

Progression Map: Music

Perform (singing)						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use the voice in different ways such as speaking, singing and chanting. Perform simple rhythms, poems, rhymes and songs by copying and call and response.</p>	<p>Sing songs, chants and rhymes from memory, keeping a steady pulse, conveying different moods and responding to simple visual directions. Control pitch</p> <p>Control and match pitch when singing songs: -with a small vocal range expanding into a wider range - call and response songs</p>	<p>Sing songs following a melody. Change voice for pitch, dynamics and duration.</p> <p>Perform as a group for an audience.</p>	<p>Perform songs following a melody. Change voice for pitch, dynamics and duration from memory.</p> <p>Sing with an awareness of being 'in tune.'</p> <p>To have an awareness of the pulse internally when singing.</p> <p>Perform as a group or individual for an audience.</p>	<p>Sing in unison and simple two-parts. Understand ostinato is a repeated pattern in singing.</p> <p>To follow a leader when singing.</p> <p>To listen to the group when singing.</p> <p>Perform as a group or individual for an audience.</p> <p>Evaluate their own singing and make suggested improvements.</p>	<p>Sing a separate part in a group performance, keeping in time with the group, e.g. play a part in a round.</p> <p>Explore singing in a range of musical styles (e.g. gospel, rock band, pop group, musical theatre)</p>	<p>Sing in different roles in a group performance (solo, backing vocals, accompaniment, ensemble, directing, round/split groups)</p> <p>Maintain a harmony (singing higher or lower than the main melody) in a song.</p>
Perform (instruments)						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use a range of percussion instruments to accompany well known rhymes with a steady pulse.</p> <p>Select their own instrument.</p> <p>Invent a pattern to go with a song using one note.</p>	<p>Make and control long and short sounds (duration).</p> <p>Investigate pitch by using glockenspiels, copying high and low notes.</p> <p>Learn the names of the notes in their instrumental part from</p>	<p>Follow instructions on how and when to play an instrument.</p> <p>Play the part in time with the steady pulse.</p> <p>Develop awareness of pitch by identifying higher and lower notes.</p> <p>Know the names of untuned percussion</p>	<p>Play notes on instruments clearly and including steps/ leaps in pitch.</p> <p>Improvise (including call and response) within a group using 1 or 2 notes.</p>	<p>Perform with control and awareness of what others are playing.</p> <p>Improvise (including call and response) within a group using 3 or 4 notes.</p>	<p>Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.</p> <p>Lead a call and response pattern involving 3 notes.</p>	<p>Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing.</p> <p>Play more complex instrumental parts.</p> <p>Improvise using 5 notes of the pentatonic scale.</p>

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	memory or when written down.	instruments played in class.			The notes C, D, E, F, G, A, B + C on a tuned instrument.	
Improvise and Compose						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Adapt well known action songs with own sounds e.g. 'Old Macdonald had a farm'.</p> <p>Suggest new actions/sounds for a well-known song or rhyme.</p> <p>Invent a pattern to go with a song using one note.</p> <p>Use a starting note to explore melodic patterns using one or two notes.</p>	<p>Create a sequence of long and short sounds with help (duration). Clap longer rhythms with help.</p> <p>Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre).</p> <p>Help to create a simple melody using one, two or three notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Carefully choose sounds to achieve an effect.</p> <p>Create short musical patterns. Create sequences of long and short sounds- rhythmic patterns (duration).</p> <p>Help create three simple melodies using one, three or five different notes.</p> <p>Improvise using instruments in the context of a song they are learning to perform.</p>	<p>Create/ improvise repeated patterns (ostinati) with a range of instruments.</p> <p>Effectively choose, order, combine and control sounds (texture/ structure).</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p>	<p>Talk about how their composition was created.</p> <p>Plan and create a section of music that can be performed within the context of a song.</p>	<p>Record own compositions.</p> <p>Create own songs (raps- structure).</p> <p>Identify where to place emphasis and accents in a song to create effects (duration).</p> <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p>	<p>Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea.</p> <p>Create music reflecting given intentions and record using standard notation.</p>
Listen and Appraise						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To know twenty nursery rhymes off by heart.	<p>To know 5 songs off by heart.</p> <p>To know what the songs are about.</p>	To learn how songs can tell a story or describe an idea.	To choose one song and be able to talk about: Its lyrics: what the song is about, any musical dimensions featured in the song,	<p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what</p>	Talk about the music and how it makes you feel, using musical language to describe the music.	Refine and improve own/ others' work.

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<p>To know the stories of some of the nursery rhymes.</p> <p>To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars.</p> <p>Hear, listen and respond to the pulse in music.</p> <p>Identify when a pulse is faster or slower.</p>	<p>To know and recognise the sound and names of some of the instruments they use.</p> <p>Identify texture– one sound or several sounds?</p>	<p>To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p> <p>Recognise changes in timbre (sound quality, smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).</p>	<p>and where they are used (texture, dynamics, tempo, rhythm and pitch), identify the main sections of the song (introduction, verse, chorus etc)</p> <p>Name some of the instruments they heard in the song</p>	<p>stands out musically in each of them, their similarities and differences.</p> <p>Know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>Describe different purposes of music in history/ other cultures.</p>	<p>Identify orchestral family timbres.</p>	
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Musical Language

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To know that music has a steady pulse, like a heartbeat.</p>	<p>To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>To know the difference between rhythm and pulse.</p>	<p>Make own sounds and symbols to make and record music.</p> <p>To know and understanding the following: timbre, dynamics, tempo, pitch</p>	<p>Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration).</p> <p>Play with a sound then symbol approach. Use silence for effect and know symbol for a rest (duration).</p>	<p>Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests).</p>	<p>Different ways of writing music down – e.g. staff notation, symbols</p> <p>The notes C, D, E, F, G, A, B + C on the treble staff</p>	<p>Notation: recognise the connection between sound and symbol</p> <p>Read/ work out the musical staff (notes as Year 4).</p>

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National Curriculum Aims		
Early Years Outcome	KS1	KS2
<ul style="list-style-type: none"> ▪ Share their creations, explaining the process they have used ▪ Sing a range of well-known nursery rhymes and songs ▪ Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	<ul style="list-style-type: none"> ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪ Play tuned and untuned instruments musically ▪ Listen with concentration and understanding to a range of high-quality live and recorded music ▪ Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> ▪ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ Improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ Listen with attention to detail and recall sounds with increasing aural memory ▪ Use and understand staff and other musical notations ▪ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ Develop an understanding of the history of music.