

Ferndale Primary School Progression Ladder for Music



Music Progression	Listen and appraise	Sing	Play	Improvise	Compose	Perform
Nursery	<p>Listen with increased attention to sounds (3-4)</p> <p>Respond to what they have heard, expressing thoughts and feelings (3-4)</p>	<p>Sing a large repertoire of songs (3-4)</p> <p>Remember and sing entire songs (3-4)</p> <p>Sing the pitch of a tone sung by another person (3-4)</p> <p>Sing the melodic shape of familiar songs (3-4)</p>	<p>Make sounds using classroom instruments.</p> <p>Play instruments with increasing control to express feelings and ideas. (3-4)</p>	<p>Improvise a song around one already known (3-4)</p>	<p>Create their own songs (3-4)</p>	<p>Perform songs within a group or independently.</p>
Reception	<p>Listen carefully to rhymes and songs paying attention to how they sound</p> <p>Listen attentively, move to and talk about music, expressing feelings and responses</p>	<p>Learn rhymes, poems and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Sing a range of well-known nursery rhymes and songs (ELG)</p>	<p>Explore, use and refine a variety of artistic effects to express ideas and feelings.</p>	<p>Explore and engage in music making and dance, performing solo or in groups</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Perform songs, rhymes, poems and stories with others and when appropriate move in time with music (ELG)</p>
Year 1	<p>To learn how they can enjoy moving to music by dancing, marching, being</p>	<p>Learn about voices, singing notes of different pitches (high and low).</p>	<p>Treat instruments carefully and with respect.</p> <p>Play a tuned instrumental part</p>	<p>Use voices and instruments, listen and sing back, then listen and</p>	<p>Help to create a simple melody using one, two or three notes.</p> <p>Learn how the notes of the</p>	<p>Choose a song they have learnt from the Scheme and perform it. With some of their own ideas</p>

	animals or pop stars.	Learn that they can make different types of sounds with their voices	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). Listen to and follow musical instructions from a leader.	play your own answer using one or two notes.	composition can be written down and changed if necessary.	
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 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, dynamics	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

		To have an awareness of the pulse internally when singing.			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 re join 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 of them, their similarities and differences.	To sing in unison and to sing backing vocals. To enjoy exploring singing solo.. To follow a leader when singing. To experience rapping and solo singing.	Play a musical instrument with the correct technique within the context of the Unit song. To lead a rehearsal session.	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 composition and make musical decisions about how the melody connects with the song	To record the performance and compare it to a previous performance. 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.					

Year 1

1	2	3	4	5	6
Hey You! By Joanna Mangona	Rhythm In The Way We Walk and The Banana Rap by Joanna Mangona and Jane Sebba	In The Groove by Joanna Mangona	Round and Round by Joanna Mangona	Your Imagination by Joanna Mangona and Pete Readman	Reflect, Rewind and Replay
Old-School Hip-Hop	Reggae	Blues, Baroque, Latin, Bhangra, Folk, Funk	Bossa Nova	Pop	Classical
Me, Myself And I by De La Soul Fresh Prince Of Bel-Air by Will Smith Rapper's Delight by The Sugarhill Gang U Can't Touch This by MC Hammer It's Like That by Run DMC	The Planets, Mars by Gustav Holst (Classical) Tubular Bells by Mike Oldfield (Pop) The Banana Rap by Jane Sebba (Hip Hop) Happy by Pharrell Williams (Pop) When I'm 64 by The Beatles (Pop)	How Blue Can You Get by B.B. King (Blues) Let The Bright Seraphim by Handel (Baroque) Livin' La Vida Loca by Ricky Martin (Latin/Pop) Jai Ho by J.R. Rahman (Bhangra/Bollywood) Lord Of The Dance by Ronan Hardiman (Irish) Diggin' On James Brown by Tower Of Power (Funk)	Livin' La Vida Loca by Ricky Martin (Latin/Pop) Imperial War March by John Williams (Film) It Had Better Be Tonight by Michael Bublé (Latin/Big Band) Why Don't You by Gramophonedzie (Big Band/Dance) Oya Como Va by Santana (Latin/Jazz)	Supercalifragilisticexpialidocious from Mary Poppins Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack Daydream Believer by The Monkees Rainbow Connection from The Muppet Movie A Whole New World from Aladdin	A Song Before Sunrise by Frederick Delius – 20th Century The Firebird by Igor Stravinsky – 20th Century The Bird by Sergei Prokofiev – 20th Century Grand March from Aida by Giuseppe Verdi – Classical Bolero by Maurice Ravel – 20th Century The Lamb by John Tavener – Contemporary

Year 2

1	2	3	4	5	6
Hands, Feet, Heart by Joanna Mangona	Ho, Ho, Ho by Joanna Mangona	I Wanna Play in a Band by Joanna Mangona	Zootime by Joanna Mangona	Friendship Song by Joanna Mangona and Pete Readman	Reflect, Rewind and Replay
Afropop, South African	A song with rapping and improvising for Christmas	Rock	Reggae	Pop	Classical
<p>The Click Song sung by Miriam Makeba</p> <p>The Lion Sleeps Tonight sung by Soweto Gospel Choir</p> <p>Bring Him Back by Hugh Masekela</p> <p>You Can Call Me Al by Paul Simon</p> <p>Hlokoloza by Arthur Mafokate</p>	<p>Please choose your own song here</p> <p>Bring Him Back Home (Nelson Mandela) by Hugh Masekela (Freedom Song)</p> <p>Suspicious Minds by Elvis Presley (Pop)</p> <p>Sir Duke by Stevie Wonder (Funk)</p> <p>Fly Me To The Moon by Frank Sinatra (Big Band/Jazz)</p>	<p>We Will Rock You by Queen</p> <p>Smoke On The Water by Deep Purple</p> <p>Rockin' All Over The World by Status Quo</p> <p>Johnny B.Goode by Chuck Berry</p> <p>I Saw Her Standing There by The Beatles</p>	<p>Kingston Town by UB40</p> <p>Shine by ASWAD</p> <p>IGY by Donald Fagen</p> <p>Feel Like Jumping by Marcia Griffiths</p> <p>I Can See Clearly Now by Jimmy Cliff</p>	<p>Count On Me by Bruno Mars</p> <p>We Go Together (from the Grease soundtrack)</p> <p>You Give A Little Love (from Bugsy Malone)</p> <p>That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John</p> <p>You've Got A Friend In Me by Randy Newman</p>	<p>Peer Gynt Suite: Anitras Dance by Edvard Grieg – Romantic</p> <p>Brandenburg Concerto No 1 by Johann Sebastian Bach – Baroque</p> <p>From The Diary Of A Fly by Béla Bartók – 20th Century</p> <p>Fantasia On Greensleeves by Ralph Vaughn Williams – 20th century</p> <p>Dance of The Sugar Plum Fairy by Pytor Tchaikovsky – Romantic</p> <p>The Robots (Die Roboter) by Kraftwerk – Contemporary</p>

Year 3

1	2	3	4	5	6
Let Your Spirit Fly by Joanna Mangona	Glockenspiel Stage 1	Three Little Birds by Bob Marley	The Dragon Song by Joanna Mangona and Pete Readman	Bringing Us Together by Joanna Mangona and Pete Readman	Reflect, Rewind and Replay
RnB	Mixed styles	Reggae	A Pop song that tells a story	Disco	Classical
Please choose your own song/piece here Colonel Bogey March by Kenneth Alford (Film) Consider Yourself from the musical 'Oliver!' (Musicals) Ain't No Mountain High Enough by Marvin Gaye (Motown) You're The First, The Last, My Everything by Barry White (Soul)	Easy E Strictly D Drive D-E-F-initely Roundabout March of the Golden Guards Portsmouth	Jamming by Bob Marley Small People by Ziggy Marley 54-56 Was My Number by Toots and The Maytals Ram Goat Liver by Pluto Shervington Our Day Will Come by Amy Winehouse	Birdsong – Chinese Folk Music Vaishnava Java – A Hindu Song A Turkish Traditional Tune Aitutaki Drum Dance from Polynesia Zebaidir Song from Sudan	Good Times by Nile Rodgers Ain't Nobody by Chaka Khan We Are Family by Sister Sledge Ain't No Stopping Us Now by McFadden and Whitehead Car Wash by Rose Royce	L'Homme Arme by Robert Morton – Early Music Les Tricoteuses (The Knitters) – Baroque The Clock: Il Andante by Franz Joseph Haydn – Classical Piano Concerto: Allegro Maestoso (Tempo Guisto) by Franz Liszt – Romantic Prelude A L'Apres-Midi d'un Faune by Claude Debussy – 20th century Music for Large and Small Ensembles (opening) by Kenny Wheeler – Contemporary

Year 4

1	2	3	4	5	6
Mamma Mia by ABBA	Glockenspiel Stage 2	Stop! by Joanna Mangona	Lean On Me sung by Bill Withers	Blackbird by The Beatles	Reflect, Rewind & Replay
Pop	Mixed styles	Grime and mixed styles	Gospel	Pop/The Beatles	Classical
ABBA's music: Dancing Queen by ABBA The Winner Takes It All by ABBA Waterloo by ABBA Super Trouper by ABBA Thank You For The Music by ABBA	Mardi Gras Groovin' Two-Way Radio Flea, Fly, Mosquito Rigadoon Mamma Mia Portsmouth Strictly D Play Your Music Drive	Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) Radetzky Marsch by Strauss (Classical) Can't Stop The Feeling! by Justin Timberlake (Pop) Libertango by Astor Piazzolla (Tango) Mas Que Nada performed by Sérgio Mendes featuring Black Eyed Peas	He Still Loves Me by Walter Williams and Beyoncé (Gospel) Shackles (Praise You) by Mary Mary (Gospel) Amazing Grace by Elvis Presley (Gospel) Ode To Joy Symphony No 9 by Beethoven (Romantic – Western Classical) Lean On Me by The ACM Gospel Choir (Gospel)	Yellow Submarine by The Beatles Hey Jude by The Beatles Can't Buy Me Love by The Beatles Yesterday by The Beatles Let It Be by The Beatles	La Quinta Estampie Real anon 13th century (Early Music) The Arrival Of The Queen Of Sheba by Handel (Baroque) Moonlight Sonata by Beethoven (Romantic) Bridal Chorus (Wedding March) by Wagner (Romantic) Rhapsody In Blue by Gershwin (20th Century) Einstein On The Beach by Philip Glass (Contemporary)

Year 5

1	2	3	4	5	6
Livin' on a Prayer by Bon Jovi	Classroom Jazz by Ian Gray	To Make You Feel My Love sung by Adele	Fresh Prince of Bel-Air rapped by Will Smith	Dancing in the Street sung by Martha and The Vandellas	Reflect, Rewind & Replay
Rock	Bossa Nova and Swing	Pop Ballads	Old-School Hip-Hop	Motown	Classical
We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles	Desafinado by Stan Getz (Swing) Cotton Tail by Ben Webster 5 Note Swing by Ian Gray Perdido by Woody Herman	Make You Feel My Love by Bob Dylan So Amazing by Luther Vandross Hello by Lionel Ritchie The Way You Look Tonight by Tony Bennett	Me Myself and I by De La Soul Ready or Not by Fugees Rapper's Delight by The Sugarhill Gang U Can't Touch This by M C Hammer	I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops I Heard it Through the Grapevine by Marvin Gaye Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell You Are the Sunshine of My Life by Stevie Wonder	Music from Compline – Traditional – Early Music Dido and Aeneas: Overture by Henry Purcell – Baroque Symphony No. 5 in C minor (allegro con brio) by Ludwig Van Beethoven – Classical Minute Waltz in D-flat by Chopin – Romantic Central Park in the Dark by Charles Edward Ives – 20th Century Clapping Music by Steve Reich – Contemporary

Year 6

1	2	3	4	5	6
Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music and Me	Reflect, Rewind & Replay
Pop/Neo Soul	Bacharach and Blues	Classical or Urban Gospel	70s Ballad/Pop	Hip Hop, Classical, Electronic, Soul, Contemporary	Classical
<p>Top Of The World sung by The Carpenters</p> <p>Don't Worry, Be Happy sung by Bobby McFerrin</p> <p>Walking On Sunshine sung by Katrina And The Waves</p> <p>When You're Smiling sung by Frank Sinatra</p> <p>Love Will Save The Day sung by Brendan Reilly</p>	<p>Take The 'A' Train by Duke Ellington</p> <p>Speaking My Peace by H. Parlan</p> <p>Back 'O'Town Blues by Earl Hines</p> <p>One 'O' Clock Jump by Count Basie</p>	<p>I Mun Be Married on Sunday</p> <p>Fishing Song</p>	<p>The Loco-Motion sung by Little Eva</p> <p>One Fine Day sung by The Chiffons</p> <p>Up On The Roof sung by The Drifters</p> <p>Will You Still Love Me Tomorrow</p> <p>(You Make Me Feel Like) A Natural Woman sung by Carole King</p>	<p>Something Helpful by Anna Meredith</p> <p>O by Shiva Feshareki</p> <p>V-A-C Moscow by Shiva Feshareki</p> <p>Heroes & Villains by Eska</p> <p>Shades Of Blue by Eska</p> <p>And! by Afrodeutsche</p> <p>The Middle Middle by Afrodeutsche</p>	<p>L'autrier Pastoure Seoit (The Other Day a Shepherdess Was Sitting) – Traditional – Early Music</p> <p>Armide Overture by Jean-Baptiste Lully – Baroque</p> <p>The Marriage of Figaro: Overture by Mozart – Classical</p> <p>Erlkönig, D.328 Op. 1 Wer reitet so spät by Franz Schubert – Romantic</p> <p>Sonata for Horn in F by Paul Hindemith – 20th century</p> <p>Homelands by Nitin Sawhney – Contemporary</p>