

Music Progression Map

Early Years

Nursery Key Focus Skills

My Body Percussion

Children to...

- Listens with increasing attention to sounds and rhythm.
- Know how to make a variety of sounds using my body, e.g. clap, stamp, whisper etc
- Know that there are a variety of ways of making sounds with our hands. (rubbing, patting, tapping, clapping etc)
- Know that there are a variety of ways of making sounds with our voice. (scream, click, blow, whistle, pop etc)
- Explore how sounds & movements can be changed e.g. louder/quieter.
- Copy a continuous rhythm using one body part.
- Make a continuous rhythm using one body part.
- Share their ideas with others.

Nursery Rhymes

Children to...

- Learn to sing nursery rhymes.
- Sing a variety of nursery rhymes from memory.

Singing and Performance

Children to...

- Know how to listen carefully to songs and join in.
- Learn new songs and perform as a group, keeping in time with others and matching the pitch.
- Take part in a Christmas performance in front of an audience.

'Who's Working?' People Who Help Us Sounds

Children to...

- Know which part of their body will help them to listen.
- Know what things they need to remember when they are trying to listen carefully.
- Use sounds clues to find out who is 'working'.

- Describe the sounds they can hear. (Loud/Quiet/Soft/Noisy)
- Name and describe the sounds they would hear when a builder is working. (Sawing, hammering etc)
- Explore a variety of instruments that could mimic the sounds of a builder working.
- Explore how to play these instruments in different ways to match the dynamics.

Musical Instruments: Stop, Go, Fast, Slow

Children to...

- Name some instruments.
- Explore how to play a variety of instruments with some control.
- Talk about the sounds that each instrument makes.
- Know when to start and stop playing an instrument using picture clues.
- Know when to play their instrument slowly or quickly using picture clues.

Busy in the Garden – Plants and Growing

Children to...

- Learn and sing new simple songs as a group adding appropriate actions.
- Name some instruments and demonstrate how they can be played.
- Describe the sounds that different instruments make.
- Select instruments to match the sounds of planting. (digging, patting the soil, sprinkling the seeds, pouring the watering can etc)
- Explore different ways of playing the instruments to make the desired sound.
- Perform the song (with instruments) as a group to an audience.

Singing Superstars!

Children to...

- Sing familiar songs as a group following the melody.
- Sing a familiar song or nursery rhymes as a solo to a small audience.
- Listen to others perform and discuss what they liked about their peers performance.
- Change lyrics in songs to create their own version and perform.

<p>Reception Key Focus Skills</p>	<p><u>Listen and Respond - Minibeast Music: Busy, Buzzy, Bees</u> Children to...</p> <ul style="list-style-type: none"> • Listen carefully to a piece of music and discuss whether they like or dislike it and why. • Discuss the speed (tempo) of music to say if it is fast or slow. • Move appropriately to a piece of music to match the tempo. • Discuss how a piece of music makes them feel. • Learn the names of some different instruments. • Listen to different sounds and match them to the correct instrument. • Know how different instruments can be played. (strum, tap, bang, shake, pluck etc) • Listen to and observe a live music performance from the music teacher. <p><u>Singing and Performance</u> Children to...</p> <ul style="list-style-type: none"> • Sing a variety of nursery rhymes from memory. • Sing lines of familiar songs with the correct melody and pitch, both solo and in a group. • Learn new songs and perform as a group, keeping in time with others and matching the pitch. • Take part in a Christmas performance in front of an audience. <p><u>When the Cold Wind Blows</u> Children to...</p> <ul style="list-style-type: none"> • Listen carefully to lyrics; recognising and responding appropriately to different instrumental sounds. • Listen carefully and respond appropriately through coordinated physical movements. • Explore sounds; Improvisation; Playing together; Tempo; Dynamics; Long and short sounds. <p><u>Music of Africa</u> Children to...</p> <ul style="list-style-type: none"> • Learn new call and response songs and perform as a group, keeping in time with others. • Listen to traditional African music and discuss how it sounds and how it makes us feel. • Explore different traditional African instruments and how they are played. • Listen and copy a simple rhythm on a drum. • Find different ways to play a drum. Knowing how to make it louder/quieter, faster/slower etc. • Listen to African music and move their body appropriately to the beat. <p><u>Magical Harps – Jack and the Beanstalk</u></p>
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	<p>Children to...</p> <ul style="list-style-type: none"> • Know what a harp is, how it is played and what sounds it can make. • Listen to a variety of pieces of music played by a harp. • Name other instruments that can be plucked. • Know how to pluck an instrument to make sound. • Create their own harps using rubber bands. • Explore what different sounds they can make with their harps. • Play their harps along with recorded harp music. <p><u>Growing Rhythms</u></p> <p>Children to...</p> <ul style="list-style-type: none"> • Know what the word rhythm means. • Copy a simple rhythmic pattern. • Know what a composer and conductor do. • Begin to read musical notes, knowing that a crotchet represents one clap or note and a quaver represents two shorter claps or notes. • Follow the musical notes (with picture support) to clap out a variety of simple rhythms. • Create new rhythmic patterns and perform solo and with others.
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Key Stage 1	Year 1 Knowledge	<u>Year 2 Knowledge</u>
Listening, Appraising and Evaluating	<ul style="list-style-type: none"> • To know and recognise the sound and names of some instruments I have heard and learn the names of some instruments they are playing • To know that music has a steady pulse like a heartbeat and be able to find the pulse • To know that we can create rhythms from words, names, favourite foods, colours and animals • To listen to a rhythm and be able to clap it back • To listen to a basic melody and be able to sing it back using 'la' • To discuss whether I like/dislike a piece of music 	<ul style="list-style-type: none"> • To listen with concentration and understanding to a range of recorded and live high-quality music • To listen to a rhythm and be able to clap it back; then listen to a rhythm and clap back my own answer • To know that all songs have a musical style and begin to identify some of these styles • To learn how songs can tell a story or describe an idea • To know that music has a steady pulse like a heartbeat and be able to find the pulse independently • To learn we can sing and play notes using different pitches (high and low)

	<ul style="list-style-type: none"> • To learn we can sing notes using different pitches (high and low) • To learn how we can enjoy moving to music by dancing or marching • To develop listening skills to some recorded and live music 	<ul style="list-style-type: none"> • To learn that we can use our voices to make different sounds (rap/spoken word) • To know that unison is everyone singing at once • To know the names of untuned percussion instruments played in class • To confidently discuss music I like/dislike and offer a reason for my opinion
Composition/ Improvisation	<ul style="list-style-type: none"> • To know that improvisation is making up simple tunes/rhythms on the spot • To create simple rhythms for others to follow • To improvise using 2 notes based on what I have heard • To use my voice to answer a call and response • To experiment with, create, select and combine different sounds and use interrelated dimensions of music (quicker, slower, louder, quieter) 	<ul style="list-style-type: none"> • To know that improvisation is making up your own tunes on the spot and understand that it has never been written or heard before • To improvise using 2 notes and create my own melody experimenting with inter-related dimensions of music (quicker, slower, louder, quieter, higher, lower) • To write down the notes of my own simple composition • To use my voice and an instrument to answer a call and response • To learn the notes in their instrumental part from memory or when written down
Playing and Performance	<ul style="list-style-type: none"> • To play tuned and untuned instruments musically • Use my voice expressively and creative by singing songs, speaking chants and rhymes • Listen to and follow musical instructions from a leader 	<ul style="list-style-type: none"> • To know why we need to warm up our voices • To learn to start and stop singing when following a leader • To play a part in time with a steady pulse • To learn to play a tuned and untuned instrumental part

	<ul style="list-style-type: none"> • To choose a song I have learnt and perform it using my voice creatively • To add my own ideas to a performance • To sing as part of a chorus 	<ul style="list-style-type: none"> • To sing as part of a chorus in front of an audience
Lower Key Stage 2	Year 3 knowledge	Year 4 knowledge
Listening, Appraising and Evaluating	<ul style="list-style-type: none"> • To listen to a rhythm and be able to clap it back; then create my own simple rhythm pattern • To listen to a melody and be able to sing it back; then copy back using an instrument with notation • To know the style of a range of different songs and some facts on the history of each song • In a song, be able to talk about: <ul style="list-style-type: none"> ○ Its lyrics (what the song is about) ○ Texture, dynamics, tempo, rhythm and pitch ○ Identify the main sections in the song • To name some of the instruments I have heard in a song • To confidently identify and move to the pulse in a song • To know the difference between pulse and rhythm • To know how pulse, rhythm and pitch work together to create a song • To discuss how a song makes them feel • To listen carefully and respectfully to other people's thoughts about the music they have listened to • To understand that a song can make me feel different emotions 	<ul style="list-style-type: none"> • To listen to a rhythm and be able to clap it back with confidence; then create my own simple rhythm pattern; then lead the class in a simple rhythm copy back • To listen to a melodic pattern and be able to sing/play it back; then copy back using an instrument with notation; then copy back using an instrument without the notation • To listen to a range of music from different composers and traditions • In a song/piece of music, be able to talk about: <ul style="list-style-type: none"> ○ Its lyrics (what the song is about) ○ The history of the piece of music ○ Texture, dynamics, tempo, rhythm and pitch ○ Identify the main sections in the song ○ Name some of the instruments they heard ○ Name some of the musical characteristics that give the song its style • To confidently identify and move to the pulse in a song • To be able to talk about how a song makes them feel • To be able to use musical vocabulary more confidently in discussions • To be able to talk about musical dimensions in a song (e.g. if a song gets louder) • To know how pulse, rhythm and pitch work together to create a song and be able to discuss long and short rhythms • To understand how low and high sounds create melodies

Composition/ Improvisation	<ul style="list-style-type: none"> To plan and create a melody using three or five notes that can be performed To talk about how I created my melody To know there are different ways of recording a composition: letter names, musical symbols, audio recording To record my own composition in one of the ways above using some staff and musical notation to do this 	<ul style="list-style-type: none"> To know that using one or two notes confidently is better than using lots of notes and sounding unclear To know that I can use some of the melodies and riffs I have heard to inspire my own melodies To plan and create a section of music (chorus or verse) that can be performed based on a song/piece of music I have appraised To reflect on my composition and talk about elements such as the pulse, rhythm, pitch, dynamics and tempo To record my composition by using staff and other music notation
Playing and Performance	<ul style="list-style-type: none"> To know why we must warm up our voices To learn that a conductor/leader is the person who I must follow when playing in a group To learn to play a tuned instrument and begin to explore awareness of singing/playing in tune To be aware of pulse when singing/playing an instrument To play an instrument as part of a chorus in front of an audience and know that it is important to listen to each other To evaluate a performance to be able to talk about what they were pleased with and what they would change and why 	<ul style="list-style-type: none"> To know that singing in a group can be called a choir To sing as part of a chorus and know that it is important to listen to each other To understand how a solo singer can make the musical texture thinner in a choral piece To be able to sing in unison and simple 2 parts within a group To use my voice and instruments with increasing accuracy, fluency and expression To be able to re-join a song if lost To evaluate a performance to be able to talk about what went well using musical vocabulary to do so

Upper Key Stage 2	Year 5 knowledge	Year 6 knowledge
Listening, Appraising and Evaluating	<ul style="list-style-type: none"> To know songs from memory, who sang/wrote them and when they were written To know the style of five songs To be able to talk about the instruments in an orchestra/band 	<ul style="list-style-type: none"> To know songs from memory, who sang/wrote them, when they were written and (if possible) why To watch the recording of a performance and discuss it musically

Listening, Appraising	<ul style="list-style-type: none"> • To be able to talk about: <ul style="list-style-type: none"> ○ Some of the style indicators of a song ○ The lyrics ○ Any musical dimensions (texture, dynamics, tempo, rhythm and pitch) and how these connect together in a song ○ To identify the main sections of a song (intro, verse, chorus, bridge, instrumental) ○ To name some of the instruments heard in a song ○ To understand some of the historical context of a song (what was going on at the time) and make connections across music from different eras, traditions and genres • To identify and move to a pulse with ease and be able to follow an internal pulse • To consider the message of a song • To compare 2 songs of the same style; discussing what stands out musically and some of the similarities/differences • To be able to copy back rhythms based on the words of a song that may include 'off-beat' rhythms • To copy back 2-note riffs by ear with notation 	<ul style="list-style-type: none"> • To be able to talk about the instruments in an orchestra/band and what sound they bring to the ensemble • To be able to identify the style of a song • To be able to talk about: <ul style="list-style-type: none"> ○ The musical characteristics of a musical style ○ Any musical dimensions (texture, dynamics, tempo, rhythm, pitch and timbre) and how these connect together in a song ○ To identify the main sections of a song (intro, verse, chorus, bridge, instrumental) ○ To name some of the instruments heard in a song and discuss what type of instrument it is ○ To understand and develop a secure understanding of the historical context of a song (what was going on at the time) ○ To know about talk about the 'musical identity' in a song and make connections from different eras, traditions and genres • To identify and move to a pulse with ease and be able to follow an internal pulse • To be able to discuss the message of a song with or without lyrics based on the sounds created • To compare 2 songs of the same style; discussing what stands out musically and some of the similarities/differences
Composition/ Improvisation	<ul style="list-style-type: none"> • To know that every composition has pulse, rhythm and pitch that work together • To recognise the connection between sound and symbol using music notation • To create simple melodies using up to 5 notes and simple rhythms that work musically within the style of the music unit • To be able to identify the 'keynote' in my melody 	<ul style="list-style-type: none"> • To be able to write out a simple composed melody using notation • To listen to and reflect upon a developing composition and make musical decisions about how the melody connects to the style of the song

Playing and Performance	<ul style="list-style-type: none"> • To know and confidently sing 5 songs from memory and sing them with a strong internal pulse • To begin to play an instrument with the correct technique within the context of a specific song/style • To play and perform in both solo and ensemble contexts for an audience 	<ul style="list-style-type: none"> • To be able to play an instrument with the correct technique within the context of a specific song/style and show increased accuracy, control, fluency and expression • To play and perform in both solo and ensemble contexts for an audience
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Wider Music Opportunities

Rock Steady Music Lessons (offered to Year 5/6 children)
 Classical music played at the start of our weekly assembly
 Brass lessons (all Year 3 children)
 Young Voices choir (offered as an extra-curricular after school club)
 Weekly KS1 and KS2 singing assemblies
 Each key stage to create a performance including singing and musical opportunities: EYFS and KS1 Autumn, LKS2 Spring, UKS2 Summer
 KS2 Christmas Carol Concert and annual KS1 and KS2 Harvest Festivals