

Ashtree Music Progression.

	Physical Development			Communication and Language		
EYFS	<ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. Combine different movements with ease and fluency. 			<ul style="list-style-type: none"> Sing a large repertoire of songs. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. 		
	Controlling Sounds through singing and playing (Play and Perform)			Creating and developing musical ideas (Create and Compose)		
KS1	To know how to use voices expressively	To know how to play tuned & un-tuned instruments	To rehearse & perform with others.	To create musical patterns	To explore, choose and organise sounds & musical ideas.	To make improvements to my own work.
Y1	SKILL: To use voices in different ways such as speaking, singing, and chanting. e.g. <i>Ostinato for Once a man fell in a well.</i>	KNOWLEDGE: To begin to be aware of pulse. SKILL: To create and choose sounds. To perform simple rhythmical patterns, beginning to show an awareness of pulse. e.g. <i>Once a man fell in a well</i>	SKILL: To think about others when performing. e.g. I listen quietly when others are playing.	KNOWLEDGE: To know about and experiment with sounds. e.g. long and short sounds (Music Express Y1)	KNOWLEDGE: To recognise and explore how sounds can be organised. SKILL: To identify and organise sounds using simple criteria e.g. loud, soft, high low.	KNOWLEDGE: To know how to think about and make simple suggestions about what could make their own work better. e.g. play faster or louder.
Y2	SKILL: To use voices expressively and creatively. e.g. <i>Red Ridinghood Rap (Singing Sherlock Bk 1)</i> To sing with the sense of shape of the melody.	SKILL: To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady beat. e.g. adding an ostinato to <i>Once a man fell in a well</i> using percussion..	SKILL: To think about others while performing. e.g. I keep my instrument quiet while others are playing to the class.	SKILL: To repeat short rhythmic and melodic patterns. e.g. exploring pulse and rhythm (Music Express Y2)	SKILL: To begin to explore and choose and order sounds using the inter-related dimensions of music. e.g. exploring pitch leading to playing glockenspiels.	KNOWLEDGE: To know how to identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.

Ashtree Music Progression.

KS2	To know how to sing songs in unison and two parts.	To know how to play tuned and un-tuned instruments with control and accuracy.	To practise, rehearse and present performances with an awareness of the audience.	To improvise, Developing rhythmic and melodic material when performing.	To explore, choose, combine and organise musical ideas with musical structures.	To reflect on and improve own and others work in relation to its intended effect.
Y3	KNOWLEDGE: To become aware of pitch. SKILL: To sing in unison. e.g. <i>What shall we do with a drunken sailor</i> work.	KNOWLEDGE: To understand pitch within a small range of notes. SKILL: To perform simple rhythmic and musical parts, beginning to vary the pitch. e.g. playing by ear, <i>Hill an'gully</i> (Music Express Bk 3)	SKILL: To think about others while performing. e.g. singing with a small group	KNOWLEDGE: To begin to understand rhythm. SKILL: To create simple rhythmic patterns that use a small range of notes. e.g. <i>Stone drone</i> on pitched and unpitched percussion.	KNOWLEDGE: To begin to understand melody. SKILL: To begin to join simple layers of sound, e.g. a background rhythm and a solo melody. e.g. <i>Pirates</i> song (from <i>Songscaapes</i> by Lin Marsh)	KNOWLEDGE: To know how to comment on the effectiveness of own work, identifying and making improvements.
Y4	SKILL: To sing in unison maintaining the correct pitch and using increasing expression. e.g. <i>Skye boat song</i>	KNOWLEDGE: To know how to use dynamics. SKILL: To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. e.g. using <i>crescendo/ diminuendo</i> with <i>Stravinsky's Firebird</i> .	SKILL: To think about others while performing. e.g. to listen and give constructive feedback.	KNOWLEDGE: To understand rhythm. SKILL: To create rhythmic and simple melodic patterns using an increased number of notes. e.g. work on scales.	KNOWLEDGE: To know the effect of dynamics. SKILL: To join layers of sound, thinking about musical dynamics of each layer and understanding the effect. e.g. using <i>crescendo/ diminuendo</i> with <i>Stravinsky's Firebird</i> .	KNOWLEDGE: To know how to comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.

Ashtree Music Progression.

Y5	<p>KNOWLEDGE: To know how to control pitch.</p> <p>SKILL: To sing in unison with clear diction, controlled pitch and sense of phrase. e.g. Summer term African songs.</p>	<p>SKILL: To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. e.g. singing in 2 parts for <i>Life is a highway</i> from Sing Up.</p>	<p>SKILL: To maintain own part and be aware how the different parts fit together. e.g. singing in parts for <i>Mo paco meeno sway</i></p>	<p>SKILL: To create increasingly complicated rhythmic and melodic phrases within given structures. e.g. body percussion work for <i>A Keelie</i> from Sing Up.</p>	<p>KNOWLEDGE: To know how to comment on the success of own and others work, suggesting improvements based on intended outcomes</p>
Y6	<p>SKILL: To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase. e.g. singing in parts <i>I wanna sing scat</i></p>	<p>SKILL: To play and perform with accuracy, fluency, control, and expression. e.g. learning to play boomwhackers as a group, each playing a different note.</p>	<p>KNOWLEDGE: To know how to create a specific effect with an audience.</p> <p>SKILL: To think about the audience when performing e.g. preparing <i>Rockstar</i> for end of term performance.</p>	<p>KNOWLEDGE: To know how to perform as part of a group.</p> <p>SKILL: 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. e.g. Blues unit -Spring term</p>	<p>KNOWLEDGE: To know how to evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.</p>

Ashtree Music Progression.

Expressive Arts and Design				Vocabulary	
EVFS	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. • 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. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 			listen, sing, beat, speed, slow, fast, soft, loud, percussion, clap, tap, individual instrument names.	
Listening and applying knowledge and understanding.					
KS1	To listen with concentration & recall sounds within increasing aural memory.	To know how pitch, duration, dynamics, tempo, timbre, texture & silence can be organised & used expressively within simple structures.	To know that sounds can be made in different ways & described using given & invented signs & symbols.	To know how music is used for particular purposes.	listen, sing, beat, speed, slow, fast, soft, loud, percussion, clap, tap, individual instrument names, compose, rhythm.
Y1	<p>KNOWLEDGE: To know some basic musical instructions.</p> <p>SKILL: To begin to identify simple repeated patterns and follow basic musical instructions. e.g. playing softly/loudly</p>	<p>KNOWLEDGE: To know some basic musical elements.</p> <p>SKILL: To begin to understand that musical elements can be used to create different moods and effects. e.g. fireworks music</p>	<p>KNOWLEDGE: To know music can be 'written'.</p> <p>SKILL: To begin to represent sounds with simple sounds including shapes or marks. e.g. fitting firework cards to sounds.</p>	<p>KNOWLEDGE: To know how to use musical vocabulary.</p> <p>SKILL: To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby. e.g. orchestra work.</p>	beat, pulse, rhythm, percussion, orchestra, strings, violin, cello, double bass, woodwind, flute, clarinet, brass, trumpet, trombone, French horn, kettle drums, verse, chorus, round,
Y2	<p>KNOWLEDGE: To know a wider range of musical instructions</p>	<p>KNOWLEDGE: To know some more basic musical elements.</p> <p>SKILL:</p>	<p>SKILL: To confidently represent sounds with a range of</p>	<p>KNOWLEDGE: To know how to use musical vocabulary.</p>	beat, rhythm, pulse, pitch, tempo dynamics, loud, soft, piano, forte, compose, composition, perform, lyrics,

Ashtree Music Progression.

	<p>SKILL: To identify and recognise repeated patterns and follow a wider range of musical instructions. e.g. stomp/clap patterns (Musical Maths book)</p>	<p>To understand how musical elements create different moods and effects. e.g. Noah's Ark (Music Express Y2)</p>	<p>symbols, shapes, or marks. e.g. cup rhythm composition grids</p>	<p>e.g. beginning to recognise dynamics: piano/forte Y2 composer: Mozart 'Horn Concerto'. SKILL: To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.</p>	<p>call and response, banjo, steps and jumps, glockenspiel, beater, rap</p>
KS2	<p>To listen with attention to detail and to internalise and recall sounds.</p>	<p>To know how pitch, duration, dynamics, tempo, timbre, texture & silence can be organised within musical structures and used to communicate different moods and effects.</p>	<p>To know that music is produced in different ways.</p>	<p>To understand how time and place can influence the way music is created.</p>	
Y3	<p>SKILL: To listen with attention and begin to recall sounds. e.g. <i>Stone drone</i></p>	<p>KNOWLEDGE: To recognise musical elements. SKILL: To begin to understand how different musical elements are combined and used to create an effect. e.g. singing and playing sea shanties</p>	<p>KNOWLEDGE: To begin to recognise simple notations to represent music, including pitch and volume. SKILL: To use basic notation, established and invented. e.g. <i>Stone drone</i> - composition grids and staves.</p>	<p>KNOWLEDGE Sea shanties: Y3 compose: Henry Wood 'Fantasia on British Sea-songs'. SKILL: To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p>	<p>accelerando, ritenuto, shanty, glockenspiel, pentatonic, jingle, accompany, accompaniment,</p>
Y4	<p>SKILL: To listen to and recall</p>	<p>SKILL: To understand how different musical elements</p>	<p>KNOWLEDGE: To understand established and invented</p>	<p>KNOWLEDGE: Y4 Composer: Stravinsky 'Firebird' & Saint-Saens.</p>	<p>dynamics, crescendo, diminuendo, ballet, unison, pitch, crotchets, quavers, minims, notation, rests, scale</p>

Ashtree Music Progression.

	<p>patterns of sounds with increasing accuracy. e.g. scales work</p>	<p>are combined and used expressively. e.g. The Carnival of the Animals.</p>	<p>musical notations to represent music. SKILL: To begin to use established and invented musical notations to represent music. e.g. Firebird work using 4x 4 composition grids, including rests.</p>	<p>'The Carnival of the Animals' SKILL: To listen to and understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p>	
Y5	<p>SKILL: To listen to and recall a range of sounds and patterns of sounds confidently. e.g. Summer term African songs.</p>	<p>KNOWLEDGE: To begin to identify relationships between sounds and how music can reflect different meanings. SKILL: To create music reflecting different meanings. e.g. Protest songs</p>	<p>KNOWLEDGE: To recognise a range of musical notations including staff notation. SKILL: To use a range of musical notations including staff notation. e.g. musical maps - Life is a highway from Sing Up.</p>	<p>KNOWLEDGE: Y5 Composer: Gustav Holst 'Planet suite'. Protest songs. SKILL: 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.</p>	<p>melody, harmony, beat, graphic score, sound source, djembe, Ghana, anti - apartheid, protest song, improvise</p>
Y6	<p>SKILL: To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence. e.g. preparing Rockstar performance.</p>	<p>SKILL: To identify and explore the relationship between sounds and how music can reflect different meanings. e.g. cultural/social background to the Blues.</p>	<p>KNOWLEDGE: To recognise a range of musical notations including staff notation. SKILL: To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.</p>	<p>KNOWLEDGE: Y6 Composer: George Gershwin 'Rhapsody in Blue'. Blues/Ella Fitzgerald. Ghanaian music SKILL: To develop an understanding of the history of music from different, cultures, traditions, composers, and musicians evaluating how venue, occasion and purpose</p>	<p>rests, grid notation, syllables, boomwhackers, melody, harmony, ostinato, scat, blues, chords.</p>

Ashtree Music Progression.

			e.g. composing, reading and recording Blues chords.	effects the way that music is created and performed.	
--	--	--	---	--	--

*Note: During Covid teaching times the Herts Music Hub on the Charanga website (<https://hertfordshire.charanga.com/>) has been used to plan and deliver Music in classes where a member of staff not usually timetabled to teach Music is taking the lessons. The Covid adapted scheme of learning has been used to plan these lessons.