Musical Progression

Year	Instrumental Progression	Range of Notes	Note Values	Elements of Music / Terminology	Listening / Appraisal	Performance	Composition
R	Body percussion Untuned percussion	C E G		Rhythm Pitch	Children will experience listening to different musical styles and will be given the opportunity to respond how through creative arts.	Perform in early years Christmas nativity	The children will be given the opportunity through music sessions and within the areas of provision to explore music and create their own sounds and music.
1	Tuned percussions Boom Whacker	C D E F G A B	Crotchets	Pitch, **dynamics**	The children will listen to a variety of musical styles from different times, traditions and composers. Learn to recognise the sound of musical instruments and basic features of key musical styles. Encourage discussions using musical language.	Use voices expressively Play tuned and untuned instruments	Learn that composition is creating simple rhythms and melodies that are notated or recorded in some way. Continue to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in anyway or recoded, it becomes a composition. Record in simple forms Compose a melody within a song using a small number of notes Link pitch and shape using notation
2	Tuned percussion Boom whacker	C D E F G A B Pentatonic scale (CDEGA)	Crotchets Minims	Pitch, dynamics, **tempo**			
3	Trumpets Glockenspiel	C D E F G A B Pentatonic scale	Crotchets Minims **Semibreves** **Rests**	Pitch, dynamics, tempo, **duration** **Standard notation introduced**	The children will continue to understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage more confident discussion using accurate musical language.	Begin to learn to understand about preparing to sing. Explore a range of vocal activity eg rapping, beatboxing. Perhaps. Perform as a soloist or group. Perform at school ensemble	Continue inventing musical ideas within improvisation. Listen and copy musical ideas by ear. Create melody and rhythmic 'answers' as part of a musical activity. Make decisions about compositions as they unfold.
4	Boom whacker Glockenspiel	C D E F G A B Pentatonic scale	Crotchets Minims Semibreves Rests **Quavers**	Pitch, dynamics, tempo, duration, **structure** Standard notation			
5	Garage band (iPad) Glockenspiel	C D E F G A B Pentatonic scale **F sharp**	As year 4	As Year 4 + **texture**	Perform, listen to, review and evaluate music across a range of historical periods, genres, styles, and traditions including the works of the great composers and musicians.	Understand with greater depth about preparing to sing songs / raps together in a group/ensemble, sometimes in parts and confidently. Use instruments to perform, playing together with greater confidence and deeper understanding.	Understand with greater depth that composition is creating your own melody within given boundaries. It can be notated or recorded in some way.
6	Garage band (iPad) Glockenspiel	Revision of Above	As year 4 + **dotted crotchets**	As year 5 +**timbre**			