



Progression in Music

Foundation stage 1	Foundation stage 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>30-50 months</u> <u>Exploring and Using Media and Materials</u> -To sing a few familiar songs. - To imitate movement in response to music. - To tap out simple repeated rhythms. -To explore and learn how sounds can be changed. <u>Being imaginative</u>	<u>40-60 months</u> <u>Exploring and Using Media and Materials</u> -To begin to build a repertoire of songs and dances. -To explore the different sounds of instruments. <u>Being imaginative</u>	<u>Keyboard</u> Identify the parts of the keyboard and copy some simple rhythms on different notes <u>NC Coverage</u> AT1 AT2 AT3 AT4 AT5 AT6 <u>Knowledge and skills</u> Knowledge: The basic parts of the keyboard	<u>Keyboard</u> Be able to place RH and LH on the keyboard correctly <u>NC Coverage</u> AT1 AT2 AT3 AT4 AT5 AT6 <u>Knowledge and skills</u> Knowledge: How to place hands on the keyboard and	<u>Keyboard</u> Play up and down the scale copying a range of rhythms <u>NC Coverage</u> AT1 AT2 AT3 AT4 AT5 AT6 <u>Knowledge and skills</u> Knowledge: how staff notation	<u>Keyboard</u> Play a scale starting and ending on a tonic note moving using each finger. Play 2 finger chords <u>NC Coverage</u> AT1 AT2 AT3 AT4 AT5 AT6 <u>Knowledge and skills</u> Knowledge: The 4 main chord shapes and how they are	<u>Keyboard</u> Play a scale including up to 2 accidentals <u>NC Coverage</u> AT1 AT2 AT3 AT4 AT5 AT6 <u>Knowledge and skills</u> Knowledge: Basic notation for piano	<u>Keyboard</u> Play 3 finger chords moving from one to the next using correct fingering 1-3-5 <u>NC Coverage</u> AT1 AT2 AT3 AT4 AT5 AT6 <u>Knowledge and skills</u> Knowledge: How to read staff notation at speed moving



<p>-To develop a preference for forms of expression. -To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. -To sing to self and make up simple songs. -To make up rhythms. -To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>	<p>To create simple representations of events, people and objects.</p> <p><u>ELG</u> They represent their own ideas, thoughts and feelings through music.</p>	<p>Skill: Be able to copy simple rhythms</p>	<p>play a basic pattern</p> <p>Skill: Be able to copy a basic C Major scale with assistance</p>	<p>can be transferred to the notes of the keyboard</p> <p>Skill: Be able to play single notes in time moving from one to the next</p>	<p>created using the 1st, 3rd and 5th.</p> <p>Skill: Be able to move from one chord to the next with only minor hesitation</p>	<p>Skill: Play fluently from 1 chord to the next</p>	<p>fluently from one chord to the next</p> <p>Skill: Be able to play a range of chords shapes moving rapidly from one to the next</p>
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		<p><u>Cajon</u> Identify the parts of the drums and be able to copy some simple linear rhythms</p> <p><u>NC Coverage</u> AT1 AT2 AT3 AT4 AT5 AT6</p> <p><u>Knowledge and skills</u> Knowledge: The basic</p>	<p><u>Cajon</u> Be able to hold the drums correctly and play some simple rhythms, combining to form some two-part rhythms</p> <p><u>NC Coverage</u> AT1 AT2 AT3 AT4 AT5 AT6</p> <p><u>Knowledge and skills</u> Knowledge: How to hold the drums</p>	<p><u>Cajon</u> Play some simple grooves in common time signature</p> <p><u>NC Coverage</u> AT1 AT2 AT3 AT4 AT5 AT6</p> <p><u>Knowledge and skills</u> Knowledge: how to hold</p>	<p><u>Cajon</u> Be able to play a variety of common and compound rhythms including some Latin grooves</p> <p><u>NC Coverage</u> AT1 AT2 AT3 AT4 AT5 AT6</p> <p><u>Knowledge and skills</u> Knowledge: The difference</p>	<p><u>Cajon</u> Be able to combine rhythmic forces to produce polyrhythm's</p> <p><u>NC Coverage</u> AT1 AT2 AT3 AT4 AT5 AT6</p> <p><u>Knowledge and skills</u> Knowledge: Basic</p>	<p><u>Cajon</u> Be able to play a range of styles combining with both recorded and live accompaniments</p> <p><u>NC Coverage</u> AT1 AT2 AT3 AT4 AT5 AT6</p> <p><u>Knowledge and skills</u> Knowledge: How to read notation at speed moving fluently from</p>



		parts of the drums Skill: Be able to copy simple rhythms	and play patterns holding an individual line Skill: Be able to play the drums in the correct position	the drums to produce an effective sound Skill: Be able to play in time with a backing	between straight and syncopated rhythms Skill: Be able to play a variety of rhythms	notation for rhythm Skill: Play fluently from one groove to another	one groove to the next Skill: Be able to play a range of drum grooves
		<u>Band</u> Identify the instruments of the Band <u>NC Coverage</u> AT1 AT2 AT3	<u>Band</u> Be able to hold the instruments correctly and play some simple parts, combining to form some 2 part rhythms. Wait with an awareness of their part and where it comes in a piece <u>NC Coverage</u> AT1	<u>Band</u> Combine some chords with sung melody to produce a simple band piece <u>NC Coverage</u> AT1 AT2	<u>Band</u> Be able to play a variety of chords to accompany a range of instruments <u>NC Coverage</u> AT1 AT2	<u>Band</u> Play pieces that utilise different sections at different times. Pieces will contain a range of chords and tonalities. <u>NC Coverage</u> AT1	<u>Band</u> Be able to play a range of styles combining instrumental forces with ease. <u>NC Coverage</u> AT1 AT2 AT3



		<p>AT4 AT5 AT6</p> <p><u>Knowledge and skills</u> Knowledge: The names of a range of instrument</p> <p>Skill: Be able to copy simple rhythms combining instrumental resources</p>	<p>AT2 AT3 AT4 AT5 AT6</p> <p><u>Knowledge and skills</u> Knowledge: How to hold the instruments and play patterns holding an individual line</p> <p>Skill: Be able to play the instruments in the correct position</p>	<p>AT3 AT4 AT5 AT6</p> <p><u>Knowledge and skills</u> Knowledge: how their part fits into a piece</p> <p>Skill: Be able to play in time with a other members of the group</p>	<p>AT3 AT4 AT5 AT6</p> <p><u>Knowledge and skills</u> Knowledge: The difference between harmony and melody and where their part fit into a piece</p> <p>Skill: Be able to play a variety of melodies and rhythms counting and holding an individual line</p>	<p>AT2 AT3 AT4 AT5 AT6</p> <p><u>Knowledge and skills</u> Knowledge: The different types of notation used in a band</p> <p>Skill: Play as part of an ensemble with conviction</p>	<p>AT4 AT5 AT6</p> <p><u>Knowledge and skills</u> Knowledge: How to read notation at speed moving fluently from one groove to the next</p> <p>Skill: Be able to play a range drum grooves</p>
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