



Ferndale Primary School Progression Ladder for Music



Music Progression	Listen and appraise	Sing	Play	Improvise	Compose	Perform
EYFS	Sing with an awareness of other performers	Repeat patterns of sounds	Make sounds using classroom instruments.	Play their own sounds using their voices or instruments	Make sounds using classroom instruments that may be repeating	Perform while showing an awareness of others.
Year 1	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices	Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).	Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.	Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.	Choose a song they have learnt from the Scheme and perform it. With some of their own ideas

			Listen to and follow musical instructions from a leader.			
Year 1 Key Vocabulary	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.					
Year 2	.To learn how songs can tell a story or describe an idea.	Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.	Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader.	Take it in turns to clap, sing or use an instrument to improvise using one or two notes.	Help create three simple melodies with the Units using one, three or five different notes.	Record the performance and say how they were feeling about it.
Year 2 Key Vocabulary	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.					
Year 3	To confidently identify and move to the pulse. Listen carefully and respectfully to other people's thoughts and feelings about the music and what it means.	To sing in unison and in simple two-parts. To demonstrate a good singing posture. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the	To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader.	Using your instruments, listen and play your own answer using one, two or three different notes.	Plan and create a section of music that can be performed within the context of the unit song. .Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch,	To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change

		pulse internally when singing.			dynamics and tempo.	
Year 3 Key Vocabulary	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.					
Year 4	To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). When you talk try to use musical words.	To rejoin the song if lost. To listen to the group when singing.	To experience leading the playing by making sure everyone plays in the playing section of the song.	Using your instruments, listen and play your own answer using a variety of different notes.	create at least one simple melody using one, three or all five different notes. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To record the performance and say how they were feeling, what they were pleased with what they would change and why
Year 4 Key Vocabulary	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.					
Year 5	To compare two songs in the same style, talking about what stands out musically in each	To sing in unison and to sing backing vocals. To enjoy exploring singing solo..	Play a musical instrument with the correct technique within the context of the Unit song.	Question and Answer using instruments. Use one, two or three notes in your answer.	Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing	To record the performance and compare it to a previous performance.

	of them, their similarities and differences.	To follow a leader when singing. To experience rapping and solo singing.	To lead a rehearsal session.		composition and make musical decisions about how the melody connects with the song	To discuss and talk musically about it – “What went well?”
Year 5 Key Vocabulary	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.					
Year 6	Talk about the music and how it makes you feel, using musical language to describe the music.	To listen to each other and be aware of how you fit into the group. To sing with awareness of being ‘in tune’.	Play a musical instrument with the correct technique within the context of the Unit song. To rehearse and perform their part within the context of the Unit song.	Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)	Create simple rhythms that work musically with the style of the Unit song. Listen to, record and reflect upon the developing composition and make musical decisions about how the melody connects with the song.	To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
Year 6 Key Vocabulary	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.					

