

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.

		MUSIC			
		Performing	Composing	Appraising	Breadth of Study
EYFS	N	-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?	Musical dimensions: Pulse, pitch, rhythm Genres: Nursery rhymes, songs for special celebrations Nursery rhymes daily (traditional and new) Regular rhythmic activities (linked to early language scheme) 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	<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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LKS2	Y3	<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 most or all of the lyrics they are singing. To know that performances need to be planned for and prepared. To perform with confidence. To know that a performance involves communicating thoughts, feelings and ideas. To choose what to perform. To say what they are pleased with, what they would change and why. To know and talk about the instruments used in class. Play any one, or all four of the differentiated parts. Rehearse and perform their part. To follow instructions from a musical leader. To know the terms choir and conductor. To know that songs can make us feel different things. To know that you must listen to each other when singing in a group. To demonstrate a good singing posture. To follow a leader when singing. To explore singing solo. To sing with awareness of being "in tune". To have an awareness of pulse when singing.</p>	<p>Create a melody and talk about how it was created. Make decisions about pulse, rhythm, pitch, dynamics and tempo. Record using graphical or pictorial notation. To know that improvisation is making up your own music on the spot. When someone improvises it has not been written down, and belongs to them. To know that using one or two notes confidently is better than using five. To know that everyone can improvise. To know that if you improvise with the right notes you cannot make a mistake. Listen and sing back. Listen and play an answer on one note. Improvise with one note. Extend with two notes and then with three.</p>	<p>To know three to five songs from memory and who sang or wrote them. Identify and move to the pulse. Talk about how the music makes them feel.</p> <p>To choose one song and be able to talk about:-</p> <ul style="list-style-type: none"> • its lyrics; what the song is about • any musical dimensions featured in the song (texture, dynamics, rhythm, pitch) • identify the main sections of the song (introduction, verse, chorus etc.) • name some of the instruments they heard in the song 	<p>Dimensions of music: 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>Units of work: (bold units are the key priority ones)</p> <p>Autumn 1: Let your spirit fly (RnB)</p> <p>Autumn 2: Glockenspiel Stage 1 (exploring and developing playing skills)</p> <p>Spring 1: Three little birds (Reggae)</p> <p>Spring 2: The Dragon song (music from around the world, celebrating our differences and being kind to one another)</p> <p>Summer 1: Bringing us together (disco friendship, hope and unity)</p> <p>Summer 2: Reflect, rewind and replay (the history of music)</p>
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Y4	<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 most or all of the lyrics they are singing. To sing with feeling and expression showing an awareness of the meaning of the worship songs.</p> <p>To know that performances need to be planned for and prepared. To perform with confidence. To know that a performance involves communicating thoughts, feelings and ideas. To choose what to perform. To say what they are pleased with, what they would change and why. To talk about the best place to be when performing and how to stand or sit. To know the names of and be able to talk about classroom and other instruments. Play any one, or all four of the differentiated parts. Rehearse and perform their part. To follow instructions from a musical leader. To experience leading the playing by making sure everyone is joining in. To know the terms choir and conductor. To know that songs can make us feel different things. To know that you must listen to each other when singing in a group. To demonstrate a good singing posture. To follow a leader when singing. To explore singing solo. To sing with awareness of being "in tune". To talk about how a solo singer makes a thinner texture than a larger group. To rejoin the song if lost. To listen to the group when singing.</p>	<p>Improvise using instruments in the context of a song they are learning to perform. To know and be able to talk about improvisation: To know that improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake. To know that you can use riffs you have heard in your improvisations.</p>	<p>To know three to five songs from memory and who sang them or wrote them. To know the style of the songs. To confidently identify and move to the pulse.</p> <p>To choose one song and be able to talk about:-</p> <ul style="list-style-type: none"> • some of the style indicators of that song (musical characteristics that give the song its style) • the lyrics and what the song is about • Be able to talk about any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch) • identify the main sections of the song (introduction, verse, chorus etc) • name some of the instruments they heard in the song. <p>Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words.</p>	<p>Dimensions of music: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p> <p>Genres: ABBA, Grime, Classical, Bhangra, Tango, Latin Fusion, Gospel, The Beatles, Western Classical.</p> <p>Units of work: (bold units are the priority ones)</p> <p>Autumn 1: Mamma Mia (pop) Autumn 2: Glockenspiel stage 1 (mixed styles)</p> <p>Spring 1: Stop! (grime - writing lyrics linked to a theme)</p> <p>Spring 2: Lean on me (soul/gospel music helping one another) Summer 1: Blackbird (The Beatles/pop equality and civil rights) Summer 2: Reflect, rewind, replay (classical the history of music)</p>
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UKS2	Y5	<p>To know and be able to talk about different ways of writing music down – e.g. staff notation, symbols, the notes C, D, E, F, G, A, B + C on the treble stave. 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>To know and be able to talk about:-</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance can be to one person or each other • Everything must be planned and learned • You must play with confidence • A performance can be a special occasion and involve an audience of people you don't know • A performance involves communicating ideas, thoughts and feelings about the song/music. 	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know three well-known improvising musicians <p>To create and develop musical ideas.</p>	<p>To develop aural discrimination and aural memory skills.</p> <p>To choose 2 or 3 songs/pieces of music and be able to talk about</p> <ul style="list-style-type: none"> • Some of the style indicators of the songs (musical characteristics that give the songs their style) • The lyrics – what the songs are about • Any musical dimensions featured in the songs (texture, dynamics, tempo, rhythm, pitch) • Name some of the instruments • Know something of the historical context at the time 	<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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	<p>Y6</p> <p>Play a musical instrument with the correct technique. To know and confidently play an ensemble piece with more than one part from memory. To know and be able to talk about different ways of writing music down e.g. staff notation, symbols. Rehearse and perform their part within the context of a song. Know the notes C,D,E,F,G,A,B,C+ on the treble stave. Listen to and follow instructions from a musical leader. To understand traditional notation including rests.</p> <p>Learn songs for a performance. Know about the style of the songs so you can represent the feeling and context to your audience. Be able to talk about its main features, singing in unison, solo, lead vocal, backing vocal or rapping. Know what the song is about and the meaning of its lyrics. Know and explain the importance of warming up your voice. Demonstrate good singing posture. Sing with awareness of 'being in tune'.</p>	<p>To create and develop musical ideas (to improve improvisation and composing skills)</p> <ul style="list-style-type: none"> • Improvisation is making up tunes on the spot • When someone improvises they make up their tune that has never been heard before, it is not written down and belongs to them • To know that using 1,2 or 3 notes confidently is better than using 5 • To know if you improvise using the notes given, you cannot go wrong • To know three well-know improvising musicians 	<p>To further develop aural discrimination skills</p> <p>To know 5 songs from memory, who sang or wrote them, when they were written and why. To choose 3 or 4 songs and be able to talk about:</p> <ul style="list-style-type: none"> • Style indicators of the songs • The lyrics: what the songs are about • Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) • Identify the structure of the song (introduction, verse, chorus etc) • Name some of the instruments used in the song • The historical context of the songs. What else was going on at the time historically and musically? • Know and talk about the fact we each have a musical identity. 	<p>Call and response to include syncopation. 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>
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