

Music progression of knowledge, skills and vocabulary EYFS, KS1 and KS2

	Units of work	Key knowledge	Key skills	Key vocabulary
2- plus	<p>Mini-theme 1:</p> <ul style="list-style-type: none"> Action Rhymes (If You're Happy & You Know It / Heads, Shoulders Knees & Toes) <p>Mini-theme 2:</p> <ul style="list-style-type: none"> Instruments Nativity performance (Twinkle Twinkle) <p>Mini-theme 3:</p> <ul style="list-style-type: none"> We're Going on a Bear Hunt <p>Mini-theme 4:</p> <ul style="list-style-type: none"> Noise Makers Wheels on the Bus Down at the Station <p>Mini-theme 5:</p> <ul style="list-style-type: none"> Old MacDonald The Farmer in the Dell <p>Mini-theme 6:</p> <ul style="list-style-type: none"> 1,2,3,4,5, Once I caught a Fish Alive Baby Shark 	<ul style="list-style-type: none"> Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. <p>Mini-theme 1:</p> <ul style="list-style-type: none"> We can use actions to represent words Singing together can be fun and make us feel happy We can make sounds with different parts of our bodies <p>Mini-theme 2:</p> <ul style="list-style-type: none"> Different instruments make different sounds We can use instruments to make loud and quiet sounds We can tap instruments in time with songs <p>Mini-theme 3:</p> <ul style="list-style-type: none"> We can make sounds with our voice, e.g. swishy swashy, hoo-woo Some stories sound like songs <p>Mini-theme 4:</p> <ul style="list-style-type: none"> We can match instruments to sounds, e.g. bell on the bus goes ding ding – can be played on a triangle We can make vehicle sounds with our voices: beep beep, toot toot, brum brum <p>Mini-theme 5:</p> <ul style="list-style-type: none"> We can make animal sounds with our voices: moo, baaa, cluck, neigh We can clap along to songs and rhymes as we sing <p>Mini-theme 6:</p> <ul style="list-style-type: none"> If we join in with songs we can learn remember the words Songs can get faster or slower 	<ul style="list-style-type: none"> Explore a range of sound makers and instruments and play them in different ways. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. 	<p>Mini-theme 1: actions, happy, head, shoulders, knees, toes, eyes, ears, mouth, nose, clap, stamp, feet, nod</p> <p>Mini-theme 2: instruments, sounds, loud, quiet, tap, bang, triangle, drum, tambourine, in time, together, nativity</p> <p>Mini-theme 3: voice, sounds, rhyme, actions, over, under, through</p> <p>Mini-theme 4: match, sounds, instruments, beep, ding, swish, toot, brum, triangle, drum, tambourine, tap, bang</p> <p>Mini-theme 5: sing, clap, in time, together, cow – moo, sheep – baa, horse – neigh, chicken – cluck, duck - quack</p> <p>Mini-theme 6: join, remember, learn, fast, faster, slow, slower</p>
Nursery	<p>Year A</p> <p>Mini-theme 1:</p> <ul style="list-style-type: none"> Action Rhymes This is the Way We Wash Our Hands Finger families <p>Mini-theme 2:</p> <ul style="list-style-type: none"> This Is the Way We Build Our House Five Little Bulldozers Nativity performance (Nativity songs and actions) <p>Mini-theme 3:</p> <ul style="list-style-type: none"> Singing with instruments I am the Music Man <p>Mini-theme 4:</p> <ul style="list-style-type: none"> If You're a Pirate and You Know It A Sailor Went to Sea 	<ul style="list-style-type: none"> Sing a large repertoire of songs Respond to what they have heard, expressing their thoughts and feelings Remember and sing entire songs 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 <p>Year A</p> <p>Mini-theme 1: • We can add our own words and actions to songs (This Is the Way We Brush Our Teeth / Comb Our Hair)</p> <ul style="list-style-type: none"> We can make the sound of our voice go up high and down low <p>Mini-theme 2: • We can make up new songs using rhymes we already know (This Is the Way We Wash Our Hands → This Is the Way We Build Our House)</p> <ul style="list-style-type: none"> We can learn and perform songs for others 	<ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks Listen with increased attention to sounds Sing the pitch of a tone sung by another person ('pitch match') 	<p>Year A</p> <p>Mini-theme 1: songs, words, join, actions, wash, brush, comb, voice, high, low</p> <p>Mini-theme 2: songs, rhymes, new, different, same, words, perform, confident, actions</p> <p>Mini-theme 3: instruments, drum, triangle, tambourine, xylophone, maracas, castanets, slow, fast, hard, soft</p> <p>Mini-theme 4: pirate, plank, deck, ahoy, songs, rhymes, new, different, same, words</p> <p>Mini-theme 5: actions, props, listen, copy, tune, sing, words,</p>

	<p>Mini-theme 5:</p> <ul style="list-style-type: none"> • 5 Currant Buns • Bingo Was His Name-O (Shopping Version) <p>Mini-theme 6:</p> <ul style="list-style-type: none"> • B-I-N-G-O • Old McDonald Had a Farm (Pet Edition!) <p>Year B</p> <p>Mini-theme 1:</p> <ul style="list-style-type: none"> • Action Rhymes • This is the Way We Wash Our Hands • Finger families <p>Mini-theme 2:</p> <ul style="list-style-type: none"> • This Is the Way We Build Our House • Five Little Bulldozers • Nativity performance (Nativity songs and actions) <p>Mini-theme 3:</p> <ul style="list-style-type: none"> • Singing with props and resources <p>Mini-theme 4:</p> <ul style="list-style-type: none"> • The Dinosaur Stomp • We Are the Dinosaurs <p>Mini-theme 5:</p> <ul style="list-style-type: none"> • Miss Polly Had a Dolly • 5 Little Firefighters <p>Mini-theme 6:</p> <ul style="list-style-type: none"> • 5 Elephants Went Out to Play • Leo the Lion 	<p>Mini-theme 3:</p> <ul style="list-style-type: none"> • We can play different instruments to accompany our songs • We can play instruments hard, softly, fast and slowly <p>Mini-theme 4:</p> <ul style="list-style-type: none"> • We can make up new songs using rhymes we already know (If You're Happy and You Know It → If You're a Pirate and You Know It) <p>Mini-theme 5:</p> <ul style="list-style-type: none"> • We can use actions and props to help us remember the words to songs • We need to listen carefully to songs to copy the correct tune <p>Mini-theme 6:</p> <ul style="list-style-type: none"> • We can make up new songs using rhymes we already know and add our own words and actions • We can replace some words with actions <p>Year B</p> <p>Mini-theme 1:</p> <ul style="list-style-type: none"> • We can add our own words and actions to songs (This Is the Way We Brush Our Teeth / Comb Our Hair) • We can make the sound of our voice go up high and down low <p>Mini-theme 2:</p> <ul style="list-style-type: none"> • We can make up new songs using rhymes we already know (This Is the Way We Wash Our Hands → This Is the Way We Build Our House) • We can learn and perform songs for others <p>Mini-theme 3:</p> <ul style="list-style-type: none"> • We can play different instruments to accompany our songs • We can play instruments hard, softly, fast and slowly <p>Mini-theme 4:</p> <ul style="list-style-type: none"> • We can use actions and props to help us remember the words to songs • We can make the sound of our voice go up high and down low <p>Mini-theme 5:</p> <ul style="list-style-type: none"> • We can use actions and props to help us remember the words to songs • We need to listen carefully to songs to copy the correct tune <p>Mini-theme 6:</p> <ul style="list-style-type: none"> • We can use actions and props to help us remember the words to songs • We can use our voices to add sound effects to songs 		<p>baker, currant bun, shopkeeper</p> <p>Mini-theme 6: wait, clap, farmer, dog, cat, fish, bird, hamster</p> <p>Year B</p> <p>Mini-theme 1: songs, words, join, actions, wash, brush, comb, voice, high, low</p> <p>Mini-theme 2: songs, rhymes, new, different, same, words, perform, confident, actions</p> <p>Mini-theme 3: instruments, drum, triangle, tambourine, xylophone, maracas, castanets, slow, fast, hard, soft</p> <p>Mini-theme 4: stomp, roar, swish, songs, rhymes, new, different, same, words</p> <p>Mini-theme 5: actions, props, listen, copy, tune, sing, words, dolly, doctor, firefighter, 1,2,3,4,5</p> <p>Mini-theme 6: actions, props, songs, voices, sound effects, elephant, lion, roar, jaw, big, wide</p>
<p>Reception</p>	<ul style="list-style-type: none"> • Unit 1: Simple song and dance • Unit 2: Simple song and dance • Unit 3: Songs about Food • Unit 4: Traditional Nursery Rhymes and Folk songs • Unit 5: Minibeasts • Unit 6: Classroom Instruments 	<ul style="list-style-type: none"> • Music has elements: pulse/beat, rhythm, tempo, dynamics, pitch, timbre. • Music can convey mood, ideas, or stories. • Music can be performed alone or as part of a group. • Music comes from different cultures 	<ul style="list-style-type: none"> • Listen with increased attention to sounds and respond to what they have heard, expressing their thoughts and feelings • Explore and control sounds using voices and instruments with more accuracy • Sing simple songs from memory and with expression • Play and repeat simple rhythmic patterns or beats • Respond to music through movement with more coordination • Begin to create simple musical patterns (composing) • Use musical terminology when speaking about music 	<ul style="list-style-type: none"> • Unit 1: triangle, woodblock, boomwhacker, glockenspiel, bells • Unit 2: notes, pulse, rhythm, pitch, chant, glockenspiel • Unit 3: pulse, rhythm, improvising, pitch, dynamics, glockenspiel, bells, drum, boomwhackers • Unit 4: pulse, rhythm, untuned percussion, bouncy, smooth • Unit 5: pulse, rhythm, pitch, tuned percussion, melody • Unit 6: pulse, rhythm, pitch, improvising

<p>Year 1/2</p>	<p>Year A</p> <ul style="list-style-type: none"> • Unit 1: Hey You • Unit 2: Ocean Adventure and Christmas • Unit 3: Music and Art • Unit 4: African Call and Response • Unit 5: I Wanna Play in a Band • Unit 6: School Show Preparation <p>Year B</p> <ul style="list-style-type: none"> • Unit 1: Feel the Pulse • Unit 2: Taking Off and Christmas • Unit 3: The Long and Short of It • Unit 4: Classical Music 'Big Hits' • Unit 5: Opposites • Unit 6: Music of the British Isles (Folk Music) 	<ul style="list-style-type: none"> • To begin to understand the interrelated dimensions of music pitch, duration, dynamics, tempo, timbre, texture, and structure and how they can be manipulated • Listen to and discuss a variety of music from different cultures and eras 	<ul style="list-style-type: none"> • Develop basic musical skills through singing, listening, and performing • Use voices expressively • Explore different sounds using instruments, and recognise rhythm, pitch, tempo and timbre • Listen to and discuss a variety of music, developing an understanding of tempo and structure • Begin to compose, allowing experimentation with sounds and creating simple musical patterns 	<p>Year A</p> <ul style="list-style-type: none"> • Unit 1: pulse, rhythm, tempo, ostinato, unison, call and response, hip hop, genre, rap, drum machine, synthesiser, scratching, DJ, electric, acoustic • Unit 2: classical music, Benjamin Britten, composer, strings, brass, woodwind, percussion, dynamics • Unit 3: timbre, dynamics, texture, untuned percussion, tuned percussion, conductor, compose/composition • Unit 4: djembe, untuned percussion, tuned percussion, ostinato, structure, texture • Unit 5: rock music, genre, band, drum kit, electric guitar, tuned percussion, ostinato, dynamics, riff • Unit 6: stage, stage right, stage left, upstage, downstage, projection, harmony <p>Year B</p> <ul style="list-style-type: none"> • Unit 1: pulse, rhythm, tempo, body percussion, untuned percussion, ostinato • Unit 2: pitch, melody, compose, tuned percussion • Unit 3: duration, note, rhythm, pulse, graphic score, untuned percussion, tuned percussion • Unit 4: classical music, dynamics, timbre, orchestra, celesta, strings, woodwind, brass, percussion, texture • Unit 5: tempo, dynamics, pitch, timbre • Unit 6: Folk, traditional, call and response, guitar, recorder, bagpipes, accordion, fiddle, concertina, mandolin, percussion, instrumental
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<p>Year 3/4</p>	<p>Year A</p> <ul style="list-style-type: none"> • Unit 1: Ukuleles • Unit 2: The Nutcracker • Unit 3: Music Technology 1 • Unit 4: Glockenspiels and Musical Notation • Unit 5: Body Percussion • Unit 6: School Show Preparation <p>Year B</p> <ul style="list-style-type: none"> • Unit 1: Ukuleles • Unit 2: Ukuleles • Unit 3: Bucket Beats 1 • Unit 4: Mamma Mia • Unit 5: Glockenspiels and Musical Notation • Unit 6: The Beatles and School Show Preparation 	<ul style="list-style-type: none"> • Build on the knowledge from KS1 about the interrelated dimensions of music pitch, duration, dynamics, tempo, timbre, texture, and structure and how they can be manipulated • Expand inter-related dimensions of music understanding and add extra music vocabulary (beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, pentatonic scale, crescendo, diminuendo) • Understand basic stave notation • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Begin to develop an understanding of the history of music 	<ul style="list-style-type: none"> • Develop musical skills through singing, listening, and performing • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Begin to improvise and compose music for a range of purposes using the inter-related dimensions of music • Use voices expressively • Continue to explore different sounds using instruments, and recognize rhythm, pitch, tempo and timbre • Listen to and discuss a variety of music • Begin to compose, allowing experimentation with sounds and creating simple musical patterns. • Begin to use and understand staff and other musical notations • Listen with attention to detail and recall sounds with increasing aural memory 	<p>Year A</p> <ul style="list-style-type: none"> • Unit 1: ukulele, strings, melody (tune), chord, strumming, picking, dynamics • Unit 2: ballet, bar, dynamics, crescendo, diminuendo, ternary form, melody, ostinato, pulse, unpitched percussion, waltz, metre • Unit 3: GarageBand, sequencer, drum machine, loops, tempo, structure, texture • Unit 4: crotchet, minim, semibreve, rest, stave, treble clef, time signature, bar • Unit 5: pulse, rhythm, tempo, syncopation, body percussion, compose / composing, dynamics, crescendo, diminuendo • Unit 6: stage, stage right, stage left, upstage, downstage, projection, harmony <p>Year B</p> <ul style="list-style-type: none"> • Unit 1: ukulele, strings, melody (tune), chord, strumming, picking • Unit 2: chord, sequence, chord progression • Unit 3: pulse, rhythm, ostinato, drum beat, metre, time signature, crescendo, diminuendo • Unit 4: ABBA, pop music, accompaniment, hook, verse, chorus, ostinato, melody, synthesiser, saxophone, staccato, legato • Unit 5: crotchet, minim, semibreve, rest, stave, treble clef, time signature, bar • Unit 6: songwriter/composer, melody, harmony, riff, chord, composing, pentatonic scale, improvising, accompaniment
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<p>Year 5/6</p>	<p>Year A</p> <ul style="list-style-type: none"> • Unit 1: Bucket Beats 2 • Unit 2: Songwriting: Christmas Songs • Unit 3: Make You Feel My Love • Unit 4: Mambo! • Unit 5: Keyboard and Musical Notation • Unit 6: Keyboard and Musical Notation + Year 6 Show <p>Year B</p> <ul style="list-style-type: none"> • Unit 1: Earth (Hans Zimmer) A Class Composition • Unit 2: Dancing in the Street • Unit 3: Classroom Jazz • Unit 4: Music Technology 2 • Unit 5: Keyboard and Musical Notation • Unit 6: Keyboard and Musical Notation + Year 6 Show 	<ul style="list-style-type: none"> • Build on the knowledge of lower KS2 about the interrelated dimensions of music pitch, duration, dynamics, tempo, timbre, texture, and structure and how they can be manipulated • Expand inter-related dimensions of music understanding and add extra music vocabulary (beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, pentatonic scale, crescendo, diminuendo, dynamic markings, minor and major chords) • Understand basic stave notation • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Continue work to further understand the history of music 	<ul style="list-style-type: none"> • Develop musical skills through singing, listening, and performing • Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Use voices expressively • Continue to explore different sounds using instruments, and recognise rhythm, pitch, tempo and timbre • Listen to and discuss a variety of music • Continue to compose allowing experimentation with sounds and creating simple musical patterns • Further their knowledge from lower KS2 and use and understand staff notation • Listen with attention to detail and recall sounds with increasing aural memory 	<p>Year A</p> <ul style="list-style-type: none"> • Unit 1: pulse, beat, rhythm, ostinato, syncopation, crescendo • Unit 2: introduction, verse, chorus, bridge, rhyme • Unit 3: accompaniment, hook, pop ballad, synthesiser, tempo, harmony • Unit 4: composer, conductor, Latin American music, rhythm, count in, untuned percussion, tuned percussion, structure, quaver • Unit 5: notation, stave, treble clef, time signature, crotchet, minim, semibreve, rest, interval, scale • Unit 6: chord, major, minor, scale <p>Year B</p> <ul style="list-style-type: none"> • Unit 1: composing, timbre, crescendo, diminuendo, motif, piano (dynamics), pianissimo, forte, fortissimo, pitched percussion, unpitched percussion • Unit 2: Motown, harmony, backing vocals, ostinato, chord, pentatonic scale, horn section, string section, accompaniment, hook • Unit 3: jazz, Bossa Nova, pentatonic scale, blue note, improvising, shape, rhythm, beat, tempo • Unit 4: drum machine, tempo, chord progression, structure, texture, major and minor chords • Unit 5: notation, stave, treble clef, time signature, crotchet, minim, semibreve, rest, interval, scale • Unit 6: chord, major, minor, scale
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