



## Music Progression

For Years 1-6, the name of the Music Express unit where these skills are taught is written in brackets.

The Egham Band Youth Project delivers all Year 4 Music Content through weekly Cornet lessons.

	Reception	Year 1	Year 2
<b>Singing</b>	<p>Sing in unison</p> <p>Join in with singing nursery rhymes, songs and chants</p> <p>Explore singing in high pitch and low pitch</p>	<p>Sing a song with contrasting high and low melodies (Animals)</p> <p>Sing a song together as a group (Our School)</p> <p>Combine voices and movement to perform a chant and a song (Travel)</p> <p>Use voices to create descriptive sounds (Water)</p>	<p>Chant and sing in two parts while maintaining a steady beat (Our bodies)</p> <p>Sing with expression, paying attention to the pitch shape of the melody (Seasons)</p> <p>Understand pitch through singing, movement, and note names (Water)</p>
<b>Playing instruments</b>	<p>Exposure to a range of musical instruments</p> <p>Experiment with a range of untuned percussion instruments</p> <p>Experiment with body percussion</p> <p>Play loud and soft sounds</p>	<p>Play percussion instruments at different speeds (tempi) (Machines)</p> <p>Play and control changes in tempo (Machines)</p> <p>Use instruments to create descriptive sounds (Water)</p> <p>Play fast, slow, loud, and quiet sounds on percussion instruments (Storytime)</p> <p>Explore sounds on instruments and find different ways to vary their sound (Spring Term 1 – xylophones)</p> <p>Identify and keep a steady beat using instruments (Spring Term 1 – xylophones)</p>	<p>Listen to and repeat rhythmic patterns on body percussion and instruments (Our bodies)</p> <p>Play pitch lines on tuned percussion (Animals)</p> <p>Accompany a song with vocal, body percussion and instrumental ostinati (Seasons)</p>
<b>Improvising/ exploring</b>	<p>Explore the sounds made by different musical instruments</p> <p>Play copy-back and answer games to experiment with exploring their voices, body percussion and untuned instruments</p> <p>Explore rhythms by skipping and marching</p>	<p>Create a soundscape using instruments (Our school)</p> <p>Explore different sound sources and materials (Our school)</p>	<p>Explore timbre and texture to understand how sounds can be descriptive (Our land)</p> <p>Combine sounds to create a musical effect in response to visual stimuli (Storytime)</p> <p>Explore voices to create descriptive musical effects (Storytime)</p>



<b>Composing</b>	<p>Experiment with making sounds (voices and instruments)</p> <p>Express themselves through sound and musical instruments</p>	<p>Invent and perform new rhythms to a steady beat (Our bodies)</p> <p>Create, play and combine simple word rhythms (Travel)</p> <p>Create a picture in sound (Water)</p>	<p>Compose music to illustrate a story (Weather)</p> <p>Perform and create simple three- and four-beat rhythms using a simple score (Pattern)</p>
<b>Listening</b>	<p>Listen to different genres of music</p> <p>Listen to music from different countries</p> <p>Move appropriately to music</p>	<p>Identify changes in pitch and respond to them with movement (Seasons)</p> <p>Understand how music can tell a story (Storytime)</p> <p>Understand musical structure by listening and responding through movement (Water)</p>	<p>Match descriptive sounds to images (Our land)</p> <p>Listen to and repeat back rhythmic patterns on instruments and body percussion (Our bodies)</p>
<b>Appraising</b>	<p>Talk about their favourite songs</p> <p>Talk about their likes and dislikes when listening to a piece of music</p> <p>Express how a song makes them feel</p>	<p>Listen in detail to a piece of orchestral music (e.g. identify instruments) (Seasons)</p> <p>Identify a repeated rhythm pattern (Our bodies)</p>	<p>Identify ways of producing sounds (e.g. shake, strike, pluck) (Our land)</p> <p>Identify rising and falling pitch (Seasons)</p> <p>Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) (Weather)</p>



	Year 3	Year 4
<b>Singing</b>	<p>Sing in two-part harmony (Environment)</p> <p>Copy and create a wide range of vocal sounds to incorporate into a song (Human body)</p> <p>Perform a round in three parts (Ancient worlds)</p>	<p>Perform a song as an ensemble with rhythmic accuracy to a steady beat</p> <p>Sing a call and response song in two groups</p> <p>Sing a song with three simple independent parts</p>
<b>Playing instruments</b>	<p>Accompany a song with a melodic ostinato on tuned percussion (Environment)</p> <p>Perform a pentatonic song with tuned and untuned accompaniment (Time)</p> <p>Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion (Communication)</p> <p>Perform rhythmic ostinati individually and in combination (Communication)</p> <p>Understand and use pitch notations (In the past)</p> <p>Read simple rhythm notation (In the past)</p> <p>Create and perform from a symbol score (Human body)</p> <p>Read graphic notation to play a melody on tuned instruments (Singing French)</p>	<p>Combine four body percussion ostinati as a song accompaniment</p> <p>Play and sing repeated patterns (ostinati) from staff notation</p>
<b>Improvising/ Exploring</b>	<p>Improvise to an ostinato accompaniment (Communication)</p> <p>Explore simple accompaniments using beat and rhythm patterns (Food and drink)</p>	<p>Improvise melodies with a given set of five notes (a pentatonic scale)</p> <p>Understand syncopation and clap improvised off-beat rhythms</p>
<b>Composing</b>	<p>Select descriptive sounds to accompany a poem (Environment)</p> <p>Choose different timbres to make an accompaniment (Environment)</p> <p>Make choices about musical structure (Poetry)</p> <p>Create and perform from a symbol score (Human body)</p> <p>Arrange an accompaniment with attention to balance and musical effect (Ancient worlds)</p>	<p>Compose a short melody</p> <p>Compose and play sequences of word rhythms</p>



	Use a score and combine sounds to create different musical textures (Food and drink)	
<b>Listening</b>	<p>Listen to and learn about Hindustani classical music (Building)</p> <p>Learn how sounds are produced and how instruments are classified (Building)</p> <p>Listen to and learn about traditional Chinese music (Time)</p> <p>Listen to and learn about a Romantic piece of music (Communication)</p> <p>Listen to and learn about a medieval antiphon (In the past)</p> <p>Listen to, learn about, play and dance to Tudor dance music (In the past)</p>	<p>Understand how rhythmic articulation affects musical phrasing</p> <p>Listen to and play along with various pieces of music</p> <p>Match short rhythmic phrases with rhythm notation</p>
<b>Appraising</b>	<p>Identify the metre in a piece of music (Communication)</p> <p>Recognise rhythm patterns in staff notation (Communication)</p> <p>Recognise pitch shapes (Singing French)</p>	<p>Identify different instrument groups from a recording</p> <p>Compare and contrast the structure of two pieces of music</p> <p>Identify the metre of a new song or piece</p>



	Year 5	Year 6
<b>Singing</b>	<p>Prepare for a performance by considering narration, performance space, setting up and other logistics (Our community)</p> <p>Develop techniques of performing rap using texture and rhythm (Solar system)</p> <p>Sing and play percussion in a group piece with changes in tempo and dynamics (Keeping healthy)</p> <p>Sing a song in unison and three-part harmony (At the movies)</p> <p>Sing with attention to accuracy in rhythm, pitch and dynamics (At the movies)</p>	<p>Demonstrate understanding of pitch through singing from simple staff notation (Journeys)</p> <p>Demonstrate understanding of beat and syncopation through singing and body percussion (Journeys)</p> <p>Convey lyrical meaning through expressive singing in a part-song with echoes (World unite)</p> <p>Learn to sing major and minor note patterns accurately (World unite)</p> <p>Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers (World unite)</p> <p>Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement (Roots)</p> <p>Perform complex song rhythms confidently (Moving on)</p> <p>Change vocal tone to reflect mood and style (Moving on)</p>
<b>Playing instruments</b>	<p>Read a melody in staff notation (Life cycles)</p> <p>Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities (Keeping healthy)</p> <p>Perform music together in synchronisation with a short movie (Keeping healthy)</p> <p>Develop ensemble playing, focusing on steady beat and placing notes accurately together (At the movies)</p> <p>Control short, loud sounds on a variety of instruments (At the movies)</p>	<p>Demonstrate coordination and rhythm skills by participating in a complex circle game (Journeys)</p> <p>Play a chordal accompaniment to a piece (Growth)</p> <p>Follow and interpret a complex graphic score for four instruments (Growth)</p> <p>Play tuned instrumental parts confidently from graphic scores with note names (Moving on)</p>
<b>Improvising/ Exploring</b>	<p>Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion (Our community)</p> <p>Learn about jazz scat singing and devise scat sounds (Our community)</p> <p>Play and improvise using the whole tone scale (Solar system)</p> <p>Create musical effects using contrasting pitch (Life cycles)</p>	<p>Devise, combine and structure rhythms through dance (Journeys)</p> <p>Improvise descriptive music on instruments and other soundmakers (Roots)</p>



	<p>Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities (Keeping healthy)</p> <p>Learn about and explore techniques used in movie soundtracks (Keeping healthy)</p>	
<b>Composing</b>	<p>Develop a structure for a vocal piece and create graphic scores (Life cycles)</p> <p>Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores (Life cycles)</p> <p>Use the musical dimensions to create and perform music for a movie (Keeping healthy)</p> <p>Evaluate and refine compositions with reference to the inter-related dimensions of music (Keeping healthy)</p> <p>Create sounds for a movie, following a timesheet (Keeping healthy)</p>	<p>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music (Growth)</p>
<b>Listening</b>	<p>Hear and understand the features of the whole tone scale (Solar system)</p> <p>Listen to and learn about modern classical/avant garde music (20th century) (Solar system)</p> <p>Learn about the music of an early Baroque opera (Life cycles)</p> <p>Demonstrate understanding of the effect of music in movies (Keeping healthy)</p>	<p>Follow and interpret a complex graphic score for four instruments (Growth)</p> <p>Experience and understand the effect of changing harmony (Moving on)</p> <p>Listen to and understand modulation in a musical bridge (Moving on)</p>
<b>Appraising</b>	<p>Listen to a 19th century tone poem and describe its effects and use of the musical dimensions (Solar system)</p> <p>Listen to and analyse 19th century impressionist music using musical vocabulary (Solar system)</p> <p>Compare and contrast two pieces of 19th century Romantic music (Life cycles)</p> <p>Identify changes in tempo and their effects (Keeping healthy)</p> <p>Evaluate and refine compositions with reference to the inter-related dimensions of music (Keeping healthy)</p>	<p>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music (Growth)</p>



	<p>Explore and analyse a song arrangement and its structure (At the movies)</p> <p>Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time (At the movies)</p>	
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