

Cross Gates Primary School

Music Progression and Coverage (2024-2025)

First Steps

Autumn	Spring	Summer
Knowledge		
<ul style="list-style-type: none">Listening and looking will help songs and rhymes to be learnt.	<ul style="list-style-type: none">There are different parts to my body (head, hands, feet).	<ul style="list-style-type: none">Objects can make different sounds.Hitting, scraping, tapping, shaking makes different sounds.
Skills		
<ul style="list-style-type: none">Join in with songs and rhymes, making some sounds.	<ul style="list-style-type: none">Make rhythmical and repetitive sounds.Enjoy and take part in action songs.	<ul style="list-style-type: none">Explore a range of sound makers and instruments and play them in different ways.

Second Steps

Autumn	Spring	Summer
Knowledge		
<ul style="list-style-type: none">A musical instrument is an object that you use to play music.A song is where words are sung to music or a tune.Listening means ears are listening, eyes are looking, body is calm and brain is thinking.	<ul style="list-style-type: none">Listening means ears are listening, eyes are looking, body is calm and brain is thinking.Copying somebody means listening and taking turns.Different materials can make different sounds.	<ul style="list-style-type: none">Instruments can be played in different ways to create different sounds: hitting, scraping, tapping, shaking.Different materials can create different sounds.Words can be used to share thoughts.
Skills		
<ul style="list-style-type: none">Listen with increased attention to sounds.Join in with simple songs and rhymes.Explore the sounds of instruments inside and outside.	<ul style="list-style-type: none">Sing the pitch of a tune sung by another person.Sing the melodic shape of familiar song.Explore creating their own instruments.	<ul style="list-style-type: none">Sing entire songs or create their own songs.Respond to what they have heard, expressing thoughts and feelings.Play instruments with increasing control to express their feelings and ideas.

Reception*

Autumn	Spring	Summer
Knowledge		
<ul style="list-style-type: none">• Different musical instruments can create different sounds.• Music can be quick or slow or in the middle.	<ul style="list-style-type: none">• Performing is singing and playing instruments for others to hear.• Volume is how loud or quiet something is.• A syllable is the different parts of a word that you can hear.	<ul style="list-style-type: none">• Pitch is how high or low a sound is.• Beat/pulse is a steady beat within a song.
Skills		
<ul style="list-style-type: none">• Listen attentively to music and talk about their feelings and responses.• To move to music and express their feelings and responses.	<ul style="list-style-type: none">• To sing in a group or on their own, increasingly matching pitch and following melody.• Watch and talk about performances.	<ul style="list-style-type: none">• To keep a beat.• Clap out the rhythm.

*To support children as they move onto NC in Y1.

Year 1

Autumn	Spring	Summer
Knowledge		
<ul style="list-style-type: none">• Different instruments make different sounds. (Foundations of timbre.)• Sometimes music is fast and sometimes it is slow. Sometimes it can be in the middle. (Foundations of tempo.)• Beat/pulse is a steady beat within a song (like a heartbeat).	<ul style="list-style-type: none">• Solo means to play music on your own.• Duet means to play music in a group of two.• A note is a musical sound.• Pitch is how high or low a sound is.• A rhythm is a regular repeated pattern of sound or movement.	<ul style="list-style-type: none">• Ensemble means to play music in a group together.• Different parts of music can be loud or quiet. It can also be medium loud or medium quiet. (Foundations of dynamics.)• Our voices can be used in different ways for different parts of a song. This can be whispering, speaking, singing and projecting.

Skills		
<ul style="list-style-type: none"> • Recognise the beat of a tune. • Take part in singing, accurately following the melody. • Show that I can describe what I can hear when I listen to music. • Follow instructions on how and when to sing. 	<ul style="list-style-type: none"> • Create sequences of long and short sounds. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Use symbols to represent a composition and use them to help with a performance (tuned and untuned instruments). • Follow instructions on how and when to play an instrument. • Clap rhythms. 	<ul style="list-style-type: none"> • Follow instructions on how and when to sing or play an instrument. • Show that I can hear different moods in music. • Follow instructions on how and when to sing or play an instrument.

Year 2

Autumn	Spring	Summer
Knowledge		
<ul style="list-style-type: none"> • A rhythmic phrase is like a musical sentence based around notes of different lengths. • A pattern means to repeat – harmonic pattern can be chords repeating or rhythms repeating. • Dynamics is how loud or quiet music is. 	<ul style="list-style-type: none"> • To compose music means to write music. • A composer is someone who writes music. • A conductor leads musicians in how to play as an ensemble. • A melody is another word for tune. (Tune means a series of musical notes.) • Improvise means to make up a tune and play it on the spot. 	<ul style="list-style-type: none"> • Different instruments are played in different ways. Some you blow, some are strings, some you shake, rattle and some you bang. (Foundations of orchestra.) • If you can get lots of different notes from an instrument, that means it is tuned. If you can't get a different note, it is untuned. (Children also given the opportunity to play both.) • Thinking voice is when you think the words of the song but don't say out loud.

Skills		
<ul style="list-style-type: none"> • Recognise changes in timbre, dynamics and pitch. • Imitate changes in pitch. • Create short, rhythmic phrases. 	<ul style="list-style-type: none"> • Create short, musical patterns. • Use symbols to represent a composition and use them to help with a performance (tuned and untuned instruments). • Make and control long and short sounds, using voice and instruments. • Choose sounds to create an effect. 	<ul style="list-style-type: none"> • Show control when playing musical instruments so that they sound, as they should. • Choose sounds to represent different things (ideas, thoughts, feelings, moods etc). • Choose and sequence sounds to create an overall effect.

Year 3 – see knowledge organisers for further details of knowledge and skills (Musical Futures)

	Autumn	Spring	Summer
1	<ul style="list-style-type: none"> • Listening, performing and singing by exploring three styles of music (or genres): pop, electronic and rock. • Respond to specific questions, e.g. about the genre, structure. • Learn to mark the beat, with body percussion. • Explore simple notation including crotchets, quavers, beats and rests. • Sing with expression and with the addition of forte and piano (loud and soft) where appropriate. • Developing a shared musical vocabulary e.g. beat, pulse, crotchet, quaver, rest. 	<ul style="list-style-type: none"> • Listening, performing and singing by exploring three new styles of music (or genres): hip hop, jazz, Motown. • Respond to specific questions, e.g. about the genre, structure. • Learn to mark the beat, with body percussion. • Explore simple notation including crotchets, quavers, beats and rests. • Sing with expression and with the addition of forte and piano (loud and soft) where appropriate. <p>Vocal Exploration: (soundscape):</p>	<p>Chair Drumming (module 1):</p> <ul style="list-style-type: none"> • Listen to music which uses drums and explore the musicians who became famous in different musical genres. • Learn to mark the beat with the appropriate Chair Drumming actions. • Explore the musical styles/genres associated with each drummer. • Perform Chair Drumming actions in time by following simple interactive graphic score. • Explore simple notation by following interactive video play-alongs including crotchets, quavers, beats and rests.

	<ul style="list-style-type: none"> • Listening to perform. • Maintain a simple rhythmic part in time to the beat. • Read and play from graphic scores and staff notation, linking notation with Body Percussion rhythms. • Explore music which uses a strong rhythmic pattern (ostinato) as an accompaniment feature. • Identify targets for improvement • Use simple crotchet and quaver rhythms in different ways to compose a body percussion part for each of the focus tracks. • Perform alongside a track. 	<ul style="list-style-type: none"> • Develop skills and knowledge to combine technology with vocal work. • Become comfortable with using the voice creatively in composition tasks. 	<ul style="list-style-type: none"> • Following a simple graphic score and use the appropriate Chair Drumming actions for bass drum, snare drum and hi-hat. • Developing a shared musical vocabulary e.g. beat, pulse, crotchet, quaver, rest. • Read and play from graphic scores linking notation with Chair Drumming rhythms. • Count the beat aloud when performing Chair Drumming rhythms.
2	<ul style="list-style-type: none"> • Use body percussion actions to follow musical patterns. • Follow simple musical instructions. • Perform simple notation patterns including crotchets and crotchet rests. • Read simple scores using interactive video play-alongs. • Think and work like a musician. • Perform with others. • Developing a shared musical vocabulary e.g. beat, pulse, crotchet, rest. • Encouraging listening to one another and if necessary to stop, listen and re-join the group. 	<p>Recorder</p> <ul style="list-style-type: none"> • Explore music which uses the notes B, A, G, E. • Perform rhythm patterns and note jams. • Call and response. • Rhythm patterns using crotchets & quavers. • Reading Tablature as well as reading notation from left to right. • Recognise beats and bars. 	<p>Composing: Drumming</p> <ul style="list-style-type: none"> • Create drum grooves which include crotchets. • Create Some rhythms that include quavers (if confident) • Performances performed in time with the music. • Compose a drum groove using rhythmic patterns from 2 different tracks. • Responding to signals for start and stop. • Feeling the pulse. • Marking the beat by counting. • Composing rhythms to suit each genre of music for Chair Drumming – bass drum, snare drum and hi-hat.

	<ul style="list-style-type: none"> Read and perform from graphic scores linking notation rhythmic patterns. 		<ul style="list-style-type: none"> Notating compositions using simple rhythms on a graphic score. Perform Chair Drumming compositions in time following a simple graphic score.
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Year 4

	Autumn	Spring	Summer
1	<ul style="list-style-type: none"> Listening, performing and singing by exploring three styles of music (or genres): alternative, blues and classical. Respond to specific questions, e.g. about the genre, structure. Learn to mark the beat, with body percussion. Explore simple notation including crotchets, quavers, beats and rests. Sing with expression and with the addition of forte and piano (loud and soft) where appropriate. Developing a shared musical vocabulary e.g. beat, pulse, crotchet, quaver, rest. Listening to perform. Maintain a simple rhythmic part in time to the beat. Read and play from graphic scores and staff notation, linking notation with Body Percussion rhythms. 	<ul style="list-style-type: none"> Listening, performing and singing by exploring three new styles of music (or genres): country, disco, R&B. Respond to specific questions, e.g. about the genre, structure. Learn to mark the beat, with body percussion. Explore simple notation including crotchets, quavers, beats and rests. Sing with expression and with the addition of forte and piano (loud and soft) where appropriate. <p>Vocal Exploration: (soundscape):</p> <ul style="list-style-type: none"> Develop skills and knowledge to combine technology with vocal work. Become comfortable with using the voice creatively in composition tasks. 	<p>Chair Drumming (module 1):</p> <ul style="list-style-type: none"> Listen to music which uses drums and explore the musicians who became famous in different musical genres. Learn to mark the beat with the appropriate Chair Drumming actions. Explore the musical styles/genres associated with each drummer. Perform Chair Drumming actions in time by following simple interactive graphic score. Explore simple notation by following interactive video play-alongs including crotchets, quavers, beats and rests. Following a simple graphic score and use the appropriate Chair Drumming actions for bass drum, snare drum and hi-hat. Developing a shared musical vocabulary e.g. beat, pulse, crotchet, quaver, rest.

	<ul style="list-style-type: none"> • Explore music which uses a strong rhythmic pattern (ostinato) as an accompaniment feature. • Identify targets for improvement • Use simple crotchet and quaver rhythms in different ways to compose a body percussion part for each of the focus tracks. • Perform alongside a track. 		<ul style="list-style-type: none"> • Read and play from graphic scores linking notation with Chair Drumming rhythms. • Count the beat aloud when performing Chair Drumming rhythms.
2	<ul style="list-style-type: none"> • Use body percussion actions to follow musical patterns. • Follow simple musical instructions. • Perform simple notation patterns including crotchets and crotchet rests. • Read simple scores using interactive video play-alongs. • Think and work like a musician. • Perform with others. • Developing a shared musical vocabulary e.g. beat, pulse, crotchet, rest. • Encouraging listening to one another and if necessary to stop, listen and re-join the group. • Read and perform from graphic scores linking notation rhythmic patterns. 	<p>Tuned Percussion (Chime Bars)</p> <ul style="list-style-type: none"> • Explore music which uses the chords of C major (C) and G major (G). • Find/stay on (or re-find) the beat when performing along with others. • Maintain chord changes and rhythm patterns when performing with others. • Consider the overall effect of sounds when arranged and combined. • Follow simple musical instructions for playing. • Play chords and rhythm patterns. • Explore simple notation including crotchets and quavers. • Read simple scores using interactive video play-alongs. • Following a simple graphic score to change chords and rhythm patterns. • Developing a shared musical vocabulary e.g. chord, beat, pulse, crotchet, quaver, rest. 	<p>Composing: Drumming</p> <ul style="list-style-type: none"> • Create drum grooves which include crotchets. • Create Some rhythms that include quavers. • Performances performed in time with the music. • Compose a drum groove using rhythmic patterns for each of the 5 different tracks. • Responding to signals for start and stop. • Feeling the pulse. • Marking the beat by counting. • Composing rhythms to suit each genre of music for Chair Drumming – bass drum, snare drum and hi-hat. • Notating compositions using simple rhythms on a graphic score. • Perform Chair Drumming compositions confidently and in time following a simple graphic score.

		<ul style="list-style-type: none"> Encouraging listening to one another and if necessary to stop, listen and re-join the group. 	
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Year 5

	Autumn	Spring	Summer
1	<ul style="list-style-type: none"> Listening, performing and singing by exploring three styles of music (or genres): fun, house, metal Respond to specific questions, e.g. about the genre, structure. Learn to mark the beat, with body percussion. Explore simple notation including crotchets, quavers, beats and rests. Sing with expression and with the addition of forte and piano (loud and soft) where appropriate. Explore vocal techniques, builds confidence, and teaches basic rhythms. Explore vocals by building a whole class mash up based on the four-chord pattern I, V, VI, IV (we suggest using F, C, Dm, Bb as this sits well within the vocal ranges of most students). 	<ul style="list-style-type: none"> Ukulele: Continue to develop the foundational instrumental skills from strumming patterns and chord shapes to easy chord progressions and then put them all together to perform. Make musical and meaningful sounds on an instrument. Follow simple musical instructions for playing. Play chords and rhythm (strumming) patterns. Read and play from graphic scores linking notation with chord changes and strumming patterns. Explore music which uses the chords of C major (C), F major, A minor, G major (G) and E minor (Em). Explore simple notation including crotchets and quavers. Read simple scores using interactive video play-alongs. Think and work like a musician Perform with others. 	<p>Chair Drumming (module 2) - listening and performing by exploring six legendary drummers (or music) featuring drums.</p> <ul style="list-style-type: none"> Listen to music which uses drums and explore the musicians who became famous in different musical genres. Confidently mark the beat with the appropriate Chair Drumming actions. Perform Chair Drumming actions confidently and in time by following simple interactive graphic score. Explore simple notation by following interactive video play-alongs including crotchets, quavers, beats and rests. Following a graphic score to to perform simple rhythm patterns using crotchets and crotchet rests. Perform simple rhythmic patterns in time with the pulse. Developing a shared musical vocabulary e.g. beat, pulse, crotchet, rest. Encouraging listening to one another and if necessary to stop, listen and re-join the group.

		<ul style="list-style-type: none"> Consider the overall effect of sounds when arranged and combined. Reflect on own work and that of others. Find/stay on (or re-find) the beat when performing along with others. Maintain chord changes and strumming patterns when performing with others. 	<ul style="list-style-type: none"> Count the beat in thinking voice when performing Chair Drumming rhythms. Explore examples of staff notation which match the Chair Drumming rhythms.
2	<ul style="list-style-type: none"> Responding to signals for start and stop. Feeling the pulse. Marking the beat by counting. Following a graphic score to perform simple rhythm patterns using quavers, crotchets and crotchet rests. Perform simple rhythmic patterns in time with the pulse. Developing a shared musical vocabulary e.g. beat, pulse, quavers, crotchet, crotchet rest. Encouraging listening to one another and if necessary to stop, listen and re-join the group. Read and perform from graphic scores linking notation rhythmic patterns. Explore music which uses rhythmic patterns consisting of quavers, crotchets and crotchet rests. 	<ul style="list-style-type: none"> Listening, performing and singing by exploring three new styles of music (or genres): reggae, soul, synth pop. Respond to specific questions, e.g. about the genre, structure. Learn to mark the beat, with body percussion. Explore simple notation including crotchets, quavers, beats and rests. Sing with expression and with the addition of forte and piano (loud and soft) where appropriate. <p>Vocal Exploration (Blocs Wave)</p> <ul style="list-style-type: none"> Developing aural learning – listening to and identifying the bass line and other instrumental lines. Transferring their skills and knowledge from previous tasks. Creating an instrumental version of a pop song using only their voices. 	<p>Composing and Performing:</p> <ul style="list-style-type: none"> Identifying and composing a riff. Create a simple 1- bar rhythm individually or in groups. Compose with melodic and tuned instruments that they have learnt previously (also include percussion). Use notes, chords and cues. Melody - C or the C major chord Follow conductor's signal, switch from A/A minor (A Section) to C/C major (B Section). Percussion - continue their rhythms while melody players switch notes/chords.

		<ul style="list-style-type: none"> Become comfortable using their voices to create music. 	
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Year 6

	Autumn	Spring	Summer
1	<ul style="list-style-type: none"> Listening, performing and singing by exploring three styles of music (or genres): fun, house, metal Respond to specific questions, e.g. about the genre, structure. Learn to mark the beat, with body percussion. Explore simple notation including crotchets, quavers, beats and rests. Sing with expression and with the addition of forte and piano (loud and soft) where appropriate. Learn to perform songs and challenge themselves by singing to different backing tracks. This fun and interactive approach helps students build vocal skills, improve timing, and enjoy the thrill of singing together. 	<ul style="list-style-type: none"> Ukulele: Continue to develop the foundational instrumental skills from strumming patterns and chord shapes to easy chord progressions and then put them all together to perform. Make musical and meaningful sounds on an instrument. Follow simple musical instructions for playing. Play chords and rhythm (strumming) patterns. Read and play from graphic scores linking notation with chord changes and strumming patterns. Explore music which uses the chords of C major (C), F major, A minor, G major (G) and E minor (Em). Explore simple notation including crotchets and quavers. Read simple scores using interactive video play-alongs. Think and work like a musician Perform with others. 	<p>Chair Drumming (module 2) - listening and performing by exploring six legendary drummers (or music) featuring drums.</p> <ul style="list-style-type: none"> Listen to music which uses drums and explore the musicians who became famous in different musical genres. Confidently mark the beat with the appropriate Chair Drumming actions. Perform Chair Drumming actions confidently and in time by following simple interactive graphic score. Explore simple notation by following interactive video play-alongs including crotchets, quavers, beats and rests. Following a graphic score to to perform simple rhythm patterns using crotchets and crotchet rests. Perform simple rhythmic patterns in time with the pulse. Developing a shared musical vocabulary e.g. beat, pulse, crotchet, rest.

		<ul style="list-style-type: none"> Consider the overall effect of sounds when arranged and combined. Reflect on own work and that of others. Find/stay on (or re-find) the beat when performing along with others. Maintain chord changes and strumming patterns when performing with others. 	<ul style="list-style-type: none"> Encouraging listening to one another and if necessary to stop, listen and re-join the group. Count the beat in thinking voice when performing Chair Drumming rhythms. Explore examples of staff notation which match the Chair Drumming rhythms.
2	<ul style="list-style-type: none"> Responding to signals for start and stop. Feeling the pulse. Marking the beat by counting. Following a graphic score to to perform simple rhythm patterns using quavers, crotchets and crotchet rests. Perform simple rhythmic patterns in time with the pulse. Developing a shared musical vocabulary e.g. beat, pulse, quavers, crotchet, crotchet rest. Encouraging listening to one another and if necessary to stop, listen and re-join the group. Read and perform from graphic scores linking notation rhythmic patterns. Explore music which uses rhythmic patterns consisting of quavers, crotchets and crotchet rests. 	<ul style="list-style-type: none"> Listening, performing and singing by exploring three new styles of music (or genres): reggae, soul, synth pop. Respond to specific questions, e.g. about the genre, structure. Learn to mark the beat, with body percussion. Explore simple notation including crotchets, quavers, beats and rests. Sing with expression and with the addition of forte and piano (loud and soft) where appropriate. <p>Vocal Exploration (Blocs Wave)</p> <ul style="list-style-type: none"> Developing aural learning – listening to and identifying the bass line and other instrumental lines. Transferring their skills and knowledge from previous tasks. Creating an instrumental version of a pop song using only their voices. 	<p>Battle of the Bands (Composing)</p> <ul style="list-style-type: none"> Compose and perform a body percussion rhythm and a Chair Drumming rhythm (compose on paper, practise and perform). Compose 1 x Body Percussion rhythm using simple notation (crotchets & quavers) Compose 1 x Chair Drumming rhythm using simple notation (crotchets & quavers) Mark the beat with the appropriate Body Percussion and Chair Drumming actions Perform Body Percussion and Chair Drumming compositions confidently and in time following a simple graphic score Recap and recall the genres of music explored in previous units in preparation for composing a suitable Body Percussion and Chair Drumming rhythm using simple

	<ul style="list-style-type: none"> • Encouraging listening to one another and if necessary to stop, listen and re-join the group. 	<ul style="list-style-type: none"> • Become comfortable using their voices to create music. 	<p>rhythmic patterns using crotchets and quavers.</p> <ul style="list-style-type: none"> • Be supportive, positive and constructive when working with others. Listen carefully to the sounds made • Consider the overall effect of sounds when arranged and combined • Recall known rhythms • Use simple crotchet and quaver rhythms in different ways to compose a Body Percussion and a Chair Drumming rhythm • Perform Body Percussion and Chair Drumming compositions confidently and in time following a simple graphic score • Find/stay on (or re-find) the beat when performing along with others • Maintain rhythms when performing with others.
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