


Music progression document – based on Sing Up Music Scheme

	By the end of EYFS pupils should be able to :	By the end of KS1 pupils should be able to :	By the end of LKS2 pupils should be able to :	By the end of UKS2 pupils should be able to :
Improvise and compose	<p>Make up new words and actions about different emotions and feelings.</p> <p>Explore making sound with voices and percussion instruments to create different feelings and moods</p> <p>Explore storytelling elements in the music and create a class story inspired by the piece.</p> <p>Make up a simple accompaniment using percussion instruments.</p> <p>Make up new lyrics and vocal sounds linked to topic</p> <p>Explore the range and capabilities of voices through vocal play.</p> <p>Create a sound story using instruments to represent different animal sounds/movements.</p> <p>Improvise a vocal/physical soundscape</p> <p>Develop a song by composing new words and adding movements and props.</p> <p>Improvise music with different instruments, following a conductor</p> <p>Compose music based on characters and stories developed through listening</p> <p>Compose a three-beat body percussion pattern and perform it to a steady beat.</p> <p>Invent and perform actions for new verses.</p>	<p>Participate in creating a dramatic group performance using kitchen-themed props</p> <p>Compose music to march to using tuned and untuned percussion.</p> <p>Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols</p> <p>Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).</p> <p>Compose new lyrics and create short body percussion patterns to accompany the song.</p> <p>Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.</p> <p>Attempt to record compositions with stick and other notations.</p> <p>Create musical phrases from new word rhythms that children invent.</p> <p>Improvise rhythms along to a backing track using the note C or G</p> <p>Compose call-and-response music.</p> <p>Select instruments and compose music to reflect an animal's character.</p> <p>Create, interpret, and perform simple graphic scores.</p> <p>Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.</p> <p>Create action patterns in 2- and 3-time</p> <p>Compose a soundtrack to a clip of a silent film</p> <p>Understand and use notes of different duration.</p> <p>Understand and use notes of different pitch.</p> <p>Understand and use dynamics.</p>	<p>Compose a pentatonic ostinato.</p> <p>Create rhythm patterns using the durations crotchet, crotchet rest, pair of quavers.</p> <p>Transfer rhythm patterns to tuned instruments to create rising and falling phrases using just three notes.</p> <p>Compose a 4-beat rhythm pattern to play during instrumental sections.</p> <p>Working in small groups, sing a call-and response song with an invented drone accompaniment.</p> <p>Invent simple patterns using rhythms and notes C-D-E.</p> <p>Compose music, structuring short ideas into a bigger piece.</p> <p>Notate, read, follow, and create a 'score'.</p> <p>Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one).</p> <p>Identify, play from, and combine rhythm patterns to make a sequence using crotchets, quavers, and crotchet rests.</p> <p>'Doodle' with voices over the chords in the song.</p> <p>Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare.</p> <p>Invent a melody</p> <p>Compose a pentatonic melody.</p> <p>Create ostinatos.</p>	<p>Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.</p> <p>Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook.</p> <p>Create fragments of songs that can develop into fully fledged songs.</p> <p>Improvise freely over a drone</p> <p>Show understanding of how a drum pattern, bassline and riff fit together to create a memorable and catchy groove.</p> <p>Compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group.</p> <p>Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas.</p> <p>Compose a gentle melody inspired by lullabies in 3/4 time, using a pentatonic scale and question and-answer phrasing.</p> <p>Compose a simple accompaniment using tuned instruments.</p> <p>Create and perform their own class arrangement.</p> <p>Compose a syncopated melody using the notes of the C major scale.</p> <p>Create song lyrics.</p> <p>Fit lyrics to a pulse, creating a chant.</p> <p>Write a melody and sing it</p> <p>Structure ideas into a complete song.</p> <p>Compose an 8-bar piece on percussion, in 3-time and using chords F major and C major.</p> <p>Improvise over the chords C minor and G7.</p> <p>Create an accompaniment</p> <p>Create an extended melody with four distinct phrases.</p> <p>Experiment with harmony</p> <p>Structure ideas into a full soundtrack.</p> <p>Create a rhythmic piece for drums and percussion instruments.</p>
Sing and play	<p>Sing with a sense of pitch, following the shape of the melody with voices</p> <p>Mark the beat of the song with actions.</p> <p>Use the voice to adopt different roles and characters.</p> <p>Match the pitch of a four-note (la-so-mi-do) call and-response song.</p> <p>Sing a tune with 'stepping' and 'leaping' notes</p> <p>Play a steady beat on percussion instruments.</p> <p>Develop a sense of beat by performing actions to music.</p> <p>Sing an action song with changes in speed.</p> <p>Play along with percussion instruments.</p> <p>Perform the story as a class.</p> <p>Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.</p> <p>Sing in call-and-response and change voices to make a buzzing sound.</p>	<p>Sing a cumulative song from memory, remembering the order of the verses.</p> <p>Play classroom instruments on the beat</p> <p>Play and sing call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do.</p> <p>Sing a unison song rhythmically and in tune</p> <p>Play percussion instruments expressively, representing the character of their composition</p> <p>Chant together rhythmically, marking rests accurately.</p> <p>Play a simple ostinato on untuned percussion.</p> <p>Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable</p> <p>Sing familiar songs in low and high voices, recognising higher and lower.</p> <p>Play a partner clapping game while singing a song.</p> <p>Perform actions to music, reinforcing a sense of beat.</p> <p>Sing and chant songs and rhymes expressively</p>	<p>Sing/ perform a call-and-response song in groups, with body, percussion and instruments</p> <p>Play melodic and rhythmic accompaniments to a song.</p> <p>Rap accurately and rhythmically with dynamic contrasts.</p> <p>Perform crotchet and quaver actions ('walk' and 'jogging') on the beat and adapt these actions when the speed of the music changes.</p> <p>Sing the syncopated rhythms and recognise a verse/chorus structure.</p> <p>Play a one-note part contributing to the chords accompanying the verses.</p> <p>Perform vocal percussion as part of a group.</p> <p>Play chords of on tuned percussion as part of a whole-class performance of a song</p> <p>Sing solo or in a pair in call-and-response style.</p> <p>Sing in a Gospel style with expression and dynamics.</p>	<p>Sing expressively, with accurate pitch and a strong beat.</p> <p>Play bass notes, chords, or rhythms to accompany singing.</p> <p>Sing in unison while playing an instrumental beat (untuned).</p> <p>Keep the beat playing a 'cup' game.</p> <p>Develop and practice techniques for singing and performing in a Gospel style</p> <p>Sing a song in two parts with expression and an understanding of its origins.</p> <p>Sing a round and accompany themselves with a beat.</p> <p>Play a drone and chords to accompany singing.</p> <p>Play an accompaniment using tuned percussion</p> <p>Sing in a 4-part round accompanied with a pitched ostinato.</p> <p>Sing a syncopated melody accurately and in tune.</p> <p>Sing and play a class arrangement of the song with a good sense of ensemble.</p> <p>Sing accurately in three parts.</p>

	<p>Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo. Sing a song using a call-and-response structure. Play sea sound effects on percussion instruments. With some support, play a call-and-response phrase comprising a short stepping tune (C-D-E). Play different instruments with control. Explore dynamics with voices and instruments. Sing a melody in waltz time and perform the actions. Transfer actions to sounds played on percussion instruments. Sing a song while performing a sequence of dance steps. Play a two-note accompaniment, playing the beat, on tuned or untuned percussion.</p>	<p>Echo sing a line independently with teacher leading, then move on to pair singing in echo format. Play the melody on a tuned percussion instrument. Sing with good diction. Create, interpret, and perform simple graphic scores Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. Create action patterns in 2- and 3-time. Compose a soundtrack to a clip of a silent film. Understand and use notes of different duration. Understand and use notes of different pitch. Understand and use dynamics. Learn an interlocking spoken part. Play an introduction/ accompaniment on tuned percussion Demonstrate an internalised sense of pulse through singing games. Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern..</p>	<p>Play a bass part and rhythm ostinato along with This little light of mine. Sing Part 1 and 2 of a partner song rhythmically. Perform a whole-class 'rondo' made up of playing and singing. Sing a stepping melody accurately and with clear articulation and diction. Sing swung rhythms lightly and accurately. Learn a part on tuned percussion and play as part of a whole-class performance Play repeating rhythmic patterns. Count musically. Sing with expression and a sense of the style of the music Understand triads and play C, F, G major, and A minor. Sing a part in a partner song, rhythmically and from memory.</p>	<p>Play chords on tuned percussion, ukulele, or apps.</p>
<p>Listen and appraise</p>	<p>Identify and describe contrasts in tempo and dynamics. Begin to use musical terms (louder/quieter, faster/slower, higher/lower). Respond to music in a range of ways e.g. movement, talking, writing. Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). Enjoy moving freely and expressively to music. Listen to music and show the beat with actions. Use appropriate hand actions to mark a changing pitch. Listen to a piece of classical music and respond through dance. Listen to a range of sea-related pieces of music and respond with movement. Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles Listen actively to music in 3/4 time. Find the beat and perform a clapping game with a partner. Listen to and talk about folk songs from North America.</p>	<p>Respond to musical characteristics through movement. Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips). Recognise the difference between a pattern with notes (pitched) and without (unpitched). Listen to and copy short rhythm patterns by ear. Mark rests in the song with actions, their voices, and instruments. Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. Develop awareness of duration and the ability to move slowly to music. Create art work, drawing freely and imaginatively in response to a piece of music. Listen to and copy rhythm patterns. Copy call-and-response patterns with voices and instruments. Recognise and play echoing phrases by ear Listen with increased concentration to sounds/ music and respond by talking about them using music vocabulary, or physically with movement and dance Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made. Recognise and respond to changes of speed (tempo), the length of notes (duration – long/ short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement. Recognise how graphic symbols can represent sound. Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers) Listen actively and mark the beat by tapping, clapping, and swinging to the music. Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty'). Understand and explain how beats can be grouped into patterns and identify them in familiar songs. Move freely and creatively to music using a prop. Listen actively and learn about rock 'n' roll music.</p>	<p>Listen and identify where notes in the melody of the song go down and up. Listen to a range of pieces eg cuban , folk, rock, samba understanding influences on the music and recognising some of its musical features. Develop active listening skills by responding to musical themes through movement. Understand the structure of rondo form (A-B-A-C-A) Develop a sense of beat and rhythmic pattern through movement. Experience call-and-response patterns through moving with a partner. Listen and compare how different composers have approached creating word-based compositions. Recognise and copy rhythms and pitches C-D-E Respond to and recognise crotchets and quavers and make up rhythms using these durations to create accompaniment ideas for the song. Move to music, marking the pulse with action durations: 'walk' (crotchets), 'jogging' (quavers), 'stride' (minims), 'skipty' (dotted quaver/ semiquaver), and 'shh' (crotchet rest). Listen and identify similarities and differences between acoustic guitar styles. Listen and appraise, recognising and talking about the musical characteristics using music vocabulary. Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures Watch a film and analyse it in a musical context. Identify similarities and differences between pieces of music in a folk/folk-rock style.</p>	<p>Talk about the purpose of music eg sea shanties/ gospel/ swing/ Indian bhangra and describe some of the features/ unique sounds using music vocabulary. Recognise individual instruments and voices by ear. Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor. Understand techniques for creating a song and develop a greater understanding of the songwriting process. Listen and copy back simple rhythmic and melodic patterns. Identify drum patterns, basslines, and riffs and play them using body percussion and voices. Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement. Listen and match vocal and instrumental sounds to each other, and to notation. Understand the differences between 3/4 and 4/4 time signatures Explore the influences on an artist by comparing pieces of music from different genres. Identify features of timbre, instrumentation, and expression in an extract of recorded music Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. Create a shadow movement piece in response to music. Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture). Develop knowledge and understanding of the origins, history, and social context of a song eg the civil rights movement in the USA. Identify ways songwriters convey meaning: through lyrics, the music, and the performance. Understand different ways that rhymes work in songs. Identify different elements of a song's structure Understand the concept of identity and how you can express that in songs.</p>

		Listen and match the beat of others and recorded music, adapting speed accordingly Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.		Demonstrate coordination and keeping a steady beat by dancing eg bhangra music.		
	By the end of Year 2 pupils should be able to:	By the end of Year 4 pupils should be able to:	By the end of Year 6 pupils should be able to:			
Performing	Play basic rhythms on untuned percussion instruments and using body percussion NC1.2	Play longer phrases on untuned percussion instruments and body percussion	Use tuned percussion/ melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms	Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments	Perform 5-8 note melodies or developed chord progressions (e.g. 2+ chords per bar) and more complex rhythms	Perform confidently and accurately individually and as part of a group
Selected instruments	Boom whackers, steel pans, ukelele, melodica, drums  These instruments have been selected as performance instruments. They will be consistently used be from EYFS to Y6 . Children will practise and revisit many times throughout their time in school					