

# Music Progression Map – Thomas Willingale School and Nursery

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

EYFS	KS1 LEARNING	KS2 LEARNING
<p><b>Expressive Arts and Design</b>  <b>Exploring and using media and materials 40-60 months</b></p> <ul style="list-style-type: none"> <li>• Begins to build a repertoire of songs</li> <li>• Explores the different sounds of instruments</li> </ul> <p><b>ELG</b>            Children sing songs, make music.</p> <p><b>Being Imaginative</b>  <b>ELG</b> They represent their own ideas, thoughts and feelings through music.</p>	<ul style="list-style-type: none"> <li>• use voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of highquality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter -related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>

Music Vocabulary Guide		
EYFS	KS1	KS2
<ul style="list-style-type: none"> <li>• Chant</li> <li>• Fast</li> <li>• Follow</li> <li>• High</li> <li>• Instrument</li> <li>• Low</li> <li>• Loud</li> <li>• Quiet (use instead of 'soft')</li> <li>• Repeat</li> <li>• Rhythm</li> <li>• Sing</li> <li>• Slow</li> <li>• Song</li> <li>• Sounds</li> </ul>	<p>Year 1 – as EYFS plus:</p> <ul style="list-style-type: none"> <li>• beat</li> <li>• beater</li> <li>• cymbal</li> <li>• drum</li> <li>• high (sound)</li> <li>• listen</li> <li>• loud</li> <li>• low (sound)</li> <li>• perform</li> <li>• quiet</li> <li>• shaker</li> <li>• steady beat</li> <li>• tambourine</li> <li>• tempo</li> <li>• triangle</li> <li>• tune</li> <li>• voice</li> </ul> <p>Year 2 – as Year 1 plus</p> <ul style="list-style-type: none"> <li>• accompany</li> <li>• body percussion</li> <li>• chime bar</li> <li>• chord</li> <li>• claves</li> <li>• compose</li> <li>• duration</li> <li>• ostinato</li> <li>• percussion</li> <li>• phrase</li> <li>• pitch</li> <li>• pulse</li> <li>• recorder</li> <li>• score</li> <li>• tuned percussion</li> <li>• untuned percussion</li> <li>• volume</li> </ul>	<p>Year 3 – as Key Stage One plus:</p> <ul style="list-style-type: none"> <li>• names of orchestral instruments</li> <li>• accompaniment</li> <li>• call and response</li> <li>• castanets</li> <li>• composer</li> <li>• conductor</li> <li>• duet</li> <li>• duration</li> <li>• dynamics</li> <li>• glockenspiel</li> <li>• lyrics</li> <li>• melodic phrase</li> <li>• melody</li> <li>• orchestra</li> <li>• orchestration</li> <li>• ostinati</li> <li>• round</li> <li>• scale</li> <li>• stepwise movement</li> <li>• structure</li> <li>• theme</li> <li>• unison</li> <li>• woodblock</li> <li>• xylophone</li> </ul> <p>Year 4 – as Year 3 plus:</p> <ul style="list-style-type: none"> <li>• harmony</li> <li>• improvise</li> <li>• leaping (large interval between two notes)</li> <li>• pentatonic</li> </ul> <p>Year 5 – as Year 4 plus:</p> <ul style="list-style-type: none"> <li>• Accent</li> <li>• bass</li> <li>• notation</li> <li>• texture</li> <li>• timbre</li> </ul> <p>Year 6 – as Year 5 plus:</p>

		<ul style="list-style-type: none"> <li>• diction</li> <li>• interval</li> <li>• syncopation</li> </ul>
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Early Years – Progression Map			
PERFORMING	COMPOSING	APPRAISING	ACTIVITY/LINK TO SCHEME OF WORK
<ul style="list-style-type: none"> <li>• Can they use their voice to speak/sing/chant?</li> <li>• Do they join in with singing?</li> <li>• Can they clap short rhythmic patterns?</li> <li>• Can they experiment with creating sounds with different instruments?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they make a range of sounds with their voice?</li> <li>• Can they make a range of sounds with instruments?</li> <li>• Can they represent sounds pictorially?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they say if they like or dislike a piece of music?</li> <li>• Can they identify and distinguish environmental sounds?</li> <li>• Can they begin to describe the sounds? (e.g. loud, quiet, high, low, fast, slow)</li> <li>• Can they begin to express how music makes them feel?</li> </ul>	<ul style="list-style-type: none"> <li>• Singing simple songs and nursery rhymes.</li> <li>• Singing songs relating to the topics.</li> <li>• Singing songs for Christmas Nativity play.</li> <li>• Sound patterns for children to copy.</li> <li>• Use of percussion instruments for accompanying</li> </ul>
Early Years - Greater Depth			
<ul style="list-style-type: none"> <li>• Can they perform a rhythm?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they begin to sequence sounds to create a rhythm or beat?</li> <li>• Can they repeat (short rhythmic and melodic) patterns?</li> <li>• Can they begin to read pictorial representations of music? (e.g. colour coded bells, music story maps)</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify reasons why they like some music more than others?</li> </ul>	<ul style="list-style-type: none"> <li>• Use hand claps or knee pats to copy and keep a beat.</li> <li>• Use voices to make loud/quiet sounds .</li> <li>• Different types of music – fast, slow, bumpy.</li> <li>• Children talk about what the music makes them feel like and how they want to move their bodies to each piece of music.</li> </ul>

Progression Map -			
Year 1 - Music			
PERFORMING	COMPOSING	APPRAISING	ACTIVITY LINK TO SCHEME OF WORK

<ul style="list-style-type: none"> <li>• Can they use their voice to speak/sing/chant?</li> <li>• Do they join in with singing?</li> <li>• Can they clap short rhythmic patterns?</li> <li>• Can they use instruments to perform a simple piece?</li> <li>• Can they respond to musical indications about when to play or sing?</li> <li>• Can they respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse?</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Respond to different moods of music, in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• Can they make a range of sounds with their voice?</li> <li>• Can they make a range of sounds with instruments?</li> <li>• Can they identify changes in sounds?</li> <li>• Can they tell the difference between long and short sounds?</li> <li>• Can they represent sounds pictorially?</li> <li>• Can they make a sequence of sounds for a purpose?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they form an opinion to express how they feel about a piece of music?</li> <li>• Can they recognise repeated patterns?</li> <li>• Can they tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds?</li> <li>• Can they hear the pulse in a piece music?</li> <li>• Can they tell the difference between loud and quiet sounds?</li> <li>• Can they describe how sounds are made and changed?</li> <li>• Can they respond to different moods in music and say how a piece of music makes them feel?</li> </ul>	<p><b>AUTUMN TERM Focus</b></p> <p><b>1) Florence Price, Chineke! Orchestra, Sheku Kammah Mason.</b></p> <p><b>2) Harvest Festival and Nativity songs.</b></p> <ul style="list-style-type: none"> <li>• Listen to Sound song, what sounds can the children hear?</li> <li>• Teach the song by 'echo-singing' each line, use hands to create a range of different sounds.</li> <li>• Sign Sing a Rainbow</li> <li>• Choose an Instrument, individual children to choose an instrument and accompany the song instruments.</li> <li>• Listen and respond in movement to high and low sounds.</li> <li>• All children to take part in singing and creating actions for the songs themselves.</li> <li>• Instruments to be played in the performance too.</li> <li>• Children take part in a Music walk, listening for sounds of the season. Leaves crunching, squirrels popping acorns etc</li> <li>• Using untuned instruments they will create their own Autumn compositions.</li> <li>• Using voices and untuned percussion, they will create a composition based on the sounds in Santa's Workshop.</li> <li>* Learn to sing in parts. Mango, mango song. Listen carefully to each part and then put all together.</li> </ul>
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			<ul style="list-style-type: none"> <li>•Pupils are able to recognise the difference between a fast and slow tempo when they are performing.</li> <li>•Composers and music history link – Handel, Ben E King (Black History Month) Parry. Leroy Anderson – Sleigh Ride</li> </ul>
			<p><b>SPRING TERM</b></p> <p><b>Focus</b></p> <p><b>Young Person's Guide to the Orchestra</b></p> <ul style="list-style-type: none"> <li>•Learn to sing in parts. Mango, mango song. Listen carefully to each part and then put all together.</li> <li>•Listen and respond to the music. Movement and creative expressions.</li> <li>•Draw what you hear. Create our own exhibition of the music.</li> <li>•Create a musical sound picture of your own.</li> <li>•Using instruments to make a musical picture to perform to the class.</li> <li>•How does the music describe the scene/object that was chosen?</li> <li>•Exploring the timbre and different characteristics of a piece of music.</li> <li>•Perform and listen to our own creative pictures based on Britten's Sea Symphony.</li> </ul>
			<p><b>SUMMER TERM</b></p> <p><b>Focus</b></p> <p><b>1)Music for a royal occasion/Carnival of the animals</b></p> <p><b>2)Nellie the Elephant, Never smile at a</b></p>

			<p><b>crocodile, The Royal Family song.</b>  <b>3)Handel – Zadok the Priest</b></p> <ul style="list-style-type: none"> <li>• ‘The Royal Family’ Sing Up! song – Children all joining in with the song, with a different child choosing an instrument for each new verse.</li> <li>•Afterwards practice using the instruments to play them loudly and quietly.</li> <li>•Identify how instruments make sound.</li> </ul> <ul style="list-style-type: none"> <li>•Listen to ‘Carnival of the Animals’ – discuss what they imagine as they listen – pretend to be different animals and move to the music.</li> <li>•Understand how instruments are grouped together in an orchestra.</li> </ul> <ul style="list-style-type: none"> <li>•Using instruments move and respond to the different sounds like a different animal.  A loud animal eg Lion, a quiet animal eg Mouse etc</li> <li>•Create a short piece with instruments and voices to describe a secret animal.</li> </ul>
	Year 1	Greater Depth – Music	
<ul style="list-style-type: none"> <li>• Can they perform a rhythm to a steady pulse?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they repeat (short rhythmic and melodic) patterns?</li> <li>• Can they give a reason for choosing an instrument?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify what different sounds could represent and give a reason why?</li> <li>• Can they identify texture - listening for whether there is more than one sound at the same time?</li> <li>• Can they identify musical structure in a</li> </ul>	<ul style="list-style-type: none"> <li>• Can they respond to the symbols which show them how to either play louder, quieter, very quietly or very loudly?</li> <li>• Can the children respond appropriately?</li> </ul>

		piece of music (verse, chorus etc.)?	
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Progression Map - Music			
Year 2 - Music			
PERFORMING	COMPOSING	APPRAISING	ACTIVITY/LINK TO SCHEME OF WORK
<ul style="list-style-type: none"> <li>• Can they follow the melody using their voice or an instrument?</li> <li>• Can they sing songs as an ensemble following the tune (melody) well?</li> <li>• Can they perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)?</li> <li>• Can they play simple rhythmic patterns on an instrument?</li> <li>• Can they sing/clap a pulse increasing or decreasing in tempo?</li> <li>• Do they have control when playing instruments?</li> <li>• Can they perform musical patterns keeping a steady pulse?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they order sounds to create a beginning, middle and end?</li> <li>• Can they represent sounds pictorially with increasing relevance?</li> <li>• Can they choose sounds to achieve an effect (including use of technology)?</li> <li>• Can they begin to compose short melodic patterns using two or three notes (tuned instruments/voice)?</li> <li>• Can they create short, rhythmic patterns – sequences of long and short sounds?</li> <li>• Are they selective in the control used on an instrument in order to create an intended effect?</li> <li>• Can they create their own symbols to represent sounds?</li> <li>• Can they choose sounds to create an effect on the listener?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify particular features when listening to music?</li> <li>• Can they begin to associate sounds they hear with instruments?</li> <li>• Can they independently identify the pulse in a piece of music and tap along?</li> <li>• Can they listen carefully to recall short rhythmic patterns?</li> <li>• Can they begin to recognise changes in timbre, dynamics and pitch?</li> <li>• Are they able to recognise and name different instruments by sight?</li> <li>• Can they evaluate and improve their own work and give reasons?</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listen to simple inter-related</li> </ul>	<p><b>AUTUMN TERM</b></p> <p><b>Focus</b></p> <p><b>1)Harvest Festival and Christmas Nativity songs.</b></p> <p><b>2)Nat King Cole and Sheku Kannah Mason- Black History month.</b></p> <ul style="list-style-type: none"> <li>•Learn Sign Sing a Rainbow</li> <li>•Focus on clear diction.</li> <li>•Rhythm games as warm ups.</li> <li>•Watch singing performances from Llangollen International Eisteddfod.</li> <li>•Discuss different musical techniques used in the performances. (Pitch, melody, accompaniment)</li> <li>•Learn the songs with actions for the Christmas performance.</li> <li>•Focus on acting through song.</li> <li>•Rhythm games as warm ups.</li> </ul> <p><b>GLOCKENSPIEL LESSONS AUTUMN 1&amp;2</b></p> <p><b>Introduce the Glockenspiel</b></p> <ul style="list-style-type: none"> <li>• To learn and experience what is meant by a PULSE or a steady beat.</li> <li>• To learn to keep a pulse through actions while playing a piece and to follow a changing tempo.</li> <li>• To continue to consolidate understanding of pulse through practical activities such as clapping games with partners.</li> <li>• To clarify the difference between rhythm and pulse.</li> <li>• To revise the rest and to read and internalise rhythm patterns.</li> </ul>

		<p>dimensions of music</p> <ul style="list-style-type: none"> <li>• Verbally recall what they have heard with simple vocabulary – loud, soft, high, low</li> <li>• Begin to say what they like and dislike</li> </ul>	
			<p><b>SPRING TERM</b></p> <p><b>Focus</b></p> <ol style="list-style-type: none"> <li>1) <b>World Music and Beethoven's 'greatest hits'</b></li> <li>2) <b>Sing Jambo Bwana and Build a road of peace before us</b></li> <li>3) <b>Learn dances from around the world.</b></li> <li>4) <b>Compose based on the 4 notes of Beethoven's 5<sup>th</sup> Symphony.</b></li> </ol> <ul style="list-style-type: none"> <li>• Introduction to World Music. Discuss all known instruments. Make a list at the start of the unit and one at the end.</li> <li>• Each week, hear a selection of traditional music and instruments from each country</li> <li>• Invite in a 'real' musician to play 'live' for the children.</li> <li>• Focus on pitch and part singing. Who goes high? Who sings low?</li> <li>• Learn Jambo Bwana song and work on the part singing.</li> </ul> <p><b>GLOCKENSPIEL Spring 1 &amp; 2</b></p> <ul style="list-style-type: none"> <li>• Focus on pitch and sounds. Learn the name rhythm game. Focus on the sounds and rhythm of each name.</li> <li>• Compose a special version on the recorder using different pitches to symbolise their own name.</li> <li>• Introduce the notes and the stave.</li> <li>• Worksheets and code breaker games to support this.</li> </ul>



			<p><b>SUMMER TERM</b></p> <p><b>Focus</b></p> <p><b>1) Pictures at an Exhibition/Hoe Down</b></p> <p><b>2) Creative responses in art, drama, storytelling and composition.</b></p> <ul style="list-style-type: none"> <li>• Creatively respond to Pictures from an Exhibition through art and drama. Hoe Down through movement and storytelling.</li> <li>• Listen to the way the music is structured.</li> <li>• Listen to a wide selection of different pieces composed by these composers.</li> <li>• Focus on the stories made in the compositions in different ways. <ul style="list-style-type: none"> <li>•How has pitch changed in the use of the compositions?</li> </ul> </li> <li>•Revisit all the songs and units from the past year.</li> </ul> <p><b>GLOCKENSPIEL SUMMER 1 &amp; 2</b></p> <p><b>Focus on dynamics</b></p> <ul style="list-style-type: none"> <li>•Listen to how we play. Are we playing too loudly?</li> <li>•Demonstrate by watching some famous orchestras performing – how many colours can they make with dynamics?</li> <li>•Worksheets to learn the different Italian names for dynamics and their meaning.</li> <li>•Learn how to successfully draw a treble clef on a staff.</li> </ul>
<b>YEAR 2 – GREATER DEPTH</b>			
<ul style="list-style-type: none"> <li>• Can they understand the importance of a warm up?</li> <li>• Can they sing/play rhythmic patterns in contrasting</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use simple structures (e.g. repetition and order) in a piece of music?</li> <li>• Do they know that phrases are where we breathe in a song?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and</li> </ul>	<ul style="list-style-type: none"> <li>•To learn about ostinatos.</li> <li>•Create a piece of music based on Debussy's style using instruments.</li> </ul>

dynamics; keeping to the pulse?		describe its effect?	
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Progression Map - Music			
Year 3 - Music			
PERFORMING	COMPOSING	APPRAISING	ACTIVITY/LINK TO SCHEME OF WORK
<ul style="list-style-type: none"> <li>Do they sing songs from memory with increasing expression, accuracy and fluency?</li> <li>Do they maintain a simple part within an ensemble?</li> <li>Do they modulate and control their voice when singing and pronounce the words clearly?</li> <li>Can they play notes on tuned and un-tuned instruments with increasing clarity and accuracy?</li> <li>Can they improvise (including call and response) within a group using the voice?</li> <li>Can they collaborate to create a piece of music?</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Describe music using</li> </ul>	<ul style="list-style-type: none"> <li>Can they create repeated patterns using a range of instruments?</li> <li>Can they combine different sounds to create a specific mood or feeling?</li> <li>Do they understand how the use of tempo can provide contrast within a piece of music?</li> <li>Can they begin to read and write musical notation?</li> <li>Can they effectively choose, order, combine and control sounds to create different textures?</li> <li>Can they use silent beats for effect (rests)?</li> <li>Can they combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition?</li> </ul>	<ul style="list-style-type: none"> <li>Can they use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music?</li> <li>Can they evaluate and improve their work, explaining how it has improved using a success criterion?</li> <li>Do they know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)?</li> <li>Are they able to recognise a range of instruments by ear?</li> <li>Can they internalise the pulse in a piece of music?</li> <li>Can they identify the</li> </ul>	<p><b>AUTUMN TERM</b></p> <p><b>Focus</b></p> <p><b>1) Harvest Festival performance.</b></p> <p><b>2) Black History month music – Big Bands</b></p> <p><b>3) Composition – Sleigh Ride.</b></p> <ul style="list-style-type: none"> <li>Watch performances from music from Baroque to Modern day.</li> <li>Observe different musical performance techniques on the screen.</li> <li>Listen to the recordings of the Big Bands focusing on Duke Ellington, Nat King Cole and Ella Fitzgerald.</li> <li>Movement through the music, dancing along to the beat.</li> <li>Discuss the importance of this style and era in Musical History.</li> <li>Appraise the effectiveness of Prokofiev's 'Sleigh Ride'.</li> <li>How is the music so exciting?</li> <li>Which musical techniques is Prokofiev using to create the excitement of the ride?</li> </ul> <p><b>RECORDERS</b></p> <ul style="list-style-type: none"> <li>Alongside the Big Band music, learn to improvise in the lessons.</li> <li>Give space to learn different rhythms.</li> <li>Focus on the pulse and keeping steady as you play.</li> </ul>

<p>appropriate vocabulary</p> <ul style="list-style-type: none"> <li>• Begin to compare different kinds of music</li> <li>• Recognise differences between music of different times and cultures</li> </ul>		<p>features within a piece of music?</p>	<ul style="list-style-type: none"> <li>• Continue with rhythm games.</li> <li>• Learn how to successfully draw the notes on the stave and label them.</li> <li>• Listen to the Big Band music and write down how it makes you feel.</li> <li>• Record the improvising and listen to how it can be improved.</li> <li>• Dance along to the Big Band music in pairs.</li> </ul>
			<p><b>SPRING TERM</b> <b>EASTER PERFORMANCE FOCUS</b></p> <ul style="list-style-type: none"> <li>• Learn all the songs for the Easter Performance.</li> <li>• Sing solos and in small groups.</li> <li>• Focus on acting through song. <ul style="list-style-type: none"> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> </ul> </li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> <li>• Listen to the music of Andrew Lloyd Webber and explain how the music makes you feel.</li> <li>• Express the music through movement.</li> <li>• Record a performance and ask how it could be improved.</li> </ul>
			<p><b>SUMMER TERM</b> <b>Focus</b> <b>1) The Firebird</b> <b>2) Peter and the Wolf</b></p> <ul style="list-style-type: none"> <li>• Composition using untuned and tuned percussion to create a piece based on a mystical creature.</li> <li>• Create piece based on Firebird.</li> <li>• Choose the correct sounds to portray the creature. Discuss the way Stravinsky describes the firebird (in The Firebird)</li> <li>• Express the music through an art piece of the music.</li> <li>• What sort of rhythms are used? *What instruments?</li> </ul>

			<ul style="list-style-type: none"> <li>• Listen to flight of the Bumblebees and some of Swan lake and discuss how animals are portrayed here too, this will support the composition.</li> <li>• Learn about Leitmotifs through Peter and the Wolf.</li> <li>• Identify each instrument and it's character.</li> <li>• Learn to sing 'Who's afraid of the Big Bad Wolf?'</li> <li>• Focus on clear diction.</li> <li>• Try solos and small groups to build confidence.</li> <li>• Listen as we sing – are we able to sing loudly or quietly?</li> <li>• Discuss which instrument they think they are and why?</li> </ul> <p><b>Recorder Summer 1 &amp; 2</b></p> <ul style="list-style-type: none"> <li>• Worksheets on the note values.</li> <li>• Worksheets on the notes on the stave.</li> <li>• Learn and perform a piece for the Summer Concert.</li> <li>• Focus on a clear sound with dynamics.</li> <li>• Compose an abstract piece using recorders and untuned percussion instruments.</li> </ul>
<b>YEAR 3 – GREATER DEPTH</b>			
<ul style="list-style-type: none"> <li>• Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create accompaniments for melodies?</li> <li>• Can they compose a simple piece of music that they can recall to use again?</li> <li>• Do they understand metre in 4 beats; then 3 beats?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they recognise changes in sounds that move incrementally and more dramatically?</li> <li>• Can they compare repetition, contrast and variation within a piece of music?</li> </ul>	<ul style="list-style-type: none"> <li>• Independently create clear rhythmic and melodic patterns on the recorder.</li> <li>• Confidently perform and sing in front of an audience.</li> </ul>

Progression Map - Music			
Year 4 - Music			
PERFORMING	COMPOSITION	APPRASING	ACITVITY/LINK TO SCHEME OF WORK
<ul style="list-style-type: none"> <li>• Can they perform a simple part of an ensemble rhythmically?</li> <li>• Can they sing songs from memory with increasing expression, accuracy and fluency?</li> <li>• Can they improvise using repeated patterns with increasing accuracy and fluency?</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Describe what they hear using a wider range of musical vocabulary</li> <li>• Recognise how the inter-related dimensions of music are used by composers to create different moods and effects</li> <li>• Understand the cultural and social meaning of lyrics               <ul style="list-style-type: none"> <li>• Appreciate harmonies, drone and ostinato</li> </ul> </li> <li>• Explore ways the way in which sounds are combined towards certain effects</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use notations to record and interpret sequences of pitches?</li> <li>• Can they use notations to record compositions in a small group or on their own?</li> <li>• Can they read and understand notation?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain why silence is used in a piece of music and say what effect it has?</li> <li>• Can they start to identify the character of a piece of music?</li> <li>• Can they describe and identify the different purposes of music?</li> <li>• Can they use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition?</li> </ul>	<p><b>AUTUMN TERM</b></p> <p><b>Focus</b></p> <p><b>1) Harvest Festival songs.</b></p> <p><b>2) Black History month – Reggae</b></p> <p><b>3) Film Music</b></p> <ul style="list-style-type: none"> <li>• Focus on clear diction and confident tone of voice.</li> <li>• Listen to the use of a minor key</li> <li>• Discuss the musical techniques used in each song.</li> <li>• Special attention taken to the rhythms of the reggae style – focus on Black History month.</li> <li>• Prepare to take the lead in the Harvest Festival performance.</li> <li>• Create suitable actions for the songs, listening to rhythm and lyrics.</li> <li>• Using instruments and body percussion, make up your own reggae style phrases.</li> <li>• Continue to go over the stave notes and the note values.</li> <li>• Move in time to the music in a reggae style.</li> <li>• Focus on instrumentation in the band.</li> <li>• Continue to focus on the stave notes and how to write them confidently on the stave.</li> </ul>

<ul style="list-style-type: none"> <li>• Understand the relationship between lyrics and melody</li> </ul>			
			<p><b>SPRING TERM</b></p> <ul style="list-style-type: none"> <li>• Learn all the songs for the Easter Performance.</li> <li>• Sing solos and in small groups.</li> <li>• Focus on acting through song.</li> <li>• As Year 4 take greater responsibility in taking the lead in the rehearsal process and performance.</li> <li>• After the performances the children can feedback to each other on how to improve their work.</li> <li>• How can each group work together and improve their ensemble next time?</li> <li>• How was it performing to such a large audience?</li> <li>• How did it make you feel?</li> <li>• What song did you enjoy performing the most and why?</li> </ul> <p><b>As Easter Performance is taking place, no composition will take place this term.</b></p>
			<p><b>SUMMER TERM</b></p> <p><b>Focus</b></p> <p><b>1) Music from European composers.</b></p> <p><b>2) Europop</b></p> <p><b>3) Sea Shanties</b></p> <ul style="list-style-type: none"> <li>• Half term lessons based on song writing.</li> <li>• Looking at how songs are created and lyrics are written</li> <li>• Write a hook that can be sung or played and remembered.</li> <li>• Create a verse and chorus on any subject to be performed and recorded in lesson time.</li> <li>• Which are most effective?</li> <li>• Why?</li> <li>• Which instruments are used?</li> </ul>

YEAR 4 – GREATER DEPTH			
<ul style="list-style-type: none"> <li>• Can they use selected pitches simultaneously to produce simple harmony?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explore and use sets of pitches, e.g. 4 or 5 note scales?</li> <li>• Can they show how they can use dynamics to provide contrast?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify how a change in timbre can change the effect of a piece of music?</li> </ul>	<ul style="list-style-type: none"> <li>• Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>• Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>• Convey the relationship between the lyrics and the melody.</li> </ul>

Progression Map – Music			
Year 5 – Music			
PERFORMING	COMPOSITION	APPRAISING	ACTIVITY/LINK TO SCHEME OF WORK
<ul style="list-style-type: none"> <li>• Can they sing and use their understanding of meaning to add expression?</li> <li>• Can they perform ‘by ear’?</li> <li>• Can they improvise within a group using melodic and rhythmic phrases?</li> <li>• Can they maintain their part whilst others are performing their part?</li> <li>• Can they sing or play from memory with confidence</li> <li>• Can they sing or play expressively and in tune?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they begin to use standard notation?</li> <li>• Can they use their notations to record groups of pitches (chords)?</li> <li>• Can they choose the most appropriate tempo for a piece of music?</li> <li>• Can they use technology to compose music which meets a specific criterion?</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Identify cyclic patterns – verse and chorus, bridge</li> <li>• Recognise how different inter-</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe, compare and evaluate music using musical vocabulary?</li> <li>• Can they suggest improvements to their own or others’ work?</li> <li>• Can they choose the most appropriate tempo for a piece of music?</li> <li>• Can they identify and begin to evaluate the features within different pieces of music?</li> <li>• Can they contrast the work of established</li> </ul>	<p><b>Autumn Term Focus</b></p> <p><b>1) Harvest Festival and Christmas Carol Service songs.</b></p> <p><b>2) Black History month performers – Stevie Wonder, Ben E King, Ladysmith Black Mombazo, Kingdom Choir.</b></p> <ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> <li>• Hold a part within a round.</li> <li>• Sing a harmony part confidently and accurately.</li> </ul> <ul style="list-style-type: none"> <li>• Discuss the songs, how do they make you feel?</li> <li>• Study various performances, what are the differences?</li> <li>• Vocally how do the performers use their voices? Can you copy?</li> </ul>

<ul style="list-style-type: none"> <li>• Can they hold a part within a round?</li> <li>• Can they sing a harmony part confidently and accurately?</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary</li> <li>• Analyse and compare features from a wide range of music</li> <li>• Discern and distinguish layers of sound and understand their combined effect</li> </ul>	<p>related dimensions of music are combined and used expressively in many different types of music</p>	<p>composers and show preferences?</p>	
			<p><b>SPRING TERM</b></p> <p><b>Focus</b></p> <p><b>1)Composition</b></p> <p><b>2)Recognising different genres of music</b></p> <p><b>3)Understanding music history</b></p> <ul style="list-style-type: none"> <li>• Listen to and differentiate between different styles of music.</li> <li>• Research and do a project on one style of music.</li> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> <li>• Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>• Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>• Use drones and melodic ostinati (based on the pentatonic scale).</li> <li>• Convey the relationship between the lyrics and the melody.</li> </ul>



			<p><b>SUMMER TERM</b></p> <p><b>Focus</b></p> <p><b>1)The Minimalists</b></p> <p><b>2)The Enigma Variations – Elgar</b></p> <p><b>4 minutes 33 secs</b></p> <ul style="list-style-type: none"> <li>• Half term lessons on the music of John Cage, Steve Reich and Terry Riley.</li> <li>• Composition based, exploring the influence of these composers.</li> <li>• What were you expecting?</li> <li>• Do you think it is ‘real’ music.</li> <li>• Learn and perform the Clapping Music phrase in parts by Steve Reich</li> <li>• Where in musical history do the Minimalists fall?</li> <li>• Why were they so important?</li> <li>• Produce a piece of music using the techniques of these composers, to be performed and recorded in lesson time.</li> <li>• Respond through art, drama and storytelling to Elgar’s Enigma Variations.</li> <li>• BBC Ten Pieces Party – watch video and respond.</li> </ul>
<b>YEAR 5 – GREATER DEPTH</b>			
<ul style="list-style-type: none"> <li>• Can they use pitches simultaneously to produce harmony by building up simple chords?</li> <li>• Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain how tempo changes the character of music?</li> <li>• Can they identify where a gradual change in dynamics has helped to shape a phrase of music?</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the pulse, rhythm and dynamics.</li> <li>• Use the feet to tap and create body percussion phrases.</li> <li>• Move to the pulse.</li> </ul>

Progression Map – Music			
Year 6 - Music			
Performing	Composition	Appraising	Appraising/Activity linked to scheme of work
<ul style="list-style-type: none"> <li>• Can they begin to sing a harmony part?</li> <li>• Can they begin to perform using notations?</li> <li>• Can they take the lead in a performance?</li> <li>• Can they take on a solo part?</li> <li>• Can they provide rhythmic support?</li> <li>• Can they perform parts from memory?</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Evaluate differences in live and recorded performances</li> <li>• Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion</li> </ul>	<ul style="list-style-type: none"> <li>• Do they recognise that different forms of notation serve different purposes?</li> <li>• Can they combine groups of beats?</li> <li>• Can they use a variety of different musical devices in their composition? (e.g. melody, rhythms and chords)</li> </ul>	<ul style="list-style-type: none"> <li>• Can they refine and improve their work?</li> <li>• Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?</li> <li>• Can they compare and contrast the impact that different composers from different times will have had on the people of the time?</li> <li>• Can they analyse features within different pieces of music?</li> </ul>	<p><b>Autumn Term</b> <b>Focus</b> <b>1) Harvest Festival and Christmas Carol Service songs.</b> <b>2) Black History month performers – Stevie Wonder, Ben E King, Kingdom Choir</b></p> <ul style="list-style-type: none"> <li>• As Year 6, confidently take the lead in all performances.</li> <li>• Understand the musical history of different songs and composers.</li> <li>• Sing in different parts.</li> <li>• Learn all the Harvest Festival songs and Carols for the KS2 Carol Service.</li> <li>• How can you sing Carol of the Bells more effectively?</li> <li>• What gives this carol such a unique sound?</li> <li>• Do you know any other carols in a minor key?</li> <li>• How does this compare with other Christmas songs?</li> </ul>
			<p><b>SPRING TERM</b> <b>Focus</b> <b>1) Debussy La Mer/ Michael Jackson Earth Song</b> <b>2)Composition</b></p> <ul style="list-style-type: none"> <li>• Where else has this song been performed?</li> <li>• How do makes the music make you feel?</li> </ul>

			<ul style="list-style-type: none"> <li>• Compose music themed on underwater.</li> <li>• Watch film clip from the Blue Planet and using tuned and untuned percussion create a short creative response to it.</li> <li>• Choose appropriate dynamics, tempo and instrumentation.</li> <li>• Discuss the song subjects Lennon and McCartney wrote about.</li> <li>• Look at the lyrics carefully.</li> <li>• Compose your own verse and chorus about where you live based on Penny Lane.</li> <li>• Perform these to each other.</li> </ul>
			<p><b>SUMMER TERM</b>  <b>Focus</b>  <b>Leavers performance.</b></p> <ul style="list-style-type: none"> <li>• Clear diction.</li> <li>• Confident solos in these performances.</li> <li>• Learn the songs for the end of year performance.</li> <li>• Sing in solos and groups.</li> <li>• Sing with clear diction, phrasing and harmonies.</li> </ul>
Year 6 – Greater Depth			
<ul style="list-style-type: none"> <li>• Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they show how a small change of tempo can make a piece of music more effective?</li> <li>• Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they appraise the introductions, interludes and endings for songs and compositions they have created?</li> </ul>	<ul style="list-style-type: none"> <li>• Record compositions and performances and give positive feedback to enable this.</li> </ul>