



ST JOHN'S C OF E PRIMARY SCHOOL

MUSIC PROGRESSION OVERVIEW

Musical Instruments	Years 1 and 2 - Chime Bars/Glockenspiel Years 3 and 4 - Recorder Year 5 and 6 - Ukulele
A 5 year old musician at St. John's will:	<ul style="list-style-type: none"> -Move rhythmically to music. -Clap and stamp to the beat of a song. -Make music with a range of instruments. -Recognise sounds made by some tuned and untuned instruments. -Perform songs and rhymes with actions.
A 7 year old musician at St. John's will:	<ul style="list-style-type: none"> -Hold and play chimes bars and other untuned instruments correctly. -Sing and perform expressively. -Perform simple patterns and accompaniments by clapping or playing instruments and keeping a steady beat. -Recognise well defined changes in sounds (pitch, dynamics and tempo) -Represent sounds with symbols. -Improve own work.
An 11 year old musician at St. John's will:	<ul style="list-style-type: none"> -Recognise and explore how sounds are used and combined. -Sing in tune expressively, performing with a limited range of notes. -Recognise how musical elements are combined and used expressively. -Improvise repeated patterns, combine layers of sounds with awareness of the effect. -Improve work by commenting on the intended effect.

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Year Group	Playing and performing	Creating, developing and composing musical ideas	Responding and reviewing appraising skills	Listening and applying knowledge and understanding
Year R	<ul style="list-style-type: none"> - Join in with songs and rhymes. - Learn some repeating phrases. - Express feelings and ideas using different instruments. - Perform songs and rhymes with a sense of dynamic control(loud/soft) 	<ul style="list-style-type: none"> - Represent thoughts by playing instruments to create music. - Use a range of instruments to make loud and quiet sounds. 	<ul style="list-style-type: none"> - Dance in response to pieces of music. - Use rhythm in movements. 	<ul style="list-style-type: none"> - Children sing songs, make music and dance, and experiment with ways of changing them. - Use music in original ways to support stories and role plays and own experiences.
Suggestions	<p>Songs to sing: I am the Music Man, Pat-a-cake, This Old Man, Name Song, Old McDonald, Grand Old Duke of York, Twinkle Twinkle, Five fine bumble bees,</p>		<p>Songs to listen and respond to: Dance of the Sugar Plum Fairy from the Nutcracker, Sleigh Ride by Leroy Anderson, Extracts from the Carnival of the Animals by Saint-Saens, Nursery rhymes by Eric Nagler or Danny Kaye, Yellow Submarine by Lennon and McCarthy, Popcorn by Gershon Kingsley, Golliwog's Cakewalk from Children's Corner Suite by Claude Debussy, Portsmouth by Mike Oldfield</p>	
Personal development	<p>Perseverance and ambition: Perform to an audience. Self-esteem: Perform with class for parents. Independence and creativity: Exploring natural sounds around us. Team Work: Take turns and exploring instruments Emotional curiosity: Show enjoyment of music.</p>		<p>Key questions when evaluation my work or the work of others: -how the instruments were selected -how the sounds were made -how he/she enjoyed making them-what he/she liked best</p>	
Vocabulary	play, sing, loud, quiet, rhymes, dance, sounds, music, beat, clap, stomp, repeat, move, rhythm, pulse, percussion, bells, tambourine, maracas, egg shakers, rainmaker, drums, piano, triangle, guitar			
Year 1	<ul style="list-style-type: none"> -Use voices in different ways such as speaking, singing and chanting. -To create and choose sounds for a purpose. E.g. banging the drum to represent a thunder storm. -To name tuned and untuned instruments. -To perform simple rhythmical patterns beginning to show an awareness of pulse e.g 4 beats using body percussion, tuned and untuned instruments. 	<ul style="list-style-type: none"> -To know about and experiment with sounds e.g. long/short, high/low, loud/quiet. -To recognise and explore how sounds can be organised. -To identify and organise sounds using simple criteria e.g. Long/short, high/low, loud/quiet. 	<ul style="list-style-type: none"> -To talk about how music makes you feel or want to move. -To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder. 	<ul style="list-style-type: none"> - To begin to identify simple repeated patterns and follow basic musical instructions. - To begin to understand that musical elements can be used to create different moods and effects. -To begin to represent sounds with simple symbols, including given shapes and marks. -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.

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	-To think about others when performing by following instructions on when to start and stop.			
Suggestions Children's songs and singing games from local, national and pupils' own heritages	Songs to sing: Head, shoulders, knees and toes, The farmer in the dell, London's burning, Boom Chicka Boom, BINGO, Grandma Rap, Hickory dickory dock, If you're happy and you know it, Oranges and lemons Chime bars: games and activities to explore of pitch		Songs to listen and respond to: Fast: Flight of the Bumble Bee by Rimsky-Korsakov, Slow: Morning from Peery Gyant by Grieg, Loud and soft: Pomp and Circumstance March No. 1 by Elgar, Over the Sea to Skye, traditional Scottish song, Walking in the Air from the Snowman by Howard Blaks, Grandad by Flowers and Pickett, Songs from Oliver! By Lionel Bart	Key questions when evaluation my work or the work of others: -how the instruments were selected -how the sounds were produced -what they sounded like -how easy or difficult they were to play- how he/she enjoyed exploring them -what he/she liked best.
Personal development	Perseverance and ambition: Perform to an audience. Self-esteem: Perform with class for parents or another class. Independence and creativity: Exploring sounds around us. Team Work: Take turns and exploring instruments Emotional curiosity: Show enjoyment of music.			
Vocabulary	high, low, listen, music, pattern, fast, slow, loud, quiet, song, beat, long, short, pitch, chant, percussion, bang, strike, beater, instrument, improvise, pulse, improve, repeated, lullaby, cymbals, castanets, tulip block, wooden block, claves, jingle stick, kokiriko, wooden guiro shakers, audience, rap, imagination, perform, singers, melody, Blues, Folk, Funk, pop,			
Year 2	-Use voices expressively and creatively when singing, chanting and speaking. -To create and choose sounds for a specific effect. E.g. Crash or rain falling. -To perform rhythmical patterns and accompaniments, keeping a steady pulse. -To think about others when performing, and hold my part in a simple round ie. Basic posture and relaxed shoulders.	-Repeat short rhythmic and melodic patterns by ear. - To begin to explore, choose and order sounds using the inter-related dimensions of music. E.g. using dynamics, pitch and tempo.	- To respond to different moods in music and explain thinking about changes in sounds. - 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.	- 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 given and invented symbols, shapes and 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.
Suggestions Children's songs and singing games from local, national and pupils' own	Songs to sing: London's burning, Hot potato, Train Song, One two three, good to be me, I once saw an elephant, Tony Chestnut, Jump Jim Joe, Chime bars: Mary had a little lamb, Hot Cross Buns		Songs to listen and respond to: Tuby the Tuba by G. Kleinsinger, Peter and the Wolf by Prokofiev, Excerpts from the Nutcracker by Tchaikovsky, <i>steady beat:</i> Winter Bonfire by Prokofiev, <i>without a steady beat:</i> Theme from Harry's Game by Clannad, <i>slow:</i> Paino Concerto No. 21, second movement by Mozart, <i>faster:</i> shoe the donkey, <i>getting louder:</i> Bolero by Ravel	



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heritages Personal development	Perseverance and ambition: Perform to an audience. Self-esteem: Perform with class for parents or another class. Independence and creativity: Exploring sounds around us. Team Work: Take turns and exploring instruments. Emotional curiosity: Show enjoyment of music.		Key questions when evaluation my work or the work of others: -how the instruments were selected -how the sounds were produced -what they sounded like -how easy or difficult they were to play- how he/she enjoyed exploring them -what he/she liked best.	
Vocabulary	beat/pulse, chant, tempo, dynamics, pitch, repeat, rest, rhythm, sequence, tune/melody, create, effect, tuned, untuned, symbols, mood, graphic score, smooth, powerful, scary, calming, keyboard, bass, electric guitar, saxophone, trumpet, Reggae			
Year Group	Playing and performing	Creating, developing and composing musical ideas	Responding and reviewing appraising skills	Listening and applying knowledge and understanding
Year 3	<ul style="list-style-type: none"> -To sing in unison, and begin to sing in two parts, becoming aware of pitch. -To perform simple rhythmic and musical parts, beginning to vary the pitch with a range of notes. (B A G on the recorder) - To show control when playing musical instruments so that they sound, as they should e.g. covering the holes fully on the recorder and breathing correctly. -To think about others while performing, taking instructions from the leader. 	<ul style="list-style-type: none"> -To create simple rhythmical patterns using body percussion, untuned instruments and using a small range of notes. (4 beats with 3 different notes(tuned)) -To begin to join simple layers of sound in groups or whole class, e.g. a beat and a solo melody. (including use of ICT e.g. 2Sequence) -To carefully choose sounds to achieve an effect. (including use of ICT e.g. 2Create a Story) -I can record my compositions using a graphic score.(4 beats) <p><i>Suggestions: use class stories and pictures as a stimulus e.g. Smashbeats</i> https://www.kent-music.com/school-resources/</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. 	<ul style="list-style-type: none"> -To listen with attention and begin to recall sounds and identifying some instruments heard. -To listen carefully and recall short rhythmic and melodic patterns e.g. copy and repeat. -To begin to understand how different musical elements are combined and used to create an effect e.g. tempo, dynamics, timbre and pitch. -To begin to use simple notations to represent music, including pitch . E.g. graphic and stick notation -To listen to and begin to respond to music drawn from different traditions and great composers and musicians.
Suggestions <small>Music from</small>	Songs: Hey, Mr Miller, John Kanaka, Greensleeves, We welcome you today Nanuma, Four white horses, Who stole my chickens and my hens? What shall we do with the		Songs to listen and respond to: Telling a story: The Sorcerer's Apprentice by Dukas <i>Descriptive:</i> The Planets by Holst	

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<p>national and other heritages represented in the school, western classical tradition and popular music</p> <p>Personal development</p>	<p>drunken sailor? Count on me, Frer Jacues, Michael Finnegan, Recorder: Hot Cross Buns, Pease Porridge Hot, Merrily We Roll Along, Abies Blues, Mary's Lamb, Deep Sea Dance</p> <p>Perseverance and ambition: Support other musicians e.g. play/sing to accompany song. Self-esteem: Perform in a group/solo to a teacher. Independence and creativity: Improvising using voice or instruments. Team Work: With teacher's guidance, work in a group to improve performance or composition. Emotional curiosity: Show enjoyment of music</p>		<p><i>Popular:</i> A Spaceman Came Travelling by Chris de Burgh <i>Film:</i> Theme from Superman by J. Williams <i>Sacred:</i> Hallelujah <i>Steady beat:</i> Hennessey's by Arcady <i>Changing patterns:</i> The nutcracker Suite by Tchaikovsky <i>Marches/walking motion:</i> When the Saints Go Marching In <i>Waltzes:</i> The Marino Walts performed by M. Howard and J. Sheahan</p> <p>Key questions when evaluation my work or the work of others: -how the instruments were selected -how the sounds were produced -what effects they produced -whether he/she succeeded in his/her intentions -what changes are necessary -how he/she enjoyed exploring the sounds, alone or with others, and what -he/she liked best</p>	
<p>Vocabulary</p>	<p>beat, duration, structure, melody, perform, pitch, solo, tunefully, notes, introduction, chorus, verse, hook, texture, backing vocals, recorder, blow, posture, Disco</p>			
<p>Year 4</p>	<p>-To sing in unison and in parts, maintaining the correct pitch and using increasing expression.</p> <p>- To play notes B A G, F, E, D on the recorder with care so they sound clear playing a range of tunes.</p> <p>-To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. (recorder)</p> <p>-To think about others while performing, singing in tune as an ensemble.</p>	<p>-To create rhythmical and simple melodic patterns using voice, body percussion and tuned and untuned instruments. (using graphic or stick notation)</p> <p>-To join layers of sound, thinking about musical dynamics of each layer and understanding the effect. E.g. a beat, a background rhythm and a solo melody.</p> <p><i>Suggestions: use class stories and pictures as a stimulus e.g. Smashbeats</i> https://www.kent-music.com/school-resources/</p>	<p>-To recognise and explore the ways sounds can be used expressively and comment on this effect.</p> <p>-To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome e.g. Comment on the effectiveness of sounds/instruments used for a purpose.</p>	<p>-To listen to and recall patterns of sounds with increasing accuracy.</p> <p>-To understand how layers of sound are used and discuss the effect on the mood and feelings e.g. what instruments are used and why? (tempo, dynamics, timbre and pitch, texture)</p> <p>-To understand and begin to use established and invented musical notations to represent music, including pitch and dynamics. E.g. stick notation</p> <p>-To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p>
<p>Suggestions</p> <p>Music from national and other heritages represented in the school, western classical tradition and popular music</p>	<p>Songs to sing: Can you hear my voice? Hello, how are you? A Keelie, Scarborough Fair, Roll the Old chariot along, It's a long way to Tipperary, Life is a Highway. Recorder: Hot and Cross, Tudor Times, Roller Ride, Aquarium, Old MacDonald, High low earwig go</p>		<p>Songs to listen and respond to: <i>Descriptive:</i> Viennese Musical Clock from Hary Janos Suite by Kodaly Without a steady beat: music for relaxing <i>Fast:</i> extracts from 'Carpathian Virtuosi', Romanian Folklore Music <i>Marches/walking motion:</i> Stars and Stripes Forever by Sousa <i>Waltzes:</i> The Blue Danube by J. Strauss</p>	

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Personal development	<p>Perseverance and ambition: Support other musicians e.g. play/sing to accompany song.</p> <p>Self-esteem: Perform in a group/solo to a teacher.</p> <p>Independence and creativity: Improvising using voice or instruments.</p> <p>Team Work: With teacher's guidance, work in a group to improve performance or composition.</p> <p>Emotional curiosity: show enjoyment of music</p>		<p>Key questions when evaluation my work or the work of others: -how the instruments were selected -how the sounds were produced -what effects they produced -whether he/she succeeded in his/her intentions -what changes are necessary -how he/she enjoyed exploring the sounds, alone or with others, and what -he/she liked best</p>	
Vocabulary	<p>aural, compose, texture, dynamics, expression, improvise, musician, recall, tempo, timbre, unison, rhythm patterns, musical style, lyrics, choreography, by ear, notation</p>			
Year Group	Playing and performing	Creating, developing and composing musical ideas	Responding and reviewing appraising skills	Listening and applying knowledge and understanding
Year 5	<p>-To sing in unison, breathing well with clear diction, controlled pitch and sense of phrase.</p> <p>-To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. (ukulele and other tuned and untuned instruments)</p> <p>-To play at least 4 chords on the ukulele, c major, f major, G7 and a minor.</p> <p>-To perform on the ukulele while singing.</p> <p>-To understand the importance of starting and ending together. (singing and playing)</p> <p>-To maintain my own part and be aware how the different parts fit together with a sense of timing.</p>	<p>-To create increasingly complicated rhythmic and melodic phrases using voice, body percussion and tuned and untuned instruments. (crotchet and quaver strums)</p> <p>-To compose a piece of music on the ukulele using the 4 chords c major, f major, G7 and a minor ,</p> <p>-To compose new lyrics for a song to create a new effect.</p>	<p>-To describe, compare and evaluate different types of music beginning to use musical words.(e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence)</p> <p>-To comment on the success of own and others work, suggesting improvements based on intended outcomes using musical words.</p> <p>- To know a range of music from different genres, eras and cultures and understand how lyrics reflect the cultural context and have social meaning.</p>	<p>-To listen to and recall a range of sounds and patterns of sounds confidently.</p> <p>-To begin to identify the relationship between sounds and how music can reflect different meanings, e.g. using strum rhythms versus playing melodies on string one.</p> <p>-To recognise and use a range of musical notations including staff notation. (staff notation: crotchet, quavers, minim, crotchet rests) Mnemonics and characters used from MusicPlus Digital.</p> <p>-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. (structure and form)</p>
Suggestions <small>Traditional music from other parts of the</small>	<p>Songs to sing: Eye of the tiger, Video killed the radio, Oleo, Nanuma with harmony, Brave - Touch the sky, Can you hear my voice? Harmony, I've been to Harlem.</p> <p>Ukulele: Digital Plus songs: The Ukulele Blues, Pizza Song, Grooving song, Green Caterpillar Eat Apples, End of the Road</p>		<p>Songs to listen and respond to: The Moldau from Ma Vlast by Smetana Young Person's guide to the Orchestra by Britten <i>Film:</i> Themes by Ennio Morricone, John Williams</p>	

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<p>World</p> <p>Personal development</p>	<p>Perseverance and ambition: Support other artists e.g. create/play music to support a dance or drama performance.</p> <p>Self-esteem: Perform in a group/solo to the school/other classes.</p> <p>Independence and creativity: Identifying aspects of music to improve at home.</p> <p>Team Work: Without teacher's help, work in a group to improve a group performance or composition.</p> <p>Emotional curiosity: Express contrasting emotions through music e.g. happy, sad.</p>		<p><i>Distinguish main instrument:</i> Cello in 'The Swan' from Carnival of the Animals by Saint-Saens</p> <p><i>Effects from different instruments:</i> Fantasia (homage to Bach) by Jane O'Leary Also Sprach Zarathustra by Richard Strauss</p> <p><i>Tempo and dynamics:</i> The Seville Suite by Bill Whelan</p> <p>Key questions when evaluation my work or the work of others: <i>Discussing and explaining:</i> -the selection of instruments, the quality of the sounds -what effects they produced, the use of musical elements -whether he/she succeeded in his/her intentions, whether revisions are necessary -the satisfaction of improvising with sounds, alone or with others</p>	
<p>Vocabulary</p>	<p>♩ Minim - 2 beats ♪ Crotchet - 1 beat ♫ Quaver - ½ beat ♮ Crotchet rest - 1 beat</p> <p>Chord, composer, ensemble, harmony, melody, notation, notes, percussion, posture, projection, bridge, backbeat, riff, appraising, rhythm solo, strings, oboe, clarinet, flute, cello, viola, double bass, French horn, tuba, timpani, bassoon, djembe drum, saxophone, harmony, ukulele, fret, neck, body, rock, swing, ballad, hip hop, funk, soul, groove, form</p>			
<p>Year 6</p>	<p>-To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.</p> <p>-To play and perform with accuracy, fluency, control and expression using 4 chords on the ukulele.</p> <p>-To think about the audience when performing and how to create a specific effect.</p> <p>-To hold my part in a round including harmonies.</p>	<p>-To create and improvise melodic and rhythmic phrases as part of a group performance using voice, body percussion and tuned and untuned instruments. (using a range of long and short notes)</p> <p>-To compose a piece of music for 3 or more instruments and record in the most appropriate way for given purpose (graphic scores, stick notation or staff notation, including the use of ICT e.g. 2Sequence)</p> <p><i>Suggestions: use class stories and pictures as a stimulus e.g. Smashbeats</i> https://www.kent-music.com/school-resources/</p>	<p>-To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*. (e.g. pitch, duration, dynamics, tempo, timbre, texture, form and silence)</p> <p>-To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.</p> <p>-To compare music from different genres, eras and cultures.</p>	<p>-To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.</p> <p>-To identify and explore the relationship between sounds and how music can reflect different meanings.</p> <p>-To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.</p> <p>-To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose affects the way that music is created and performed.</p>
<p>Suggestions</p> <p>Traditional music from other parts of the</p>	<p>Songs to sing: Sakura, Baloo Baleerie, I am a poor wayfaring stranger, , Filimioomiooriay, Siyahamba, Rather be, Ain't gonna let nobody turn me around,</p> <p>Ukulele: Grooving, Bug Waltz, Green Caterpillar, Bopping Bug</p> <p>Other songs: London Bridge, Mocking bird, Yellow by Coldplay, New rhythms and</p>		<p>Songs to listen and respond to: Ah Vous Dirai-Je Maman by Mozart Fantasia on Greensleeves by Vau ghan Williams Jazz: Chatanooga Choo Choo recorded by Glenn Miller</p>	



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world	syncopation in ukulele strumming: Three Little Birds by Bob Marley.	
Personal development	<p>Perseverance and ambition: Support other artists e.g. create/play music to support a dance or drama performance.</p> <p>Self-esteem: Perform in a group/solo to the school/other classes.</p> <p>Independence and creativity: Identifying aspects of music to improve at home.</p> <p>Team Work: Without teacher's help, work in a group to improve a group performance or composition.</p> <p>Emotional curiosity: express contrasting emotions through music e.g. happy, sad.</p>	<p><i>Opera:</i> Soldiers' Chorus from Faust by Gounod</p> <p><i>Effects from different instruments:</i> The Typewriter by Leroy Anderson</p> <p><i>Distinguish main instrument:</i> French Horn in 'Horn Concerto in Eb K447' by Mozart</p> <p><i>Tempo and dynamics:</i> Valse Triste from Kuolema Op. 44 by Sibelius</p> <p><i>Syncopation in music from the Caribbean:</i> Yellow Bird, Junkanoo, Day-O</p> <p>Key questions when evaluation my work or the work of others:</p> <p><i>Discussing and explaining:</i> -the selection of instruments, the quality of the sounds -what effects they produced, the use of musical elements -whether he/she succeeded in his/her intentions, whether revisions are necessary -the satisfaction of improvising with sounds, alone or with others</p>
Vocabulary	<p>Semibreve - 4 beats, Accompaniments, audience, composition, expressively, notation, staff, variation, phrase, theme, venue, key signature, style, cover, dimensions of music, producer, Motown, Blues, Jazz, Urban, Gospel, ostinato, phrases, form</p>	