <li>Maracas</li> </ul>	<ul style="list-style-type: none"> <li>Glockenspiel</li> <li>Piano</li> <li>Guitar</li> </ul>	<ul style="list-style-type: none"> <li>Glockenspiel</li> <li>Violin (string family)</li> <li>Trumpet (brass family).</li> </ul>	<ul style="list-style-type: none"> <li>Glockenspiel</li> <li>Recorder</li> <li>Flute – woodwind family</li> <li>Cymbals – percussion family</li> </ul>	<ul style="list-style-type: none"> <li>Glockenspiel</li> <li>Recorder</li> <li>Clarinet – woodwind family</li> <li>Consolidation of previously taught orchestral instruments and their families.</li> </ul>
Musical elements		<b>Pulse</b> <ul style="list-style-type: none"> <li>To know that we can move with the pulse of the music.</li> </ul>	<b>Pulse</b> <ul style="list-style-type: none"> <li>To know that we can move with the pulse of the music.</li> </ul>	<b>Pulse</b> <ul style="list-style-type: none"> <li>To know that we can move with the pulse of the music.</li> </ul>	<b>Pulse</b> <ul style="list-style-type: none"> <li>To confidently identify and move to the pulse of the music.</li> </ul>	<b>Pulse</b> <ul style="list-style-type: none"> <li>To identify and move to the pulse of the music with ease.</li> </ul>
		<b>Pitch</b> <ul style="list-style-type: none"> <li>sing notes of different pitch</li> </ul>	<b>Pitch</b> <ul style="list-style-type: none"> <li>Sing/ play notes of different pitch</li> </ul>	<b>Pitch</b> <ul style="list-style-type: none"> <li>Sing/ play notes of different pitch</li> </ul>	<b>Pitch</b> <ul style="list-style-type: none"> <li>Sing/ play notes of different pitch</li> </ul>	<b>Pitch</b> <ul style="list-style-type: none"> <li>Sing/ play notes of different pitch accurately.</li> </ul>
			<b>Rhythm</b> <ul style="list-style-type: none"> <li>copy and create their own rhythmic patterns.</li> <li>Perform a rhythm to a given pulse</li> </ul>	<b>Rhythm</b> <ul style="list-style-type: none"> <li>copy and create their own rhythmic patterns.</li> <li>Perform a rhythm to a given pulse</li> <li>Rhythms are different from the steady pulse.</li> </ul>	<b>Rhythm</b> <ul style="list-style-type: none"> <li>Listen and copy more complex rhythmic patterns by ear or from notation.</li> <li>Perform a rhythm to a given pulse</li> <li>Know the difference between pulse and rhythm.</li> </ul>	<b>Rhythm</b> <ul style="list-style-type: none"> <li>Listen and copy more complex rhythmic patterns by ear or from notation.</li> <li>Perform different rhythmic patterns to a given pulse. Record ideas using basic rhythm notation.</li> <li>Know the difference between pulse and rhythm.</li> </ul>
				<b>Dynamics</b> <ul style="list-style-type: none"> <li>Identify loud and quiet sounds as an introduction to dynamics.</li> </ul>	<b>Dynamics</b> <ul style="list-style-type: none"> <li>Identify dynamics within a song or piece of music</li> <li>Read and understand basic dynamic symbols</li> </ul>	<b>Dynamics</b> <ul style="list-style-type: none"> <li>Identify dynamics within a song or piece of music.</li> <li>Recognise dynamics within a piece of music or song.</li> </ul>
				<b>Tempo</b> <ul style="list-style-type: none"> <li>Identify a fast and slow tempo.</li> </ul>	<b>Tempo</b> <ul style="list-style-type: none"> <li>Identify the tempo as fast, slow or steady.</li> </ul>	<b>Tempo</b> <ul style="list-style-type: none"> <li>Identify the tempo as fast, slow or steady. Does it speed up or slow down?</li> <li></li> </ul>

					<b>Timbre</b> <ul style="list-style-type: none"> <li>Name an instrument after hearing a piece of music.</li> </ul>	<b>Timbre</b> <ul style="list-style-type: none"> <li>Name at least two of the instruments in a piece of music. How are they different? E.g. the trumpet has a very different sound quality to the violin.</li> </ul>
					<b>Structure</b> <ul style="list-style-type: none"> <li>Discuss the parts of a piece of music or song.</li> </ul>	<b>Structure</b> <ul style="list-style-type: none"> <li>Discuss/ identify the parts of a piece of music or song e.g. introduction, verse, chorus.</li> </ul>
						<b>Texture</b> <ul style="list-style-type: none"> <li>Discuss the layers of sound e.g. lots of instruments playing and how they work together. How does that affect the music? How does it make you feel?</li> </ul>
Stave notation			<ul style="list-style-type: none"> <li>Find the notes on the glockenspiel.</li> <li>Play a tuned instrumental part to a song.</li> </ul>	<ul style="list-style-type: none"> <li>Find the notes on the glockenspiel.</li> <li>Play a tuned instrumental part to a song.</li> <li>Play the instrumental part in time with the steady pulse.</li> <li>Begin to understand basic stave notation to illustrate the shape of a melody- Glockenspiel Stage 1 unit).</li> <li>Read a small range of notes on a stave C, D, E and F.</li> <li>Introduce and understand the difference between crotchets and minims.</li> <li>Recognise a crotchet rest and its purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Learn to play the notes B, A and G on the recorder.</li> <li>Read and play the notes B, A and G from staff notation.</li> <li>Understand the difference between 2, 3 and 4 time signatures.</li> <li>Recognise and know the purpose of the treble clef.</li> <li>Read and play short rhythmic phrases.</li> <li>Recognise and know the value of crotchets and minims.</li> <li>Introduce quaver notes and understand their value compared to a crotchet or minim.</li> <li>Recognise a crotchet rest and its purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Learn to play the notes C, D, E, F, G, A, B and B flat on the recorder.</li> <li>Read and play the notes C, D, E, F, G, A, b and B flat from staff notation.</li> <li>Understand the difference between 2, 3 and 4 time signatures.</li> <li>Recognise, understand and draw the treble clef.</li> <li>Read and play short rhythmic phrases involving crotchets, minims, quavers and rests.</li> </ul>
Singing	<ul style="list-style-type: none"> <li>Begin to sing for pleasure and join in in with nursery rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Join in with well – known nursery rhymes and sing them from memory.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to sing with control of pitch.</li> <li>Learn to confidently sing three whole school songs; Hall of</li> </ul>	<ul style="list-style-type: none"> <li>Know why we need to warm up our voice.</li> <li>Know that singing in unison is everyone singing together.</li> <li>Sing expressively with an awareness and control of the</li> </ul>	<ul style="list-style-type: none"> <li>Know why we need to warm up our voice.</li> <li>Know that singing in unison is everyone singing together, a solo is one voice and parts means singing in groups.</li> </ul>	<ul style="list-style-type: none"> <li>Know why we need to warm up our voice and discuss ways of doing this effectively.</li> <li>Know that singing in unison is everyone singing together, a solo is one voice and parts means singing in groups.</li> </ul>

	<ul style="list-style-type: none"> <li>• Learn well – known nursery rhymes from the selected list (see website)</li> </ul>	<ul style="list-style-type: none"> <li>• Learn nursery rhymes from the selected list (see website)</li> <li>• Learn to sing ‘Hall of fame’ during weekly praise assembly.</li> <li>• Learn to sing well known Christmas carol – Away in a Manger for nativity performance.</li> </ul>	<p>fame, It was on a starry night, You’ve got a friend in me.</p> <ul style="list-style-type: none"> <li>• Learn to start and stop singing when following a leader.</li> <li>• Begin to demonstrate good singing posture – standing / sitting up straight.</li> </ul>	<p>taught musical elements e.g. tempo and dynamics.</p> <ul style="list-style-type: none"> <li>• Learn to confidently sing three whole school songs; Hall of fame, It was on a starry night, You’ve got a friend in me.</li> <li>• Learn to sing a Charanga song from memory.</li> <li>• Follow the leader or conductor confidently.</li> <li>• Demonstrate good singing posture.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing expressively with an awareness and control of the taught musical elements e.g. tempo and dynamics.</li> <li>• Learn to confidently sing four whole school songs; Hall of fame, It was on a starry night, You’ve got a friend in me, The Lord’s My Shepherd..</li> <li>• Learn to sing a Charanga song from memory.</li> <li>• To follow a leader when singing.</li> <li>• Demonstrate a good posture when singing.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing expressively with an attention to breathing and phrasing.</li> <li>• Learn to confidently sing five whole school songs; Hall of fame, It was on a starry night, You’ve got a friend in me, The Lord’s My Shepherd. Try Everything.</li> <li>• Learn to sing a Charanga song from memory.</li> <li>• Respond to a leader or conductor.</li> <li>• Demonstrate and maintain good posture and breath control when singing.</li> </ul>
Composition	<ul style="list-style-type: none"> <li>• Use their body or other items e.g. instruments, toys etc to make different sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with body percussion and vocal sounds to respond to music.</li> </ul>	<ul style="list-style-type: none"> <li>• Composing is like writing a story to music.</li> </ul>	<ul style="list-style-type: none"> <li>• Composing is like writing a story to music that is created by you.</li> <li>• It can be played or performed again to your friends.</li> </ul>	<ul style="list-style-type: none"> <li>• Composing is like writing a story to music that is created by you.</li> <li>• It can be played or performed again to your friends.</li> <li>• Know there are different ways of recording compositions (e.g. letter names, symbols, audio etc).</li> </ul>	<ul style="list-style-type: none"> <li>• Composing is like writing a story to music that is created by you.</li> <li>• It can be played or performed again to your friends.</li> <li>• A composition has pulse, rhythm and pitch that work together.</li> </ul>
End of year outcomes	<ul style="list-style-type: none"> <li>• Enjoy listening to familiar songs and rhymes.</li> <li>• Play instruments with increasing control, copying and following a beat.</li> <li>• To know our familiar</li> </ul>	<ul style="list-style-type: none"> <li>• Performs songs and rhymes with expression, movement and confidence to an audience.</li> <li>• Knows our familiar songs and rhymes and can use accompanying instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Learn the names of the instruments they are playing.</li> <li>• Know that music has a steady pulse, like a heartbeat.</li> <li>• Learn three songs from memory.</li> <li>• Listen to and follow musical instructions from a leader.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the name of the instrument they are playing (glockenspiel)</li> <li>• Find and keep a steady beat</li> <li>• Listen and copy more complex rhythmic patterns.</li> <li>• Understand the beginnings of formal notation.</li> <li>• Learn four songs from memory and sing them with some technical awareness.</li> <li>• To follow a leader when singing.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the name of the instrument they are playing (recorder)</li> <li>• Find and recognise the notes B, A and G independently on the recorder and play them tunefully.</li> <li>• Keep in time on an instrument.</li> <li>• Play new pieces from staff notation.</li> <li>• Learn five songs from memory and sing them with technical awareness and expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the name of the instrument they are playing (recorder)</li> <li>• Find and recognise the notes C, D, E, F, G, A, B and B flat independently on the recorder and play them tunefully.</li> <li>• Keep in time on an instrument.</li> <li>• Play new pieces from staff notation.</li> <li>• Learn six songs from memory and sing them with technical awareness and expression.</li> <li>• Follow a leader / conductor when singing and playing.</li> </ul>

	rhymes and songs and to create their own songs and musical compositions using a variety of vocal sounds and musical instruments.	following the beat confidently.			<ul style="list-style-type: none"><li>• Follow a leader / conductor when singing and playing.</li></ul>	
--	--	---------------------------------	--	--	---	--