



**NUTLEY CE PRIMARY SCHOOL
MUSIC PROGRESSION GRID**

At Nutley CE Primary, through listening to a range of musical genres and traditions, children are given opportunities to respond to music and develop musical appreciation and knowledge. They learn about different musical periods and a range of composers that have contributed to our rich musical canon. Children are able to use tuned and untuned instruments to compose piece and play together. They perform using their voices and instrumentation.

National Curriculum statements - Key stage 1

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

National Curriculum statements - Key stage 2

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

- play and perform in solo and ensemble contexts, using their 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
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations

Believe and Achieve

John 10:10, "I have come so they may have life and have it to the full"



**NUTLEY CE PRIMARY SCHOOL
MUSIC PROGRESSION GRID**

<ul style="list-style-type: none"> • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music. 		
Perform		
EYFS	Key Stage 1	Key stage 2
	<u>Year 1</u>	<u>Year 3</u>
EAD33 Begins to build a repertoire of songs and dances	Mu1 Use their voices confidently in different ways	Mu23 Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose music
EAD42 Sings songs, makes music and dance, and experiments with ways of changing them	Mu2 Explore how sounds can be made and changed	Mu28 Begin to sing in tune expressively with an awareness of beat and rhythm
EAD51 Represents their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories	Mu7 Respond verbally and physically to different musical moods	Mu29 Perform with control and awareness of audience
	Mu9 Follow pitch movements with their hands and use high, low and middle voices	<u>Year 4</u>
	Mu10 Repeat short, rhythmic and melodic patterns to a given beat	Mu36 Internalise sounds by singing parts of a song 'in their heads' and attempt to play simple melodic phrases by ear
		Mu37 Perform with awareness of different parts that others are playing or singing
	<u>Year 2</u>	<u>Year 5</u>
	Mu14 Play musical instruments with expression and control, listening and observing carefully	Mu39 Compose from different starting points by developing ideas within musical structures
	Mu15 Identify the beat and join in getting faster and slower together	Mu45 Perform by ear

Believe and Achieve

John 10:10, "I have come so they may have life and have it to the full"



**NUTLEY CE PRIMARY SCHOOL
MUSIC PROGRESSION GRID**

	Mu17 Begin to sing in tune with expression and control	Mu46 Perform rounds and part songs, maintaining their own part with awareness of how different parts fit together to achieve an overall effect
	Mu18 Recall, perform and accompany simple songs, sequences and rhythmic patterns	Mu47 Sing songs with increasing control of breathing, posture and sound projection
	Mu19 Perform long and short sounds in music in response to symbols	<u>Year 6</u>
		Mu52 Perform significant parts from memory, with awareness of their own contributions
		Mu55 Perform solo and lead others from notation
		Mu58 Perform their own and others' compositions in a way that reflects their meaning and intentions

composing		
EYFS	Key Stage 1	Key Stage 2
	<u>Year 1</u>	<u>Year 3</u>
EAD34 Explores the different sounds of instruments	Mu6 Respond appropriately to musical instructions	Mu21 Explore the way sounds can be combined and used expressively

Believe and Achieve

John 10:10, "I have come so they may have life and have it to the full"



**NUTLEY CE PRIMARY SCHOOL
MUSIC PROGRESSION GRID**

	Mu8 Create and choose sounds in response to given starting points	Mu22 Improvise repeated patterns
	<u>Year 2</u>	
	Mu11 Select and order sounds within simple structures and sounds in response to given starting points	Mu24 Explore sounds using symbols and ICT
	Mu12 Experiment with, create, select and combine sounds using inter-related musical dimensions e.g. tempo, pitch	Mu25 Begin to recognise, recall and perform simple rhythmic patterns
	Mu13 Represent sounds with symbols	<u>Year 4</u>
	Mu16 Recognise and explore how sounds can be organised	Mu30 Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion
		Mu31 Improvise simple tunes based on the pentatonic scale
		Mu32 Compose and perform simple melodies recognising different musical elements and how they can be used together to compose music
		Mu33 Explore, recall and plan sounds using symbols and ICT
		Mu34 Combine several layers of sound, observing the combined effect
		<u>Year 5</u>
		Mu38 Improvise melodic and rhythmic phrases
		Mu48 Use ICT to change and manipulate sounds

Believe and Achieve

John 10:10, "I have come so they may have life and have it to the full"



**NUTLEY CE PRIMARY SCHOOL
MUSIC PROGRESSION GRID**

		Mu49 Compose their own instrumental and vocal music and perform their own and others' compositions
		<u>Year 6</u>
		Mu50 Explore the use of notation and ICT to support creative expression
		Mu56 Subdivide the pulse and identify the metre of different songs through recognising the pattern of strong and weak beats

Understanding and Listening		
EYFS	Key Stage 1	Key Stage 2
	<u>Year 1</u>	<u>Year 3</u>
	Mu3 Recognise how sounds can be made and changed	Mu26 Recognise and explore different combinations of pitch sounds
	Mu3 Recognise how sounds can be made and changed	Mu27 Listen carefully and recognise patterns and increase aural memory
	Mu5 Identify long and short sounds in music	<u>Year 4</u>
		Mu35 Listen carefully, recognise and use repeated patterns and increase aural memory
	<u>Year 2</u>	<u>Year 5</u>
	Mu20 Respond to a range of high-quality live and recorded music	Mu40 Explore the use of notation and ICT to support creative work

Believe and Achieve

John 10:10, "I have come so they may have life and have it to the full"



**NUTLEY CE PRIMARY SCHOOL
MUSIC PROGRESSION GRID**

		Mu41 Suggest improvements to their own and others' work
		Mu42 Identify the relationship between sounds and how music reflects different intentions
		Mu43 Describe and compare different kinds of music using key musical vocabulary
		Mu44 Listen carefully, developing and demonstrating musical understanding
		<u>Year 6</u>
		Mu51 Refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved
		Mu53 Analyse and compare musical features and structures using appropriate musical vocabulary
		Mu54 Listen carefully, demonstrating musical understanding and increasing aural memory
		Mu57 Use a variety of notation

Lesson Cycle

Believe and Achieve

John 10:10, "I have come so they may have life and have it to the full"



**NUTLEY CE PRIMARY SCHOOL
MUSIC PROGRESSION GRID**

EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn Term 1		Autumn Term 1	
<i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i>	Body percussion Singing BUBBLES SCHEME 9 - The Famous Five - Tempo, structure, duration	Ug! - Timbre, tempo, texture	The Maya – cities of stone
Autumn Term 2		Autumn Term 2	
<i>Explore and engage in music making and dance, performing solo or in groups.</i>	Christmas Nativity Bubbles Unit 2 ‘Come and join the celebration’ - Structure, dynamics, timbre, pitch	Come and join the celebration! (Chinese New Year) – pitch, timbre, texture	Location Location Location – call and response slave songs
Spring Term 1		Spring Term 1	
<i>Explore and engage in music making and dance, performing solo or in groups.</i>	Bubbles Unit 1 ‘Whatever the weather’ - Duration, tempo, timbre	Order, Order! – Why are rules made in music? Concept: duration	Come join the celebration
Spring Term 2		Spring Term 2	
<i>Sing in a group or on their own, increasingly matching the pitch and following the melody.</i>	Bubbles Unit 1 ‘Whatever the weather’ - Duration, tempo, timbre	Under Attack! – Tempo, timbre, structure, duration, dynamics, texture	When Henry met Victoria – compose a class rap about the Vikings
Summer Term 1		Summer Term 1	
<i>Sing a range of well-known nursery rhymes and songs.</i>	Pirate songs	Window on the World – Duration, pitch, structure	Walk like an Egyptian – swap with Y3/4

Believe and Achieve

John 10:10, “I have come so they may have life and have it to the full”



**NUTLEY CE PRIMARY SCHOOL
MUSIC PROGRESSION GRID**

	Bubble Music 7 – ‘Pirates’ - Timbre, structure, duration, dynamics Go Noodle ‘A Pirate You Shall Be’, ‘Pirate Life’		
Summer Term 2		Summer Term 2	
<i>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</i>	African instruments - make Spotify African drums music – playing to, composing own and reading music.	When Mickey met Wallace – Tempo, structure, texture, dynamics	Abracadbra

Believe and Achieve

John 10:10, “I have come so they may have life and have it to the full”