



Holy Family Music Progression



Music Skills, Progression and Vocabulary							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Music appreciation	Imitates movement in response to music and develops a preference for forms of expression.	Responses to music include playing or clapping along to the pulse and rhythms, humming or singing melodies, creating actions and dance movements, and using adjectives, such as lively or cheerful, to describe the music.	Responses to a piece of music that tell a story include creating movements relating to characters or events in the music, identifying instruments and sounds that represent characters or events, describing key events and changes in the sound and drawing scenes inspired by the music.	Genres of music include jazz, rock, classical, blues, pop, folk, country and world music.	Genres of music include jazz, rock, classical, blues, pop, folk, country and world music. Each genre has its own distinguishing features: the use of instruments; structure of the music; inclusion of typical rhythms, tempos and dynamics; date of composition and style of performance.	Musical vocabulary includes pitch, rhythm, pulse, duration, structure, dynamics, harmony, tempo, timbre and texture	A motif in music is a short musical idea that is repeated and developed throughout a piece.
Listening	Listens with interest to noises and sounds. Shows interest in play with sounds, songs and rhymes. Listens to songs and rhymes with increasing attention and recall. Joins in with repeated refrains and anticipates phrases in rhymes and songs.	Basic features of music that can be easily identified include the melody (the main tune), the instruments used and the feelings the music engenders, such as happy, angry or scary.	Specific terms can be used to describe the sounds and changes in a piece of music, including dynamics (loudness) and tempo (speed).	Specific terms can be used to describe the sounds and changes in a piece of music, including pitch (high or low), timbre (sound quality), dynamics (loudness) and tempo (speed).	Instruments include strings, brass, woodwind and percussion. Composers choose instruments for timbre, pitch and duration of the notes. For example, timpani, can give the impression of heavy footsteps.	A mixture of pitch, tempo, rhythm, melody and dynamics create mood and feeling in the listener. For example, quick, high-pitched notes can create a feeling of panic, and long, lowpitched notes can create a feeling of calm. All music is written in a major (happy) or minor (sad) key.	Genres are different styles of music, such as pop, rock, world music, classical, Latin American, swing, gospel and soul. Words such as tempo, rhythm, dynamics, pulse and timbre can be used to comment on the genre of music.



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Singing	<p>Traditional songs and nursery rhymes include Humpty Dumpty, The Grand Old Duke of York and Twinkle Twinkle. You can hear songs on the radio, on TV, on the internet or at home.</p>	<p>Traditional songs, nursery rhymes and chants have been passed down to different generations using the oral tradition. They usually contain repeated rhythms or melodies, a strong pulse and rhyming words.</p>	<p>The melody of a piece of music is the main tune, which is usually part of a larger piece of music. The shape of the music is the pattern created by the changing pitches of notes in a melody.</p>	<p>The voice can be used to create notes of different pitches, durations and dynamics (loudness) to add interest to the music by highlighting certain lyrics or creating different moods.</p>	<p>Accurate solo singing includes good timing, note memory and accurate pitching of notes. Accurate ensemble singing includes the ability to listen to others, sing at the same volume as them, and follow the signals and instructions of a conductor.</p>	<p>Rounds consist of the same melody being sung at different times in a group. Harmony singing consists of a melody line accompanied by other lines of music made up of differently pitched notes that, when sung together, give a pleasing effect. Singers usually sing the same words at the same time when singing in harmony.</p>	<p>Gestures in music - eye contact, waving /beckoning, closing eyes. Some gestures are associated with different types of music, eg exaggerated movements for virtuoso guitar playing during rock musical performances. Expression in music means adding feeling and is indicated in musical scores using words, such as <i>dramatico</i>, <i>legato</i>, <i>tranquillo</i> and <i>cantabile</i>.</p>
Composing	<p>Sounds can be made with parts of the body such as clapping hands. Clapping hands or stamping feet can create a rhythm or pattern which can be fast or slow, loud or quiet.</p>	<p>Sound effects are sounds that don't involve speech or music and are made on instruments or objects to represent another sound.</p> <p>Musical notes and symbols have meaning and can be read by musicians when they play</p>	<p>A rhythm is a group of quick and slow beats that is usually repeated in a song or piece of music.</p>	<p>Sequences of sounds combine pitch, rhythm, dynamics and pulse. Sequences can be written down using informal pictures or symbols in a graphic score, or using standard musical notation.</p>	<p>Sequences of sounds for different instruments are written on separate lines in a graphic score or on separate staves of standard musical notation.</p> <p>Standard musical notation symbols for dynamics, such as <i>mp</i>, <i>p</i>, <i>pp</i>, <i>ppp</i>, <i>mf</i>, <i>f</i>, <i>ff</i>, <i>fff</i>, tell musicians how loudly or quietly they should play.</p>	<p>Effective compositions include instruments with different pitches, repeated and contrasting rhythms, a pleasing melody and a variety of dynamics.</p> <p>In standard musical notation, time signatures eg 4/4 (4 crotchets in a bar). How bar lines split the notes into groups.</p>	<p>A score contains all the information musicians need to rehearse and perform a piece of music, including separate lines for each instrument or voice part, notation showing pitch and duration of sounds and markings to show dynamics, such as <i>mp</i> and <i>mf</i>. Features of standard notation include staves, time signatures, bar lines, notation and dynamic markings.</p>



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Pulse and Rhythm	A rhythm is a group of quick and slow beats that is usually repeated in a song or piece of music	A rhythm is a group of quick and slow beats that is usually repeated in a song or piece of music. A pulse is a steady beat, like a heartbeat. People can clap or tap their feet to the pulse.	A rhythm and a pulse are different. The beats in a rhythm can be of different lengths. The beats in a pulse are all the same length. The pulse often stays the same throughout a piece of music whereas the rhythm changes.	The pulse often stays the same throughout a piece of music whereas the rhythm changes.	Repeated rhythmic patterns are a series of long and short sounds that are played over and over again. Repeated patterns can be found in all music. Short, repeated patterns are called motifs.	Extended rhythmic patterns usually contain repetition and may include short repeated phrases called motifs. Rests provide a break in a rhythmic pattern or line of music and should be counted in the same way as notes.	Pulse can be created using bar lines to write bars of music with the same number of beats per bar. Rhythm can be created using notes of varying length, such as quavers, crotchets, minims and semibreves, and writing them in equal bars of music.
Performing	Songs or instruments can be performed to an audience. A performer should look at the audience, use intonation, rhythm and phrasing to make the meaning clear to others and express themselves effectively, showing awareness of listeners' needs.	A piece of music played by a group of musicians should be played at the same time. Musicians should finish together to make the piece of music sound pleasing and ensure the audience can hear the tune. Listening to others, watching a conductor and counting beats accurately can help musicians play or sing at the same time as each other.	Percussion instruments make a sound when they are hit, shaken or scraped. Tuned percussion instruments, such as the xylophone or piano, produce notes of different pitches. Untuned percussion instruments, such as the drum or gũiro, produce sounds with no definite pitch.	Control in music can include breath control, or control of a musical instrument, such as using bow strokes correctly when playing the violin. To sing or play accurately, the pitch, rhythm and volume of notes should match the intent of the musician, composer or conductor and the playing of other musicians.	When playing or singing from notation, the shape and colour of a note denotes its length. The shape of a rest denotes its length. The position of the note on the staff denotes the pitch of the note and letters above or below the notes, such as p or f, denote the dynamics.	Accurate and confident group performances benefit from various factors: practice and preparation; the monitoring and adjustment of pitch, rhythm, timbre and dynamics; rapid responses to the actions of others and awareness of the role of each musician.	Suggestions for improvements to musical performances include more practise; strategies to cope with performance pressure; better presentation, including eye contact with the audience; improving the planning and logistics of a performance and confidently introducing pieces and songs.



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Whole School Events	EYFS Nativity Summer Concert Class Mass & Assembly	Nativity Summer Concert Class Mass & Assembly	Nativity Summer Concert Class Mass & Assembly	Choir of the Year Y3 Harvest Festival Summer Concert Class Mass & Assembly	Y4 Lenten Liturgy Summer Concert Choir of the Year Class Mass & Assembly	Y5 Advent Service/Play Jesse Tree Review Summer Concert Choir of the Year Class Mass & Assembly	Y6 Leavers Play Summer Concert Choir of the Year Class Mass & Assembly
Vocabulary	Rhyme Song Listen Sounds Hit Shake Scrape	Rhythm Melody/Melodic Feelings Mood Musician Xylophone Piano Drum Beat	Dynamics Tempo Performance Percussion Choir Groove Improvisation Ostinato Verse Chorus	High pitch Low pitch Timbre Pulse Jazz Rock Classical Blues Pop Folk Country Original	Composer/composing Note duration- crotchet, minim Piano Forte Composition Solo Ensemble Backing Interlude Tempo	Major key Minor key Harmony Time signature Note duration-quaver, semi breve, breve, rest Stave Bar lines Back beat Off beat Phrase	Motif Musical score Dramatico Legato Tranquillo Cantabile A capella Ballad Decks



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Maps, Atlases and Compass Skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To know that aerial maps are taken from above like a birds eye view and comment on simple features	Name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas Sum2	Using world maps, atlases and globes to identify Hawaii, Australia, New Zealand, Tahiti and the province of Newfoundland. Sum 1	Use of maps, atlases and computer mapping to locate countries in Europe to include the UK inc. Italy. Spr 1 & Sum 1	Use of maps and atlases to identify where Egypt is in Africa and surrounding countries Aut 1	To use maps, atlases, globes and digital/computer mapping to locate countries in Europe (inc. Ancient Greece) Spr 1 + Sum 2	To use maps, atlases, globes and digital/computer mapping to locate countries in Europe (inc. those involved in WW2) Spr 1
Explain some similarities and differences between places e.g. seaside and the city and can draw on my experiences from what has been read in class	To use world maps, songs and globes to identify the continents and oceans. (esp. where dinosaurs lived) Aut 2	To use world maps, atlases and globes to identify the continents and oceans. Aut1	To use atlases and world maps to identify the 'Ring of Fire' in the Pacific ocean Spr 1	Use atlases to name and locate the major seas and oceans of the world. Spr 2	To use maps, atlases, globes and digital/computer mapping to identify where the most deadly mini-beasts live Spr 1	
	Name locate and identify the capital cities in the United Kingdom (inc. Blackpool) Sum 2	The children will name and locate the capital cities of the United Kingdom and its surrounding seas. Sum 1			Identify Capital cities of European countries (inc. Ancient Greek Cities) Spr 1 & Sum 2	
	How could you get from Blackpool to London? Track on a map Sum 1	The children use the atlases to track the life and work of Florence Nightingale. Aut 1	Use atlases/maps to track the journey of banana/cocoa beans from country of origin to plate. (Fair Trade) Aut 2	Use atlases/maps to track where the Vikings came from and also where they settled on our shores. Sum 1	Use atlases/maps to highlight major Tudor buildings and homes of Henry VIII. Aut 2	Locate the countries of the Victorian British Empire on maps and in Atlases Sum 2
Make simple maps of imaginary communities using a variety of construction resources	Devise a simple map; and use and construct basic symbols in a key Spr 2	They will help Captain Cook to plan his journey by colouring in places on a world map and provide him with a simple key too. Sum 1	Draw a sketch map of Italy (inc. airports, major cities, landmarks and volcano) Spr 1		Draw a sketch map of Greece and some islands. With travel brochures and websites create a key to label why it is popular with today's travellers. Sum 2	Investigate and create map of Mexico and surrounding cities. Focus on historical/geographical features and reasons for tourism Aut 1
To begin to use directional language (left, right, near, far).	To use simple compass directions (North, South, East and West) to describe the location of features and routes on a map. (covered in computing – Bee Bots)	To use simple compass directions (North, South, East and West) to give directions on Captain Cook's pirate map Sum 1	To use the eight points of a compass. (Covered in maths geometry)	To use the eight points of a compass to describe the location of features and routes on a map. Sum 1	Use 4 & 6 figure grid references on an Ordnance Survey map of North West England Aut 1	Use 4 & 6 figure grid references on an OS map to identify features of areas (land, water, forest, contour lines for hills) Sum 2
Know that simple symbols are used to identify features on a map					Look at recognising map symbols on OS maps Aut 1	



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Fieldwork						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	To use simple fieldwork and observational skills to study the geography of their school and its grounds and Park View Lytham. Spr 1/Sum 2	The children will use simple fieldwork and observational skills to study the geography around school. Take a local walk close to school to identify landmarks, road names, entrances to school, post boxes etc. Sum 2	To use fieldwork to observe and measure the human and physical features of the local environment. "Bring Your Wellies Trip" Aut 1 & Spr 2	To use fieldwork to observe, measure and record the human and physical features of a coastal area. Visit to Fleetwood boating lake/beach Spr 2	To use fieldwork to observe, measure and record the human and physical features in Bispham Rock Gardens. Use maps to highlight features of the park and highlight environmental impact humans have on the park Sum 2	To use fieldwork to observe, measure and record the human and physical features of a local park. Answer the question: How can Anchorsholme Park meet the needs of people of all ages? Use a range of methods, including sketch maps, plans and digital technologies.
					Waddecar Residential to include river walk and nature walk Sum 1	Waterpark Residential includes 'journey day' in the Lake District Monthly 'Walking Club' takes children out into the countryside



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Physical Geography						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know the features of the seaside and of Blackpool	Identify the similarities and differences found in places around the world using correct vocabulary, coast, cliff, mountains Aut 1	To understand geographical similarities and differences through studying the human and physical geography of major landmarks: Blackpool Tower and Clitheroe Castle Spr 2	Use knowledge gained to compare geographical similarities and differences between the United Kingdom and Italy. Sum 1	To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and Egypt. Aut 1	To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in Greece. Sum 2	To understand geographical similarities and differences through the study of human and physical geography of the United Kingdom and Mexico Aut 1
Know some similarities and differences between places e.g. seaside and the city and can draw on my experiences and what has been read in class	Use basic geographical vocabulary to refer to the features of coastal towns (esp. Blackpool) including: beach, cliff, coast sea, ocean, river Sum 2	To use basic geographical vocabulary to refer to: key physical features of castles and their surrounding area including: cliff, coast, forest, hill, mountain, river, soil, valley Spr 2	Identify physical features of volcanoes and earthquakes (inc. Pompeii) Spr 1			
	Use aerial photographs, Google maps and plan perspectives to recognise woodlands and forests on maps Spr 2	Use NASA website to investigate images of Earth from outer space. Explore the Earth from above on mapping websites, identifying basic geographical features. Try to spot similar features on other planets in a selection of aerial photographs, such as Martian river beds and mountains on Venus. Aut 2	Look at physical features of the land and landmarks using Google Earth (inc. Stonehenge and Mt Vesuvius) Aut 1/Spr 1	Use their geographical skills, landscapes and Google Earth to study major landmarks still standing in Egypt (inc. pyramids, Nile, sphynx, museum) Sum 2	Investigate the landscape of Greece using maps and Google Earth Cross reference with worlds map Sum 2	Use aerial photographs, Google maps and plan perspectives to similarities and differences between the Arctic and Antarctic Aut 2
				Research and debate on the environmental issues and challenges faced in oceans around the world Spr 2		Research the threat of Tourism to the polar environment Aut 2
Understand the signs of the seasons associated with weather	To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Spr 1	Whilst focusing on seasonal changes the children will identify seasonal and daily weather patterns in the United Kingdom. Spr 1	To begin to describe and understand key aspects of: - physical geography including; climate zones, biomes and vegetation belts. Tectonic plates Aut 2/Spr 1		To identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night) Spr 2	To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Aut 1 & 2