



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



Holy Family Catholic Primary School – Music Progression Document



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



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 |
| Cycle A | On This Island: British Songs and Sounds. Nativity/Christmas Performance. Orchestral Instruments (Theme: Traditional Western Stories). Musical Me. Dynamics, Timbre, Tempo and Motifs (Theme: Space). West African Call and Response Song(Theme: Animals). | | Body and Tuned Percussion (Theme: Rainforests). Nativity/Christmas Performance. Changes in Pitch, Tempo and Dynamics (Theme: Rivers). Developing Singing Technique (Theme: Vikings). Rock and Roll. Samba and Carnival Sounds and Instruments (Theme: South America). | | Instruments | |
| Cycle B | Musical Vocabulary (Under The Sea). Nativity/Christmas Performance. Pulse and Rhythm (Theme: All About Me). Classical Music, Dynamics and Tempo (Theme: Animals). Pitch and Tempo (Theme: Superheroes). Timbre and Rhythmic Patterns (Theme Fairytales). | | Creating Compositions in Response to an Animation (Theme: Mountains). Nativity/Christmas Performance. Pentatonic Melodies and Composition (Theme: Chinese New Year). Ballads. Jazz. Traditional Instruments and Improvisation (Theme: India). | | Instruments Year 5 – Ukulele Year 5/6 – Clarinet | |



| Music Skills Progression | | | | | | |
|--------------------------|--|---|---|---|--------|--------|
| Listening | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | KS1 Music National Curriculum Listen with concentration and understanding to a range of high quality live and recorded music | | KS2 Music National Curriculum Listen with attention to detail and recall sounds with increasing aural memory. | | | |
| | <ul style="list-style-type: none"> Recognising and understanding the difference between pulse and rhythm. Understanding that different types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. Describing the differences between two pieces of music. Expressing a basic opinion about music. Listening to and repeating short, simple rhythmic patterns. Listening and responding to other | <ul style="list-style-type: none"> Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music melodies that move in steps. Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work. | <ul style="list-style-type: none"> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both | <ul style="list-style-type: none"> Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics within a piece of music. | | |



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| | performers by playing as part of a group. | | verbally, and through movement. <ul style="list-style-type: none"> Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. | <ul style="list-style-type: none"> Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. | | |
| Composing | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | KS1 Music National Curriculum To experiment with, create, select and combine sounds using the inter-related dimensions of music. | | KS2 Music National Curriculum To improvise and compose music for a range of purposes using the inter-related dimensions of music. | | | |
| | <ul style="list-style-type: none"> Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Creating simple melodies using a few notes. Choosing dynamics, tempo | <ul style="list-style-type: none"> Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes. | <ul style="list-style-type: none"> Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic | <ul style="list-style-type: none"> Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. Creating a piece of music with at least | | |



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| | <ul style="list-style-type: none"> and timbre for a piece of music. Creating a simple graphic score to represent a composition. Beginning to make improvements to their work as suggested by the teacher. | <ul style="list-style-type: none"> Choosing appropriate dynamics, tempo and timbre for a piece of music. Beginning to suggest improvements to their own work. | <ul style="list-style-type: none"> or staff), and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary. | <ul style="list-style-type: none"> four different layers and a clear structure. Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. Suggesting improvements to others' work, using musical vocabulary. | | |
| Performing | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | KS1 Music National Curriculum To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To play tuned and untuned instruments musically | | KS2 Music National Curriculum 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"> Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. Copying back short rhythmic and melodic phrases on percussion instruments. Responding to simple musical instructions such as tempo and | <ul style="list-style-type: none"> Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing short | <ul style="list-style-type: none"> Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. *Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. | <ul style="list-style-type: none"> Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. | | |



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| The History of Music (KS2) | dynamic changes as part of a class performance. <ul style="list-style-type: none">• Performing from graphic notation.• | melodic patterns from letter notation | | <ul style="list-style-type: none">• Playing syncopated rhythms with accuracy, control and fluency. | | |
| | | | Year 3 | Year 4 | Year 5 | Year 6 |
| | | | <ul style="list-style-type: none">• Understanding that music from different times has different features. | <ul style="list-style-type: none">• Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. | | |
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Holy Family Catholic Primary School – Music Progression Document



| Vocabulary | Cycle A: Key Stage 1 | | Lower Key Stage 2 | | Upper Key Stage 2 | |
|------------|--|--|---|--|---|---|
| | On This Island: British Songs and Sounds | accurately, body percussion, compose, composition, duration, dynamics, folk song, inspired, inspiration, inter-related dimensions of music, layered effect, lyrics, performing, pitch, representing, soundscape, structure, tempo texture, timbre, voice percussion, | Body and Tuned Percussion (Theme: Rainforests) | body percussion, combine, compose, contrasting rhythms, dynamics, inspiration, layers, loop, organisation, repeated melodies, melody line, pitch, record, rhythm, sections, structure, tempo, texture, tune, tuned percussion. | Instruments | Name the Instrument, play, perform, notes, music, stave, listen, rhythm, beat, texture, pulse and dynamics. |
| | Nativity Christmas Performance | Sing, perform, play, listen, music, act, retell | Nativity Christmas Performance | Sing, perform, play, listen, music, act, retell | Instruments Christmas/Nativity Performance | Name the Instrument, play, perform, notes, music, stave, listen, rhythm, beat, texture, pulse and dynamics. |
| | Orchestral Instruments (Theme: Traditional Western Stories) | actions, brass, characters, clarinet, composition, cymbals, dynamics, emotion, French horn, instrumental sounds, musicians, oboe, orchestra, orchestral, percussion, | Changes in Pitch, Tempo and Dynamics (Theme: Rivers) | a capella, breath control, cue, diction, directing, dynamics, expression, harmony line, layer, melody, mood, notation, opinion, ostinato, percussion, in the round, parts, rhythm, staff notation, tempo, | Instruments | Name the Instrument, play, perform, notes, music, stave, listen, rhythm, beat, texture, pulse and dynamics. |



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| | | performing, sections, string, sound effect, tempo, timbre, trombone, tuba, vocals, woodwind. | | texture, vocal ostinato. | | |
| | Musical Me | beat, composer, composition, dynamics, emotion, imitate, in time, letter, melody, notation, notes, pattern, performance, pulse, represent, rhythm, sound effects, timbre, tune, volume. | Developing Singing Technique (Theme: Vikings) | accuracy, backing track, beat, body percussion, call and response, co-ordinated, crotchet, discipline, duration, dynamics, in-time, in-tune, layer, lyrics, key change, major key, minor key, notation, part, pulse, quaver, rehearse, rhythm, rhythmic notation, sound effects, stave notation, tempo, tension, tune, vocal warm-up. | Instruments | Name the Instrument, play, perform, notes, music, stave, listen, rhythm, beat, texture, pulse and dynamics. |
| | Dynamics, Timbre, Tempo and Motifs (Theme: Space) | Accuracy, arrange, atmosphere, brass, compare, composer, contrast, dynamics, effect, emotion, improvise, inspiration, interpretation, mood, motif, notate, orchestra, percussion, rhythm, sequence, soundscape, strings, symbols, timbre, | Rock and Roll | bass line, beat, chorus, dynamics, flat notes, hand jive, in-time, in-tune, notation, originate, pitch, rhythm, rhythmic patterns, rock and roll, sections, sequence, sharp notes, style, tempo, untuned percussion, verse, vocals, walking bass line. | Instruments | Name the Instrument, play, perform, notes, music, stave, listen, rhythm, beat, texture, pulse and dynamics. |



Holy Family Catholic Primary School – Music Progression Document



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| | | visual interpretation, woodwind. | | | | |
| | West African Call and Response Song (Theme: Animals) | actions, backing track, beat, call and response, composition, copy, dynamics, instrument, in time, performance, represent, rhythm, rhythmic notation, Sequence, sound, structure, tempo, timbre, vary, volume | Samba and Carnival Sounds and Instruments (Theme: South America) | agogo, bateria, caixa, carnival, chocalho, composition, crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome, off-beat, percussion, pulse, repique, rhythm, rhythmic break, samba, samba breaks, structure, surdo, syncopated rhythms, tamborim, texture, unison, untuned percussion. | Instruments | Name the Instrument, play, perform, notes, music, stave, listen, rhythm, beat, texture, pulse and dynamics. |



Holy Family Catholic Primary School – Music Progression Document



| Vocabulary | Cycle B: Key Stage 1 | | Lower Key Stage 2 | | Upper Key Stage 2 | |
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| | Musical Vocabulary (Under The Sea) | actions, celeste, chorus, dynamics, fast, graphic score, heartbeat, high, in time, layers, low, pitch, Pulse, rhythm, slow, speed, structure, tempo, texture, timbre, thick, thin, tune, verse. | Creating Compositions in Response to an Animation (Theme: Mountains) | atmosphere, compose, composition, dynamics, ensemble, influence, in-time, layers, letter notation, melodic pattern, melody, opinion, notation, pitch, repeated rhythm, represent, sound effect, soundscape, story, tempo, timbre, tuned percussion, untuned percussion. | Instruments | Name the Instrument, play, perform, notes, music, stave, listen, rhythm, beat, texture, pulse and dynamics. |
| | Christmas/Nativity Performance | Listen, Sing, Act, Christmas story. | Christmas/Nativity Performance | Listen, Sing, Act, Christmas story. | Instruments/Christmas/Nativity/performance | Name the Instrument, play, perform, notes, music, stave, listen, rhythm, beat, texture, pulse and dynamics. |
| | Pulse and Rhythm (Theme: All About Me) | body percussion, chant, clap, copy, drum, instrument, in time, shaker, percussion instrument, perform, play, pulse, rhythm, sing, syllables. | Pentatonic Melodies and Composition (Theme: Chinese New Year) | accuracy, crescendo, control, composition, duration, dynamics, expression, features, fluency, folk music, glockenspiel, grid notation, harmony, layered melodies, letter notation, melody, musical terminology, | Instruments | Name the Instrument, play, perform, notes, music, stave, listen, rhythm, beat, texture, pulse and dynamics. |



Holy Family Catholic Primary School – Music Progression Document



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| | | | | notation, notes, octaves, pentatonic melody, pentatonic scale, phrases, scale, timbre, tempo, untuned percussion. | | |
| | Classical Music, Dynamics and Tempo (Theme: Animals) | accuracy, actions, choir, composing, composition, confidence, dynamics, fast, instruments, in time, loud, melody percussion, performance, perform, quiet, repeat, represent, rhythm, sections, silence, sing, slow. | Ballads | ballad, chorus, compose, dynamics, emotions, ensemble, facial expressions, features, feelings, instrumentals, lyrics, melody, nonsense words, performance, phrases, poem, pop songs, rehearse, rhyme, solo, stanza, story mountain, summarize, tune, verse, vocabulary, volume. | Instruments | Name the Instrument, play, perform, notes, music, stave, listen, rhythm, beat, texture, pulse and dynamics. |
| | Pitch and Tempo (Theme: Superheroes) | accelerando, compose, fast, features, gradually, high, low, note, pattern, performance, pitch, play, rallentando, slow, sing, tempo, theme tune. | Jazz | call and response, Dixieland, improvisation, jazz, off-beat, motif, pitch, ragtime, rhythm, scat singing, straight quaver, strung quaver, swung rhythm, swing | Instruments | Name the Instrument, play, perform, notes, music, stave, listen, rhythm, beat, texture, pulse and dynamics. |



Holy Family Catholic Primary School – Music Progression Document



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| | | | | music, syncopated rhythm, syncopation, tune. | | |
| | Timbre and Rhythmic Patterns (Theme Fairytale) | bassoon, beat, body percussion, chant, clap, clarinet, compose, flute, French horn, instruments, oboe, orchestra, patterns, performance, play, plot, pulse, repeated phrases, represent, rhythm, rhythmic pattern, sound, strings, syllables, timbre, timpani, voice. | Traditional Instruments and Improvisation (Theme: India) | Bollywood, compose, drone, dynamics, harmonium, improvise, Indian flute, lyrics, melodic line, notation, opinion, pitch, repeated rhythm, rhythm, rag, sarangi, sitar, tabla, tala, tempo. | Instruments | Name the Instrument, play, perform, notes, music, stave, listen, rhythm, beat, texture, pulse and dynamics. |