

Progression Map for Music

Purpose of study

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.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
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		MUSIC			
		Performing	Composing	Appraising	Breadth of Study
EYFS	N	<ul style="list-style-type: none"> -To join in with songs for special occasions e.g. harvest Christmas, Easter. -To know that we are singing for God. -To join in with other songs and rhymes. -To sing some entire songs. To copy the pitch of a note. - Move and dance to music. 	To experiment and explore making sounds on instruments and in other ways.	To listen to a variety of music and say something about it. What do they think and feel?	<p>Musical dimensions: Pulse, pitch, rhythm</p> <p>Genres: Nursery rhymes, songs for special celebrations</p> <p>Nursery rhymes daily (traditional and new)</p> <p>Regular rhythmic activities (linked to early language scheme)</p> <p>Experimenting with instruments, playing along to music.</p> <p>Listening to and talking about famous western pieces of classical music.</p> <p>Regular opportunities to dance and move to music.</p>

R	<ul style="list-style-type: none"> - To perform and sing with others at Harvest, Christmas and Easter services with words and actions. - To know that we are singing for God. To know that a performance is sharing music. -To perform a song by singing, adding actions or dance. - Perform by adding a simple instrumental part. -Record a performance and talk about what they liked. To sing or rap nursery rhymes and simple songs together, in unison. -To sing along with pre-recorded songs (with singing on), adding actions. -To sing to a backing track. To copy the pitch of a simple melody with increasing accuracy. - To perform in groups or solo. To move in time to the music by dancing, marching or being pop stars. -To know that songs have sections. 	<ul style="list-style-type: none"> -To experiment making sounds on instruments and talk about the sounds in simple terms e.g. loud, quiet. - To play instruments to express thoughts or feelings. -To know that we can move with the pulse of the music. -Find the pulse in different ways e.g. by moving, clapping or using percussion instruments. - Copy rhythm patterns of words and then phrases. -To know that words of songs can tell stories. Make up their own songs or change the words or tune in a song they already know -Explore high and low sounds using voices and sounds of characters in the songs. -Listen to high and low pitched sounds on tuned percussion. -Invent a pattern using one pitched note, keeping the pulse. -Begin to create 2 note patterns to accompany a song. -Add a 2 note melody to the rhythm of words. 	<ul style="list-style-type: none"> -To listen attentively to music and talk about it. -To know some nursery rhymes off by heart. - To know the stories of some of the nursery rhymes. - To listen to songs and say whether they like them or not. -To know that music can make us feel different things. What do they think and feel? - To watch and talk about dance performances. -To express their feelings about the performances. <p>To begin to recognise some well known western classical pieces of music (played in assembly)</p>	<p>Musical dimensions: Pulse, pitch, rhythm</p> <p>Genres: Nursery rhymes, songs for special celebrations, pop plus a wide range of genres used for listen and respond and for finding the pulse.</p> <p>Units:</p> <p>Autumn Term : Me (nursery rhymes and action songs, building to singing and playing)</p> <p>Spring Term : Our World (nursery rhymes and action songs)</p> <p>Summer Term : Big Bear Funk (funk music)</p>
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KS1	Y1	<ul style="list-style-type: none"> -To perform and sing with others at Harvest, Christmas and Easter services. - To sing worship songs with an appreciation of the idea of singing to and for God. -To begin to understand the lyrics they are singing. -To know a performance is sharing music with an audience. -Choose a song and perform it as a class. Include their own ideas. -Record it and say how they feel about it. Learn the names of the notes in their parts from memory. -Name the instruments they are playing. - Play a tuned instrument part. Follow instructions from a musical leader. -To sing or rap 5 songs from memory, in unison. -To learn about pitch (high and low). 	<ul style="list-style-type: none"> -To know composing is like writing a story with music. -Create a melody with 2 or 3 notes. -Learn how the notes can be written down and changed. -To know that improvisation is making up your own music on the spot. -To know that everyone can improvise. -Listen and clap back then listen and clap your own answer. -Listen and sing/play back then listen and play/sing your own answer. -Improvise using one or two notes. 	<ul style="list-style-type: none"> -To know 5 songs and what they are about. -To recognise the sounds and names of some instruments that are used. -To enjoy moving to music in different ways. <p>To begin to recognise some well known western classical pieces of music (played in assembly)</p>	<p>Musical dimensions: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture</p> <p>Genres: Blues, Latin, Folk, Funk Baroque, Bhangra, Latin Bossa Nova, Big Band Jazz, Mash Up, Latin fusion, Film, Pop, Musical, Western Classical</p> <p>Units:</p> <p>Autumn Term: In The Groove (how to be in the groove with different styles of music)</p> <p>Spring Term: Round and Round (pulse, rhythm and pitch in different styles of music)</p> <p>Summer Term: Your Imagination (using your imagination)</p> <p>Music Assemblies: Singing with weekly focus on one of the inter-related dimensions and listening to a piece of Western Classical Music.</p>
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<p>Y2</p>	<p>To perform and sing with others at Harvest, Christmas and Easter services. -To sing worship songs with an appreciation of the idea of singing to and for God. -To understand many of the lyrics in these worship songs. -To know a performance is sharing music with an audience. - To know a performance can be for a special occasion and can involve different numbers of performers. -Know who can be in an audience e.g. parents and friends. -Choose a song and perform it as a class. Include their own ideas. -Record it and say how they feel about it. – Learn the names of the notes in their parts from memory. -Name untuned percussion instruments. -Play a tuned part in time with the pulse. - Follow instructions from a musical leader. - To know and sing 5 songs from memory, in unison. -To know that unison means everyone singing together. -To know that we can use our voices in different ways. -To know why we need to warm up our voices. -To find a comfortable singing position. -To start and stop singing at the right time when following a leader.</p>	<p>-To know composing is like writing a story with music. -Create a melody with 3 to 5 notes. -Learn how the notes can be written down and changed. -To know that improvisation is making up your own music on the spot. -To know that everyone can improvise and that you can use one or two notes. -Listen and clap back then listen and clap your own answer. - Listen and sing/play back then listen and play/sing your own answer. -Improvise using one or two notes.</p>	<p>-To know 5 songs. - To know some songs have a chorus or a response/answer part. -To know that songs have a musical style. -To enjoy moving to music in different ways. - To learn how songs can tell a story or describe an idea.</p>	<p>Musical dimensions: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture Genres: South African styles, Freedom songs, Rock, Reggae, Western Classical</p> <p>Units: Autumn Term: Hands, Feet, Heart (South African music) Spring Term : I Wanna P Lay In A Band (playing in a band and rock music) Summer Term: Zootime (animals and reggae)</p> <p>Music Assemblies: Singing with weekly focus on one of the inter-related dimensions and listening to a piece of Western Classical Music.</p>
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