

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.

Progression of the Music Curriculum 2024

		MUSIC			
		Performing (including singing and instruments) “learn to sing and use their voices” “have the opportunity to learn a musical instrument” “remember and sing entire songs” – EYFS	Composing (incl notation and improvisation) (explore and create for EYFS) “to create and compose music on their own and with others” “create their own songs or improvise a song around ones they know” – EYFS	Appraising (listen and respond for EYFS) “listen to, review and evaluate music” “listen with increased attention...respond to what they have heard” -EYFS	Breadth of Study “understand and explore music...through the inter-related dimensions” “music across a range of styles, periods, genres and traditions including the works of great composers and musicians”
EYFS	N	To join in with songs for special occasions e.g. harvest Christmas, Easter. To join in with other songs and rhymes. 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 know the names of some instruments: <u>Drums</u> <u>Glockenspiels</u> <u>Xylophones</u>	To listen to a variety of music and talk about it with an adult. <u>Vocabulary:</u> <u>Pulse</u> <u>Pitch</u>	Musical dimensions: Pulse, pitch. Genres: Nursery rhymes, songs for special celebrations Nursery rhymes daily (traditional and new) Experimenting with instruments, playing along to music. Listening to and talking about famous western pieces of classical music. Regular opportunities to dance and move to music.
	R	To perform and sing with others at Harvest, Christmas and Easter services with words and actions. To perform a song by singing, adding actions or dance. Perform by adding a simple instrumental part. To talk about their performances. To sing to a backing track. To copy the pitch of a simple melody with increasing accuracy. To move in time to the music.	To experiment making sounds on instruments and talk about the sounds in simple terms e.g. loud, quiet. To know that we can move with the pulse of the music. Find the pulse in different ways, including using percussion instruments. Copy rhythm patterns of words and then phrases. 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 percussion instruments. To improvise using 2 notes on tuned percussion. To know the names of some instruments: <u>Drums, Glockenspiels, Xylophones, Triangles and Tambourines</u>	To listen attentively to music and talk about it. To know some nursery rhymes. To talk about their own performances. To begin to recognise some well known western classical pieces of music. <u>Vocabulary:</u> <u>Pulse</u> <u>Pitch</u> <u>Rhythm</u>	Musical dimensions: Pulse, pitch, rhythm Genres: Nursery rhymes, songs for special celebrations, pop plus a wide range of genres used for listen and respond and for finding the pulse. Units: Autumn Term : Me (nursery rhymes and action songs, building to singing and playing) Spring Term : Our World (nursery rhymes and action songs) Summer Term : Big Bear Funk (funk music)

KS1	Y1	To perform and sing with others at Harvest, Christmas and Easter services. To begin to understand the lyrics they are singing. Choose a song and perform it as a class. Include their own. Name some of the instruments they are playing. Play a tuned instrument part. Follow instructions from a musical leader. To learn about pitch (high and low).	<p>Create a melody with 2 or 3 notes.</p> <p>To improvise using voices and clapping. Improvise using one or two notes.</p> <p>To know the names of some instruments: <u>Drums</u> <u>Glockenspiels</u> <u>Xylophones</u> <u>Triangles</u> <u>Tambourines</u> <u>Wood blocks</u></p>	<p>To listen attentively to a range of music and talk about it, using some musical vocabulary. To recognise the sounds and names of some instruments that are used. To enjoy moving to music in different ways.</p> <p>To begin to recognise some well known western classical pieces of music (played in assembly) <u>Vocabulary:</u> <u>Pulse</u> <u>Pitch</u> <u>Rhythm</u> <u>Dynamics</u></p>	<p>Musical dimensions: Pulse, rhythm, pitch, dynamics.</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: Autumn Term: Hey You! Spring Term: Round and Round (pulse, rhythm and pitch in different styles of music) Summer Term: Your Imagination (using your imagination) Music Assemblies: Singing and listening to a piece of Western Classical Music.</p>
	Y2	To perform and sing with others at Harvest, Christmas and Easter services. To understand many of the lyrics in these worship songs. Choose a song and perform it as a class. Include their own ideas. Name some untuned percussion instruments. Play a tuned part in time with the pulse. Follow instructions from a musical leader. To know that we can use our voices in different ways. To take part in vocal warm ups before singing. To start and stop singing at the right time when following a leader.	<p>Create a melody with 3 to 5 notes.</p> <p>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 the names of some instruments: <u>Drums</u> <u>Glockenspiels</u> <u>Xylophones</u> <u>Triangles</u> <u>Tambourines</u> <u>Wood blocks</u> <u>Bells</u></p>	<p>To listen attentively to a range of music and talk about it, using some musical vocabulary. To recognise the sounds and names of some instruments that are used. To enjoy moving to music in different ways.</p> <p>To begin to recognise some well known western classical pieces of music (played in assembly) <u>Vocabulary:</u> <u>Pulse</u> <u>Pitch</u> <u>Rhythm</u> <u>Dynamics</u> <u>Tempo</u></p>	<p>Musical dimensions: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture</p> <p>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 Play In A Band (playing in a band and rock music) Summer Term: Zootime (animals and reggae) Music Assemblies: Singing with weekly focus on one of the inter-related dimensions and listening to a piece of Western Classical Music.</p>

LKS2	Y3	<p>Singing: Sing a widening range of unison songs from memory, of varying styles and structures.</p> <ul style="list-style-type: none"> ● Have an awareness of being 'in tune' and 'in time' with the beat. ● Sing with attention to clear diction, breathing and phrasing ● Demonstrate good singing posture <p>Performing:</p> <ul style="list-style-type: none"> ● Rehearse and sing in whole group ensembles e.g. church services. ● Sing worship songs with an appreciation of the idea of singing to and for God. ● Follow the leader or conductor confidently. ● Know that a performance involves communicating thoughts, feelings and ideas <p>Playing Instruments:</p> <ul style="list-style-type: none"> ● Learn to perform simple melodic parts by ear or from notation in C major, F major, G major and E major using a range of tuned percussions instruments. ● Play the right notes with secure rhythms using good posture and technique 	<p>Notation: Understand the beginnings of formal notation, linking sounds to symbols. Start learning basic music theory:</p> <ul style="list-style-type: none"> ● Introduce crotchets and paired quavers. ● Play and sing in the time signatures of 2/4, 3/4 and 4/4. ● Create rhythms using word phrases as a starting point. ● Identify the names of some pitched notes on a staff. ● Identify if a song is major or minor <p>Improvisation: To know improvisation is making up your own music on the spot. It has not been written down and belongs to them. Create a simple melody using a combination of minims, crotchets and paired quavers with their corresponding rests to create rhythm patterns. Successfully create a melody in keeping with the style of the backing track. Describe how their melodies were created.</p> <p>Know that using one or two notes confidently is better than using five. Here is an example progression: C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (pentatonic on C).</p> <p>Composing: Start to use simple structures on tuned or untuned percussion using known rhythms and note values.</p> <ul style="list-style-type: none"> ● Use simple dynamics ● Create a tempo instruction 	<p>Appraising: Talk about the style of the music, when and why it was written and what the song or piece means. When discussing the music, start to use musical concepts and appropriate musical language.</p> <p>Responding: Find the beat or groove of the music and explore different time signatures of 4/4, 3/4 and 2/4. Invent different actions to move in time with the music. Use body percussion, instruments and voices. Listen and copy more complex rhythmic patterns by ear or from notation. Copy back more complex melodic patterns.</p> <p>Listening: Try to identify specific instruments. Recognise that some instruments are band instruments and some are orchestral instruments.</p>	<p>Musical elements: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p> <p>Genres: R and B, Western Classical, Musicals, Motown, Soul, Reggae, World music, Disco, Anthem, Western Classical.</p> <p>Charanga Units of Work (EMMC scheme Priority units in bold)</p> <p>Autumn 1: Writing Music Down</p> <p>Autumn 2: Playing in a Band Social Question: <i>What Stories Does Music Tell Us About the Past?</i> Songs: Love What We Do When the Saints Go Marching In My Bonnie Lies Over the Ocean</p> <p>Spring 1: Composing using your imagination Social Question: How Does Music Make the World a Better Place? Songs: Your Imagination You're a Shining Star Music Makes the World Go Round</p> <p>Spring 2: More Musical Styles</p> <p>Summer 1: Enjoying Improvisation</p> <p>Summer 2: Opening Night Social Question: How Does Music Connect Us with Our Planet? Songs: Michael Row The Boat The Dragon Song Follow Me</p> <p>Additional song repertoire</p> <p>Three Little Birds (original Charanga Scheme – Spring 1) Singing Sherlock Book 2 Section 1 –warm up activity songs and chants Section 2 Moving On – variety of songs</p>
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Y4	<p>Singing: Rehearse and learn songs from memory and/or with notation.</p> <ul style="list-style-type: none"> ● Sing in different time signatures: 2/4, 3/4 and 4/4. ● Sing expressively with attention to breathing, use of clear vowel/consonant sounds, use of staccato and legato. ● Sing 'on pitch' and 'in time'. ● Discuss how song styles connect to the world. <p>Performing:</p> <ul style="list-style-type: none"> ● Rehearse and sing in whole group ensembles e.g. church services. ● Sing worship songs with an appreciation of the idea of singing to and for God. ● Follow the leader or conductor confidently. ● Know that a performance involves communicating thoughts, feelings and ideas <p>Playing instruments: Rehearse and perform a simple melodic instrumental part, by ear or from notation, in C major, F major, G major and D major. Treat instruments carefully with respect. Play the right notes with secure rhythms. Play together as a group while keeping the beat. Listen to and follow musical instructions from a leader. Play their instruments with good posture and technique.</p>	<p>Improvisation: Explore improvisation within major and minor scales, using the notes: C, D, E,, A, F, F#, G. Explore and begin to create personal musical ideas using the given notes for the unit. Follow a steady beat and stay 'in time'. Understand the difference between creating a rhythm pattern and a pitch pattern. Include smooth (legato) and detached (staccato) articulation.</p> <p>Composing: Start to use simple structures within compositions, eg introduction, verse and chorus or AB form. Use simple dynamics. Create a tempo instruction. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p> <p>Notation: Explore improvisation within a major scale, using the notes: C, D, E, C, D, E, G, A, C, D, E, F, G, D, E, F#, D, E, F#, A, B</p>	<p>Appraising: Talk about the words of the song. Think about why the song or piece of music was written. Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre. Identify the tempo as fast, slow or steady. Discuss the structures of songs. Explain what a main theme is and identify when it is repeated. Identify:</p> <ul style="list-style-type: none"> ● Call and response ● A solo vocal/instrumental line and the rest of the ensemble ● A change in texture <p>Responding: Recall by ear memorable phrases heard in the music.</p> <p>Listening: Identify major and minor tonalities. Recognise legato and staccato. Recognise the style of music they are listening to and any important musical features.</p>	<p>Dimensions of music: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p> <p>Genres: Grime, Classical, Bhangra, Tango, Latin Fusion, Gospel, Western Classical.</p> <p>Autumn 1: Musical Structures Social Question: How Does Music Bring Us Together? Songs: Hoedown I'm Always There Martin Luther King Autumn 2: Exploring Feelings when you play Spring 1: Compose with your Friends</p> <p>Spring 2: Feelings through music Social Question: How Does Music Teach Us About Our Community? Songs: Let Your Spirit Fly (or Lean on Me) Frere Jacques The Other side of the moon</p> <p>Summer 1: Expression and Improvisation Social Question: How Does Music Shape Our Way of Life? Songs: Train is A-comin' O Happy Day A World Full of Sound</p> <p>Summer 2: The Show Must Go On</p> <p>Additional song repertoire Mamma Mia (original Charanga scheme Autumn 1) Lean on Me (original Charanga scheme Spring 2) Blackbird (original Charanga scheme Summer 1) Singing Sherlock Book 2 Section 1 –warm up activity songs and chants Section 3 Clued In – variety of songs</p>
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UKS2	Y5	<p>Singing: Sing aongs from memory in unison and in parts.</p> <ul style="list-style-type: none"> ● Sing in 2/4, ¾, 4/4, 6/8 metre ● Sing expressively with attention to dynamics and articulation. ● Talk expressively about how they feel connected to the music and how it connects to the world. ● Sing 'on pitch' and 'in time'. <p>Performing:</p> <ul style="list-style-type: none"> ● Rehearse and sing in whole group ensembles e.g. church services. ● Sing worship songs with an appreciation of the idea of singing to and for God. ● Follow the leader or conductor confidently. ● Discuss and talk musically about the strengths and weaknesses of a performance. <p>Playing an instrument:</p> <p>Learn to play a musical instrument using different techniques within the context of the song e.g. plucking or using a bow. To rehearse and perform their part in a song within a range of 5 or 6 notes. To listen to and follow musical instructions from a leader. To value the experience of playing an instrument in an ensemble. To understand concert etiquette e.g. to know how to stand or sit. To present a musical performance designed to capture an audience.</p>	<p>Improvisation</p> <p>Explore improvisation within a major and minor scale. Experiment with using a wider range of dynamics. Explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests. Include smooth (legato) and detached (staccato) articulation when playing notes.</p> <p>Composing</p> <p>Create and perform a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Understand the structure of the composition. Include a home note to give a sense of an ending. Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).</p>	<p>Appraising: Talk about feelings created by the music. Justify a personal opinion with reference to the musical elements. Find and demonstrate the steady beat. Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre. Identify instruments by ear and through a range of media. Discuss the structure of the music with reference to the verses, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form. Identify the musical style of a song or piece of music.</p> <p>Responding: Use body percussion, instruments and voices. Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p>	<p>Dimensions of music: pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p> <p>Woodwind & Brass: Tunes ranging from 1 to 5 notes – Lots of Air, Left Right, Moanin', See Saw, Blind Mice 3, Beginner Blues, Theme and Variation, Jingle Bells, Hymn, Mixed Bag, Quaver Blues, Zebra Steps, Merrily, Aunt Rhodie, Reggae Four (4notes), Aunt Rhodie (5 notes), Caravan, Once a Man, Beach Hut.</p>
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	Y6	<p>Singing: Create, rehearse and present a holistic performance for a specific event, for an unfamiliar audience</p> <ul style="list-style-type: none"> ● Be able to talk about the main features: singing in unison, solo, lead vocal, backing vocal or rapping ● Know about the importance of warming your voice up ● Understand the value of choreographing any aspect of a performance ● Sing 'on pitch' and 'in time' and self-correct. <p>Performing:</p> <ul style="list-style-type: none"> ● Rehearse and sing in whole group ensembles e.g. church services. ● Sing worship songs with an appreciation of the idea of singing to and for God. ● Follow the leader or conductor confidently. <p>Playing an instrument:</p> <p>Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation. Play a melody, following staff notation written on one stave and using notes within an octave range. Have a regard for dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p>	<p>Improvisation: Become more skilled in improvising, perhaps trying more notes and rhythms. Include rests or silent beats. Think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other. Challenge themselves to play for longer periods, both as soloists and in response to others in a group.</p> <p>Composing</p> <p>Plan and compose an eight or 16-beat melodic phrase using a pentatonic scale, eg C, D, E, G, A, and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. Create music in response to music and video stimuli.</p>	<p>Appraising: Talk about feelings created by the music. Justify a personal opinion with reference to the musical elements. Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre. Identify the following instruments by ear and through a range of media: bass guitar; electric guitar; percussion; sections of the orchestra such as brass, woodwind and strings; electric organ; congas; piano and synthesisers.</p> <p>Identify the sound of a Gospel choir and soloist, a Rock band, a symphony orchestra and A cappella groups.</p> <p>Responding: Recall by ear memorable phrases heard in the music. Identify the musical style of a song, using some musical vocabulary to discuss its musical elements. Use body percussion, instruments and voices. Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p>	<p>Call and response to include syncopation.</p> <p>Violins: Less emphasis on plucking and more on bow, exploring different bowing techniques such as tremelo, col legno and glissando. Extend the repertoire with longer harder pieces containing a range of up to 8 notes. Introduce string passing within a piece.</p> <p>Woodwind and Brass: To rehearse and perform an ensemble piece with more than 1 part. ie. Oh when the saints, Jingle Bells, Little Donkey, Aunt Rhodie, German Tune, Scat Cat, and Easy Blues, James Bond, Buffalo Soldier, This Love, Jazzy March.</p> <p>Year 6 to rehearse and perform a musical production during the Summer term.</p>
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