



The document below has been designed to show how we will cover all of the relevant Music knowledge and skills across Holy Family. The context in which these are taught is left to the discretion of teachers.

## Music Progression in EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for Music within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for Music.

The most relevant statements for Music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

Music Progression		
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"><li>• Sing a large repertoire of songs.</li></ul>
	Physical Development	<ul style="list-style-type: none"><li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li></ul>
	Expressive Arts and Design	<ul style="list-style-type: none"><li>• Listen with increased attention to sounds.</li><li>• Respond to what they have heard, expressing their thoughts and feelings.</li><li>• Remember and sing entire songs.</li><li>• Sing the pitch of a tone sung by another person ('pitch match').</li><li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li><li>• Create their own songs, or improvise a song around one they know.</li><li>• Play instruments with increasing control to express their feelings and ideas.</li></ul>



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Reception	Communication and Language		<ul style="list-style-type: none"><li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li><li>• Learn rhymes, poems and songs.</li></ul>
	Physical Development		<ul style="list-style-type: none"><li>• Combine different movements with ease and fluency.</li></ul>
	Expressive Arts and Design		<ul style="list-style-type: none"><li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li><li>• Create collaboratively sharing ideas, resources and skills.</li><li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li><li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li><li>• Explore and engage in music making and dance, performing solo or in groups.</li></ul>
ELG	Expressive Arts and Design	Being imaginative and Expressive	<ul style="list-style-type: none"><li>• Sing a range of well-known nursery rhymes and songs.</li><li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li></ul>



## Music Progression in Key Stage 1 and Key Stage 2

At Holy Family we follow a 2 year Cycle with Music taught every half term in Key Stage 1 and Key Stage 2, ensuring 6 topics of Music are taught annually. In line with the National Curriculum, all of the relevant POS will be taught by the end of the key stage.

Music Progression						
Area of Study	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Cycle A</b>	Hands, Feet, Heart Nativity Christmas Performance I Wanna Play in a Band Zootime Friendship Song Reflect, Rewind and Replay		Mamma Mia Nativity/Christmas Performance Glockenspiel 1 and 2 Lean on Me Blackbirds Reflect, Rewind and Replay		Instruments Year 5 – Ukulele Year 6 – Flute and Clarinet	
<b>Cycle B</b>	Hey You Nativity/Christmas Performance In the Groove Round and Round Your Imagination Reflect, Rewind, Replay		Let Your Spirit Fly Nativity/Christmas Performance The Dragon Song 3 Little Birds Bringing us Together Reflect, Rewind and Replay		Instruments	



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Music Skills Progression						
Controlling sounds through singing and playing (Play and Perform)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>KS1 Music National Curriculum</b> To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To play tuned and untuned instruments musically		<b>KS2 Music National Curriculum</b> To play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.			
	<ul style="list-style-type: none"> <li>Use voices in different ways such as speaking, singing and chanting.</li> <li>To create and choose simple rhythmical patterns, beginning to show an awareness of pulse.</li> <li>To think about others when performing.</li> </ul>	<ul style="list-style-type: none"> <li>Use voices expressively and creatively.</li> <li>To sing with the sense of shape of the melody.</li> <li>To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse.</li> <li>To think about others while performing.</li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison, becoming aware of pitch.</li> <li>To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.</li> <li>To think about others while performing.</li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison maintaining the correct pitch and using increasing expression.</li> <li>To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.</li> <li>To think about others while performing.</li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison with clear diction, controlled pitch and sense of phrase.</li> <li>To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</li> <li>To maintain my own part and be aware how the different parts fit together.</li> </ul>	<ul style="list-style-type: none"> <li>To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.</li> <li>To play and perform with accuracy, fluency, control and expression</li> <li>To think about the audience when performing and how to create a specific effect.</li> </ul>
Creating and developing musical ideas (Create and Compose)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>KS1 Music National Curriculum</b> To play tuned and untuned instruments		<b>KS2 Music National Curriculum</b> Improvise and compose music for a range of purposes using the interrelated dimensions of music			
	<ul style="list-style-type: none"> <li>To know about and experiment with sounds.</li> <li>To recognise and explore how sounds can be organised</li> <li>To identify and organise sounds using simple criteria e.g. loud, soft, high low.</li> </ul>	<ul style="list-style-type: none"> <li>Repeat short rhythmic and melodic patterns.</li> <li>To begin to explore and choose and order sounds using the inter-related dimensions of music</li> <li>Introduce graphic scores as a way of recording composition.</li> </ul>	<ul style="list-style-type: none"> <li>To create simple rhythmical patterns that use a small range of notes.</li> <li>To begin to join simple layers of sound, e.g. a background rhythm and a solo melody</li> <li>Sequences and rhythms can be written using informal symbols in a graphic score.</li> </ul>	<ul style="list-style-type: none"> <li>To create rhythmical and simple melodic patterns using an increased number of notes</li> <li>To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</li> </ul>	<ul style="list-style-type: none"> <li>To create increasingly complicated rhythmic and melodic phrases within given structures.</li> <li>Begin to read and compose using stave notation.</li> </ul>	<ul style="list-style-type: none"> <li>To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.</li> </ul>



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Listen and Appraise	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><b>KS1 Music National Curriculum</b> Listen with concentration and understanding to a range of high quality live and recorded music</p>	<p><b>KS2 Music National Curriculum</b> Listen with attention to detail and recall sounds with increasing aural memory</p>				
	<ul style="list-style-type: none"> <li>To know 5 songs off by heart.</li> <li>To know what the songs are about.</li> <li>To know and recognise the sound and names of some of the instruments they use.</li> <li>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> </ul>	<ul style="list-style-type: none"> <li>To know five songs off by heart.</li> <li>To know some songs have a chorus or a response/answer part.</li> <li>To know that songs have a musical style.</li> <li>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>To learn how songs can tell a story or describe an idea.</li> </ul>	<ul style="list-style-type: none"> <li>To know five songs from memory and who sang them or wrote them.</li> <li>To know the style of the five songs.</li> <li>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)</li> <li>Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>Name some of the instruments they heard in the song</li> <li>To confidently identify and move to the pulse.</li> <li>To think about what the words of a song mean.</li> <li>To take it in turn to discuss how the song makes them feel.</li> <li>Listen carefully and respectfully to other people’s thoughts about the music.</li> </ul>	<ul style="list-style-type: none"> <li>To know five songs from memory and who sang them or wrote them.</li> <li>To know the style of the five songs.</li> <li>To choose one song and be able to talk about: 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).</li> <li>Identify the main sections of the song (introduction, verse, chorus etc).</li> <li>Name some of the instruments they heard in the song.</li> <li>To confidently identify and move to the pulse.</li> <li>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>Talk about the music and how it makes them feel.</li> </ul>	<ul style="list-style-type: none"> <li>To listen to and recall a range of sounds and patterns of sounds confidently.</li> <li>To begin to identify the relationship between sounds and how music can reflect different meanings.</li> <li>To recognise and use a range of musical notations including staff notation.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.</li> <li>To identify and explore the relationship between sounds and how music can reflect different meanings.</li> <li>To use and apply a range of musical notations including staff notation, to plan, revise and refine notation, to plan, revise and refine musical material.</li> </ul>



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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<ul style="list-style-type: none"> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> <li>When you talk try to use musical words.</li> </ul>		
<b>Games</b>	<b>KS1 Music National Curriculum</b> To listen with concentration and understanding to a range of high-quality live and recorded music.		<b>KS2 Music National Curriculum</b> To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.			
	<ul style="list-style-type: none"> <li>To know that music has a steady pulse, like a heartbeat.</li> <li>To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> </ul>	<ul style="list-style-type: none"> <li>To know that music has a steady pulse, like a heartbeat.</li> <li>To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>Rhythms are different from the steady pulse.</li> <li>We add high and low sounds, pitch, when we sing and play our instruments.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to find and demonstrate the pulse.</li> <li>Know the difference between pulse and rhythm.</li> <li>To know how pulse, rhythm and pitch work together to create a song.</li> <li>Know that every piece of music has a pulse/steady beat.</li> <li>Know the difference between a musical question and an answer.</li> </ul>	Know and be able to talk about: <ul style="list-style-type: none"> <li>How pulse, rhythm and pitch work together</li> <li>Pulse: Finding the pulse – the heartbeat of the music</li> <li>Rhythm: the long and short patterns over the pulse</li> <li>Know the difference between pulse and rhythm</li> <li>Pitch: High and low sounds that create melodies</li> <li>How to keep the internal pulse</li> <li>Musical Leadership: creating musical ideas for the group to copy or respond to.</li> </ul>		
<b>Improvisation</b>	<b>KS1 Music National Curriculum</b> To experiment with, create, select and combine sounds using the interrelated dimensions of music		<b>KS2 Music National Curriculum</b> To use and understand staff and other musical notations			
	<ul style="list-style-type: none"> <li>To learn about improvisation.</li> <li>When someone improvises, they make up their own tune that has never</li> </ul>	<ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot.</li> <li>When someone improvises, they make up their own</li> </ul>	To know and be able to talk about improvisation: <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> </ul>	To know and be able to talk about improvisation: <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> </ul>	To know and be able to talk about improvisation: <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> </ul>	To know and be able to talk about improvisation: <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> </ul>



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	<ul style="list-style-type: none"> <li>been heard before. It is not written down and belongs to them.</li> <li>Improvise using the three challenges:</li> <li><b>Clap and Improvise</b> – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li><b>Sing, Play and Improvise</b> – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li><b>3. Improvise!</b> – Take it in turns to improvise using one or two notes.</li> </ul>	<ul style="list-style-type: none"> <li>tune that has never been heard before. It is not written down and belongs to them.</li> <li>Everyone can improvise, and you can use one or two notes.</li> <li>Use the improvisation tracks provided. Improvise using the three challenges:</li> <li><b>Clap and Improvise</b> – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li><b>Sing, Play and Improvise</b> – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li><b>3. Improvise!</b> – Take it in turns to improvise using one or two notes.</li> </ul>	<ul style="list-style-type: none"> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given</li> <li>Improvise using instruments in the context of the song they are learning to perform.</li> </ul>	<ul style="list-style-type: none"> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some of the riffs you have heard in the</li> <li>Challenges in your improvisations</li> </ul>	<ul style="list-style-type: none"> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some of the riffs you have heard in the</li> <li>Challenges in your improvisations</li> <li>To know three well-known improvising musicians</li> </ul>	<ul style="list-style-type: none"> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>To know that using one, two or three notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</li> <li>To know three well-known improvising musicians</li> </ul>
<b>Composition</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<b>KS1 Music National Curriculum</b> To experiment with, create, select and combine sounds using the inter-related dimensions of music.		<b>KS2 Music National Curriculum</b> To improvise and compose music for a range of purposes using the inter-related dimensions of music.			
	<ul style="list-style-type: none"> <li>To learn about Composition.</li> <li>Everyone can compose.</li> <li>Help to create a simple melody using one, two or three notes.</li> <li>Learn how the notes of the composition can be written down</li> </ul>	<ul style="list-style-type: none"> <li>Help create three simple melodies with the Units using one, three or five different notes.</li> <li>Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>To know and be able to talk about:               <ul style="list-style-type: none"> <li>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>Different ways of recording</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To know and be able to talk about:               <ul style="list-style-type: none"> <li>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>Different ways of recording compositions (letter</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To know and be able to talk about improvisation:               <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To know and be able to talk about:               <ul style="list-style-type: none"> <li>A composition: music that is created by you and kept in some way.</li> <li>It's like writing a story. It can be played or performed again to your friends.</li> <li>A composition has pulse, rhythm and</li> </ul> </li> </ul>



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	and changed if necessary.		<p>compositions (letter names, symbols, audio etc.)</p> <ul style="list-style-type: none"><li>• Help create at least one simple melody using one, three or five different notes.</li><li>• Plan and create a section of music that can be performed within the context of the unit song.</li><li>• Talk about how it was created.</li><li>• Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li><li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li></ul>	<p>names, symbols, audio etc.)</p> <ul style="list-style-type: none"><li>• Help create at least one simple melody using one, three or all five different notes.</li><li>• Plan and create a section of music that can be performed within the context of the unit song.</li><li>• Talk about how it was created.</li><li>• Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li><li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li></ul>	<ul style="list-style-type: none"><li>• To know that using one or two notes confidently is better than using five</li><li>• To know that if you improvise using the notes you are given, you cannot make a mistake</li><li>• To know that you can use some of the riffs you have heard in the</li><li>• Challenges in your improvisations</li><li>• To know three well-known improvising musicians</li></ul>	<p>pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <ul style="list-style-type: none"><li>• Notation: recognise the connection between sound and symbol</li><li>• Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li><li>• Explain the keynote or home note and the structure of the melody.</li><li>• Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li><li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li></ul>
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# Holy Family Catholic Primary School – Music Progression Document



## Upper Key Stage 2 – Year 5

### Cycle A

Instruments –

Ukulele (Y5)



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Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele
<p>Play and name the strings.</p> <p>Play 2 note melodies on one string.</p> <p>Play 2 chords Crotchet strumming pattern</p>	<p>Play and name the strings.</p> <p>Play 2 note melodies on one string.</p> <p>Play 2 chords Crotchet strumming pattern</p>	<p>Play 4 chords</p> <p>Crotchet/quaver strumming patterns</p> <p>Sing songs over simple chord changes</p>	<p>Play 4 chords</p> <p>Crotchet/quaver strumming patterns</p> <p>Sing songs over simple chord changes</p>	<p>Play melodies of up to 5 notes using different strings.</p> <p>Play 5 chords Strumming patterns to include rests.</p> <p>Sing songs over more complex chord patterns</p>	<p>Play melodies of up to 5 notes using different strings.</p> <p>Play 5 chords Strumming patterns to include rests.</p> <p>Sing songs over more complex chord patterns</p>

## Upper Key Stage 2 – Year 5/6

### Cycle A

Instruments – Flute (Y5/6)					
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<b>Clarinet</b> Play long notes with a steady sound Tongue the notes Play three notes	<b>Clarinet</b> Play long notes with a steady sound Tongue the notes Play three notes	<b>Clarinet</b> Begin to develop a stronger sound. Tongue and slur the notes Play five notes	<b>Clarinet</b> Begin to develop a stronger sound. Tongue and slur the notes Play five notes	<b>Clarinet</b> Control sound to create dynamics Play with varied articulation Play 8 notes	<b>Clarinet</b> Control sound to create dynamics Play with varied articulation Play 8 notes



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Vocabulary	Cycle A: Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		<b>Hands, Feet Heart</b>	Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo	<b>Mamma Mia</b>	Keyboard, electric guitar, bass, drums. improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison	<b>Instruments</b>
	<b>Nativity Christmas Performance</b>	Sing, perform, play, listen, music, act, retell	<b>Nativity Christmas Performance</b>	Sing, perform, play, listen, music, act, retell	<b>Instruments</b> <b>Christmas/Nativity Performance</b>	Name the Instrument, play, perform, notes, music, stave, listen, rhythm, beat, texture, pulse and dynamics.
	<b>I Wanna Play in a band</b>	Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	<b>Glockenspiel 1 and 2</b>	Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure,	<b>Instruments</b>	Name the Instrument, play, perform, notes, music, stave, listen, rhythm, beat, texture, pulse and dynamics.
	<b>Zootime</b>	Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience,	<b>Lean on Me</b>	Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo,	<b>Instruments</b>	Name the Instrument, play, perform, notes, music, stave, listen, rhythm, beat, texture, pulse and dynamics.



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		melody, dynamics, tempo		dynamics, texture structure, compose, improvise, hook, riff, melody, solo		
	<b>Friendship Song</b>	Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	<b>Blackbirds</b>	Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo	<b>Instruments</b>	Name the Instrument, play, perform, notes, music, stave, listen, rhythm, beat, texture, pulse and dynamics.
	<b>Reflect, Rewind and Replay</b>	Listen, appraise classical music, singing, play instruments, improvisation, composition, and share and perform.	<b>Reflect, Rewind and Replay</b>	Listen and Appraise, singing, play instruments, improvise, composition, share and perform.	<b>Instruments</b>	Name the Instrument, play, perform, notes, music, stave, listen, rhythm, beat, texture, pulse and dynamics.



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Vocabulary	Cycle B: Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	<b>Hey You</b>	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform	<b>Let Your Spirit Fly</b>	Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody	<b>Instruments</b>	Name the Instrument, play, perform, notes, music, stave, listen, rhythm, beat, texture, pulse and dynamics.
<b>Christmas/Nativity Performance</b>	Listen, Sing, Act, Christmas story.	<b>Christmas/Nativity Performance</b>	Listen, Sing, Act, Christmas story.	<b>Instruments/Christmas/Nativity/performance</b>	Name the Instrument, play, perform, notes, music, stave, listen, rhythm, beat, texture, pulse and dynamics.	
<b>In the Groove</b>	Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove	<b>The Dragon Song</b>	Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody	<b>Instruments</b>	Name the Instrument, play, perform, notes, music, stave, listen, rhythm, beat, texture, pulse and dynamics.	
<b>Round and Round</b>	Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience	<b>Three Little Birds</b>	Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae	<b>Instruments</b>	Name the Instrument, play, perform, notes, music, stave, listen, rhythm, beat, texture, pulse and dynamics.	



# Holy Family Catholic Primary School – Music Progression Document



	<b>Your Imagination</b>	Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination	<b>Bringing us Together</b>	Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody	<b>Instruments</b>	Name the Instrument, play, perform, notes, music, stave, listen, rhythm, beat, texture, pulse and dynamics.
	<b>Reflect, Rewind, Replay</b>	Listen, appraise classical music, singing, play instruments, improvisation, composition, and share and perform.	<b>Reflect, Rewind, Replay</b>	Listen and Appraise, singing, play instruments, improvise, composition, share and perform.	<b>Instruments</b>	Name the Instrument, play, perform, notes, music, stave, listen, rhythm, beat, texture, pulse and dynamics.