

Music

Progression Map



	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Listening and Appraising	<p>To begin to understand the interrelated dimensions of music.</p> <p>To describe what can be heard using language taught.</p> <p>Listening and responding to different styles of music.</p> <p>Embedding foundations of the interrelated dimensions of music.</p>	<p>To know 5 songs off by heart.</p> <p>To know what the songs are about.</p> <p>To know and recognise the sound and names of some of the instruments they use.</p> <p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>To know five songs off by heart.</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>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>To learn how songs can tell a story or describe an idea.</p>	<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about: Its lyrics: what the song is 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>	<p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why.</p> <p>To know the style of the five songs and to name other songs from the units in those styles.</p> <p>To choose two or three other songs 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 and where they are used (texture, dynamics, tempo, rhythm and pitch) • Identify the main sections of the songs (intro, verse, chorus etc.) • Name some of the instruments they heard in the songs • The historical context of the songs. What else was going on at this time? <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences by using musical words.</p>		

Musical Activities	<p>To begin to understand the interrelated dimensions of music i.e: music has a beat, music can be loud or quiet.</p> <p>To begin to name some instruments and recognise the differences in timbre.</p> <p>Learning to sing or sing along with nursery rhymes and action songs.</p> <p>Improvising leading to playing classroom instruments.</p>	<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 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>Rhythms are different from the steady pulse.</p> <p>We add high and low sounds, pitch, when we sing and play our instruments.</p>	<p>Know how to find and demonstrate the pulse.</p> <p>Know the difference between pulse and rhythm.</p> <p>Know how pulse, rhythm and pitch work together to create a song.</p> <p>Know that every piece of music has a pulse/steady beat.</p> <p>Know the difference between a musical question and an answer.</p>	<p>Know and be able to talk about:</p> <p>How pulse, rhythm and pitch work together to create a song.</p> <p>Pulse: Finding the pulse – the heartbeat of the music</p> <p>Rhythm: the long and short patterns over the pulse</p> <p>Know the difference between pulse and rhythm</p> <p>Pitch: High and low sounds that create melodies.</p> <p>How to keep the internal pulse .</p> <p>Musical Leadership: creating musical ideas for the group to copy or respond to.</p>	<p>Know and be able to talk about:</p> <p>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</p> <p>How to keep the internal pulse.</p> <p>Musical Leadership: creating musical ideas for the group to copy or respond to.</p>

Singing		<p>To confidently sing or rap five songs from memory and sing them in unison.</p> <p>Skills:</p> <p>Learn about voices, singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap or say</p>	<p>To confidently know and sing five songs from memory.</p> <p>To know that unison is everyone singing at the same time.</p> <p>Songs include other ways of using the voice e.g. rapping (spoken word).</p> <p>To know why we need to warm up our voices.</p> <p>Learn about voices</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Singing in a group can be called a choir • Leader or conductor: A person who the choir or group follow • Songs can make you feel different things e.g. happy, energetic or sad • Singing as part of an ensemble or large group is fun, but that you must listen to each other • To know why you must warm up your voice. <p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p>	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> • Its main features • Singing in unison, the solo, lead vocal, backing vocals or rapping • To know what the song is about and the meaning of the lyrics • To know and explain the importance of warming up your voice <p>To sing in unison and to sing backing vocals.</p> <p>To enjoy exploring singing solo.</p>
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		<p>words in rhythm.</p> <p>Learn to start and stop singing when following a leader.</p>	<p>singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p> <p>Learn to find a comfortable singing position.</p> <p>Learn to start and stop singing when following a leader.</p>	<p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To have an awareness of the pulse internally when singing.</p> <p>To re-join the song if lost.</p>	<p>To listen to the group when singing.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>
Playing		<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Learn the names of the instruments they are playing.</p> <p>Treat instruments carefully and with respect.</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>To know and be able to talk about the instruments used in class (e.g. a glockenspiel, a recorder).</p> <p>To treat instruments carefully and with respect.⁴</p> <p>Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</p> <p>To rehearse and perform their part within the context of the unit song.</p>	<p>As Year 3 plus:</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p>	<p>To know and be able to talk about:</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 stave</p> <p>The instruments they might play or be played in a band or orchestra or by their friends</p> <p>Play a musical instrument with the correct technique within the context of the unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p>

				To listen to and follow musical instructions from a leader		
Improvisation		<p>Improvisation is about making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Everyone can improvise!</p> <p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <p>1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>3. Improvise! – Take it in turns to</p>	<p>Improvisation is making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Everyone can improvise, and you can use one or two notes. Use the improvisation tracks provided. Improvise using the three challenges:</p> <p>1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>3. Improvise! – Take it in turns to improvise using one or two notes.</p>	<p>To know and be able to talk about improvisation: 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.</p> <p>To know that using one or two notes confidently is better than using five.</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake.</p>	<p>To know and be able to talk about improvisation:</p> <p>Improvisation is making up your own tunes on the spot</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one or two notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake.</p> <p>To know that you can use some of the riffs you have heard in the challenges in your improvisations</p> <p>To know three well-known improvising musicians.</p>	

		improvise using one or two notes			
Composition		<p>Composing is like writing a story with music.</p> <p>Everyone can compose. Skills:</p> <ul style="list-style-type: none"> • Help to create a simple melody using one, two or three notes. • Learn how the notes of the composition can be written down and changed if necessary. 	<p>Composing is like writing a story with music.</p> <p>Everyone can compose.</p> <p>Help create three simple melodies with the Units using one, three or five different notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</p> <p>Different ways of recording compositions (letter names, symbols, audio etc.)</p> <p>Help create at least one simple melody using one, three or five different notes. 11</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</p> <p>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <p>Notation: recognise the connection between sound and symbol.</p> <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the unit song. Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>

Performing	<p>To follow some direction in performing as a group and understand how to do this.</p> <p>To have an understanding of how to play a certain instrument correctly.</p> <p>Share and perform the learning that has taken place.</p>	<p>A performance is sharing music with other people, called an audience.</p> <p>Choose a song they have learnt from the scheme and perform it.</p> <p>They can add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p>	<p>A performance is sharing music with an audience.</p> <p>A performance can be a special occasion and involve a class, a year group or a whole school.</p> <p>An audience can include your parents and friends.</p> <p>Choose a song they have learnt from the scheme and perform it.</p> <p>They can add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p>	<p>To know and be able to talk about: Performing is sharing music with other people, an audience. A performance doesn't have to be a drama! It can be to one person or to each other.</p> <p>You need to know and have planned everything that will be performed.</p> <p>You must sing or rap the words clearly and play with confidence.</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p> <p>It is planned and different for each occasion.</p> <p>It involves communicating feelings, thoughts and ideas about the song/music.</p> <p>To choose what to perform and create a programme</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>To know and be able to talk about:</p> <p>Performing is sharing music with other people, an audience</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other</p> <p>Everything that will be performed must be planned and learned</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p> <p>It is planned and different for each occasion</p> <p>A performance involves communicating ideas, thoughts and feelings about the song/music.⁶</p> <p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</p>
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Progression of Vocabulary

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Sing, song, nursery rhyme, listen, loud, quiet	clap, sing, song, listen, perform, rest, silence, loud, quiet, fast, slow, rhythm, beat, count, instruments, instrument names, high, low, tempo, dynamics/volume, pitch, pattern, call and response, make up (improvise), pulse	Clap, sing, song, listen, perform, rest, silence, loud, quiet, fast, slow, rhythm, beat, count, instruments, instrument names, high, low. Tempo, dynamics/volume, pitch, pattern, call and response, composition, improvisation, pulse, rap, ensemble, melody, tune, copy, instrumental part, Games group/band/ensemble.	Rhythm, beat, count, instruments, instrument names, high, low. Tempo, dynamics/volume, pitch, pattern, call and response, composition, improvisation, pulse, rap, ensemble, melody, tune, copy, instrumental part, group/band/ensemble, notation, bar, rest, rhythm notation, score, graphic score, diction, genre.	Rhythm, beat, count, instruments, instrument names, high, low, tempo, dynamics/volume, pitch, pattern, call and response, composition, improvisation, pulse, rap, ensemble, melody, tune, copy, instrumental part, group/band/ensemble, notation, bar, rest, rhythm notation, score, graphic score, diction, genre. (Depends which unit of work from charanga for more genre specific vocabulary)	Rhythm, beat, count, instruments, instrument names, high, low. Tempo, dynamics/volume, pitch, pattern, call and response, composition, improvisation, pulse, rap, ensemble, melody, tune, copy, instrumental part, group/band/ensemble, notation, bar, rest, rhythm notation, score, graphic score, diction, genre. (Depends which unit of work from charanga for more genre specific vocabulary), texture, timbre	Rhythm, beat, count, instruments, instrument names, high, low. Tempo, dynamics/volume, pitch, pattern, call and response, composition, improvisation, pulse, rap, ensemble, melody, tune, copy, instrumental part, group/band/ensemble, notation, bar, rest, rhythm notation, score, graphic score, diction, genre. (Depends which unit of work from charanga for more genre specific vocabulary) texture, timbre, stave notation.