

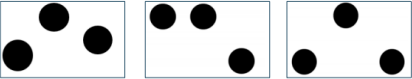


Music Progression Map

| | | EYFS | KS1 | LKS2 | UKS2 |
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| <p>Key concept: Style, genre and tradition</p> <p>and</p> <p>Key concept: History of music</p> | <p>Style including the purpose of the music</p> <p>History of music</p> | <p>> Children are exposed to different styles of music through listening opportunities.</p> <p>South African Sea shanties Nursery rhymes</p> <p>> They listen to short, simple pieces of music and talk about when and why they may hear it, e.g. a lullaby or Wedding march.</p> <p>> Children begin to learn about then and now (related to History learning) and can begin to comment on how the music is different/has changed over time.</p> <p>See Charanga Styles and Cross curricular links document</p> | <p>> Children listen to musical pieces and extracts from different styles, genres, cultures and time periods.</p> <p>> They discuss where and when they may be heard explaining why, using simple musical vocabulary, e.g. It's quiet and smooth - it would be good for a lullaby.</p> <p>> Children learn about then and now (related to History learning) and can comment on how the music is different/has changed over time.</p> <p>See Charanga Styles and Cross curricular links document</p> | <p>> Children listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p> <p>> Begin to name some of the style indicators of a piece of music when they listen to it. (musical characteristics that give the song its style).</p> <p>> Begin to consider how the purpose of the music affects the way it is created and performed. This may well be related to the History of music.</p> <p>See Charanga Styles and Cross curricular links document</p> | <p>> Children have an increasing understanding of how music has evolved through different styles, traditions, cultures, composers and musicians.</p> <p>> Confidently name the style indicators of a piece of music.</p> <p>> Consider and comment on how the purpose of the music affects the way it is created and performed.</p> <p>> Children have an increasing understanding of how music has evolved through history – what was going at this time, historically and musically?</p> <p>See Charanga Styles and Cross curricular links document</p> |
| <p>Key concept: Interrelated dimensions of music</p> | | <p>> Children begin to understand that musical elements can be used to create different moods and effects.</p> <p>> Children focus on the pulse, rhythm and pitch of the music. They know they can move along to the pulse of the music.</p> | <p>> Children understand how musical elements create different moods and effects.</p> <p>They should explore the following:</p> <p>> Know that music has a steady pulse, like a heartbeat.</p> <p>> Recognise when music is loud or quiet (dynamics)</p> <p>> Recognise when music is fast or slow (tempo)</p> | <p>> Children are more confident with the dimensions of music and can identify most of them when listening to a piece of music (texture, dynamics, tempo, rhythm and pitch).</p> <p>> Children can comment on the structure of a song and identify the main sections (introduction, verse, chorus, etc.).</p> | <p>> Children are confident with the dimensions of music and can identify them when listening to a piece of music (texture, dynamics, tempo, rhythm and pitch).</p> <p>> Know and be able to talk about:</p> <p>- How pulse, rhythm, pitch, tempo, dynamics, texture,</p> |

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| | <ul style="list-style-type: none"> > They explore high and low notes. > They understand fast and slow. > They understand loud or quiet. > Understand songs have sections. | <ul style="list-style-type: none"> > Recognise the pitch of music (high or low) and use movement to develop an awareness of this > To know that we can create rhythms from words, our names, favourite food, colours and animals. > Know we add high and low sounds, pitch, when we sing and play our instruments. > Understand rhythms are different from the steady pulse. | <ul style="list-style-type: none"> > Know and be able to talk about: <ul style="list-style-type: none"> - How pulse, rhythm and pitch work together - Pulse: Finding the pulse – the heartbeat of the music - Rhythm: the long and short patterns over the pulse - Know the difference between pulse and rhythm - Pitch: High and low sounds that create melodies - How to keep the internal pulse - Musical Leadership: creating musical ideas for the group to copy or respond to > Children use an increasing amount of musical terms/language when discussing music. > They consider and explore the different dimensions of music when composing their own music, e.g. dynamics, tempo | <ul style="list-style-type: none"> timbre and structure work together to create a song or music - How to keep the internal pulse - Musical Leadership: creating musical ideas for the group to copy or respond to > Children use musical terms/language when discussing music. > They explore the different dimensions of music when composing their own music, e.g. dynamics, tempo, structure |
| <p>Key concept: Notation</p> | <ul style="list-style-type: none"> > Invite children to create marks/symbols/ pictures to pieces of music and instrumental sounds. | <ul style="list-style-type: none"> > Recognise how graphic notation can represent created sounds. Explore and invent own symbols, for example: <div data-bbox="831 1185 1245 1257" style="border: 1px solid black; padding: 5px; margin: 10px 0;">  </div> <ul style="list-style-type: none"> > Learn how the notes of the composition can be written down and changed if necessary. | <ul style="list-style-type: none"> > Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. > Introduce and understand the differences between crotchets and paired quavers. > Apply word chants to rhythms, understanding how to link each syllable to one musical note. | <ul style="list-style-type: none"> > Recognise the connection between sound and symbol > Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers and their equivalent rests. > Select and learn an instrumental part that matches their musical |

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| | | <p>> (Year 1) Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum (Year 1)</p>  <p>> (Year 2) Recognise dot notation and match it to 3-note tunes played on tuned percussion, for example:</p>  | <p>> Capture and record creative ideas using any of:</p> <ul style="list-style-type: none"> o graphic symbols o rhythm notation and time signatures o staff notation o technology. <p>See Musical Notation and Features list</p> | <p>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>See Musical Notation and Features list</p> |
| <p>Key concept: Creativity</p> | <p>> Children know that the words of a song can paint pictures and tell stories.</p> <p>> Children have opportunity to create music using their voices and instruments.</p> | <p>> Begin to create and compose music of their own and with others.</p> | <p>> Playing and experimenting with ideas, through making choices and organising, and finally refining and rehearsing.</p> | <p>> Children have opportunities for devising and developing their own creative pathways.</p> <p>> They make creative decisions, individually and collaboratively, through musical learning.</p> |
| <p>Key concept: Musical terminology and language</p> <p>Children will cover a large amount of musical language.</p> <p>Please see Charanga keyword document and MMC for all terminology</p> | <p>Loud Quiet Slow Fast Instrument Pulse Rhythm Song Sing Chant Repeat Sounds</p> | <p>As EYFS plus:</p> <p>Tempo Dynamics Pitch Orchestra Instrument - Tuned/Untuned Instrumental Listening Singing Playing Composing</p> | <p>As KS1 plus:</p> <p>Improvising Notation Crotchets Paired quavers Minims Fast – allegro Slow – adagio Stave Clef Loud- forte</p> | <p>As LKS2 plus:</p> <p>Semibreves Semiquavers Time signatures 2/4, 3/4 and 4/4</p> <p>Please see Charanga keyword document and MMC for all terminology</p> |

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| | <p>Listen Play</p> | <p>Performing</p> | <p>Quiet – piano Rests Getting louder – crescendo Getting softer – decrescendo</p> | <p>A semibreve is worth 4 beats ◌ A minim is worth 2 beats ↓ A crotchet is worth 1 beat ↓ A quaver is worth half a beat ↘ A semiquaver is worth a quarter of a beat ↘</p> <p>1 semibreve = 2 minims = 4 crotchets = 8 quavers = 16 semiquavers</p> |
| <p>Key skill: Singing</p> | <p>> <i>Sing or rap nursery rhymes and simple songs from memory.</i></p> <p>> <i>Sing along with a pre-recorded song and a backing track focusing on keeping in time and in tune within a given pitch range. (e.g. suitable for EYFS).</i></p> <p>> <i>Learn to start and stop when following a leader.</i></p> <p>> <i>Sing a range of call and response songs (e.g. to control vocal pitch and to match the pitch they hear with accuracy).</i></p> | <p>> Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>> Sing songs with a small pitch range (e.g. <i>Rain, Rain Go Away</i>), pitching accurately.</p> <p>> Learn to sing collectively at the same pitch.</p> <p>> Sing a wide range of <i>call and response</i> songs (e.g. to control vocal pitch and to match the pitch they hear with accuracy.)</p> <p>> Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to the leader's directions.</p> <p>> <i>To confidently sing or rap five songs from memory and sing them in unison.</i></p> <p>> <i>To know that unison is everyone singing at the same time.</i></p> <p>> <i>Songs include other ways of using the voice e.g. rapping (spoken</i></p> | <p>> Use their voices with increasing accuracy, fluency, control and expression.</p> <p>> Consider how to control breathing, increasing the airflow for singing.</p> <p>> Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so (e.g. Extreme Weather), tunefully and with expression. Perform forte and piano, loud and soft.</p> <p>> Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)</p> <p>> Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>> To know and be able to talk about:</p> | <p>> Use their voices with increasing accuracy, fluency, control and expression.</p> <p>> Sing a broad range of songs, including those that involve syncopated rhythms, as part of a group, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>> <i>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</i></p> <p>> <i>To know about the style of the songs so you can represent the feeling and context to your audience</i></p> <p>> <i>To choose a song and be able to talk about:</i></p> <ul style="list-style-type: none"> - <i>Its main features</i> - <i>Singing in unison, the solo, lead vocal, backing vocals or rapping</i> |

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| | | <p>word).</p> <ul style="list-style-type: none"> > To know why we need to warm up our voices. > Learn about voices singing notes of different pitches (high and low). > Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). > Learn to find a comfortable singing position – consider good posture for singing > Learn to start and stop singing when following a leader more confidently. | <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 - Texture: How a solo singer makes a thinner texture than a large group - To know why you must warm up your voice <ul style="list-style-type: none"> > To sing in unison and in simple two-parts. > To demonstrate a good singing posture. > To follow a leader when singing. > To enjoy exploring singing solo. > To sing with awareness of being ‘in tune’. > To rejoin the song if lost. > To listen to the group when singing. | <ul style="list-style-type: none"> - To know what the song is about and the meaning of the lyrics - To know and explain the importance of warming up your voice <ul style="list-style-type: none"> > Sing in unison and sing backing vocals. > Demonstrate a good singing posture. > Follow a leader when singing. > Experience rapping and solo singing. > To listen to each other and be aware of how you fit into the group. > To sing with awareness of being ‘in tune’. | |
| <p>Key skill: Listening and appraising</p> | <p>Listening (Charanga links)</p> | <ul style="list-style-type: none"> > Children can listen quietly and respectfully. > Children respond to music through movement. > Children begin understand that music can touch your feelings and say how a piece of music makes them feel. | <ul style="list-style-type: none"> > Children can listen quietly and with sustained focus to musical pieces and extracts from different genres/cultures and periods. > They know that songs have a musical style. > Learn how songs can tell a story or describe an idea. > They know 5 songs off by heart. - Know what the songs are about. | <ul style="list-style-type: none"> > Children listen with sustained focus to musical pieces, including music created by their peers. > They know five new songs from memory and who sang them or wrote them (from Charanga units) - Know the style of the five songs. To choose one song and be able to talk about: - Some of the style indicators of that song (musical characteristics that | <ul style="list-style-type: none"> > Children listen with attention to detail, internalising and recalling sounds, developing their aural memory. > They know five new songs from memory, who sang or wrote them, when they were written and why? - Know the style of the songs and to name other songs from the Units in those styles. |

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| | | <p>> They understand fast and slow.</p> <p>> They understand loud or quiet.</p> <p>> They begin to listen out for the different types of sounds/instruments they might hear.</p> | <p>- Know and recognise the sound and names of some of the instruments they hear – a wider range of band and orchestral instruments.</p> <p>- Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>- Begin to talk about the feelings and ideas created by a piece of music.</p> <p>- Listen carefully and respectfully to other people’s thoughts about the music.</p> | <p>give the song its style).</p> <p>- The lyrics: what the song is about.</p> <p>- Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</p> <p>- Identify the main sections of the song (introduction, verse, chorus, etc.).</p> <p>- Associate sounds they hear with certain instruments and name those they hear</p> <p>- Talk about the music and how it makes them feel</p> <p>- Use an increasing amount of musical words when discussing music</p> | <p>- The historical context of the songs. What else was going on at this time, musically and historically?</p> <p>- Think about the message of songs.</p> <p>- Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>- Listen carefully and respectfully to other people’s thoughts about the music.</p> <p>- Use musical words when talking about the songs.</p> <p>- To talk about the musical dimensions working together in the Unit songs.</p> <p>- Talk about the music and how it makes you feel, using musical language to describe the music.</p> |
| Responding and reviewing my own work and that of others | | <p>> Children can talk about some features of their own and others’ work: <i>similarities, differences and strengths</i>.</p> <p>> They can state the things they enjoy, and are good at, and things they found more difficult.</p> | <p>> Children can think of simple suggestions about what could make their own work better, e.g. play faster or louder.</p> <p>> They can begin to comment on what they liked about others’ work and what they might change and consider how to make these changes.</p> | <p>> Children can comment on the effectiveness of their own work, identifying and making improvements.</p> <p>> They can comment on the effectiveness of others’ work, identifying areas for improvements based on the intended outcome/purpose.</p> | <p>> Children consider the intended outcome and purpose when reviewing their own work and that of others.</p> <p>> They can comment on the successes of a piece of work and suggest appropriate improvements.</p> |

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| <p>Key skill: Composing and Improvising</p> | <p>Composing</p> | <p>> Children begin to explore their voices and musical instruments.</p> <p>> Create and choose sounds</p> <p>> Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</p> | <p>> <i>Create a simple melody using one, two or three notes.</i></p> <p>> <i>Know composing is like writing a story with music.</i> - <i>Everyone can compose.</i></p> <p>> <i>Help create three simple melodies with the Units using one, three or five different notes.</i> - <i>Learn how the notes of the composition can be written down and changed if necessary.</i></p> | <p>> Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</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. - Different ways of recording compositions (letter names, symbols, audio etc.)</p> <p>> Begin to make compositional decisions about the overall structure of improvisations.</p> | <p>> <i>To know and be able to talk about:</i> - <i>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.</i> - <i>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</i> - <i>Notation: recognise the connection between sound and symbol</i></p> <p>> Create simple melodies using up to five different notes and simple rhythms that work</p> |
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| | | | | | <p>musically with the style of the Unit song.</p> <ul style="list-style-type: none">> Explain the keynote or home note and the structure of the melody.> Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.> Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). |
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| | Improvising | | <p>> To know Improvisation is making up your own tunes on the spot.</p> <ul style="list-style-type: none"> - When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. - Everyone can improvise, and you can use one or two notes. | <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. - Know that using one or two notes confidently is better than using five - Know that if you improvise using the notes you are given, you cannot make a mistake - Know that you can use some of the riffs you have heard in the Challenges in improvisations | <p>> To know and be able to talk about improvisation:</p> <p>As LKS2 plus:</p> <ul style="list-style-type: none"> > Know that you can use some of the riffs you have learnt in the Challenges in your improvisations - Know three well-known improvising musicians |
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| <p>Key skill: Performing & Playing</p> | <p>Playing tuned and untuned instruments</p> | <ul style="list-style-type: none"> > Treat instruments carefully and with respect. > Perform any nursery rhymes or songs adding a simple instrumental part. > Listen to and follow musical instructions from a leader. | <ul style="list-style-type: none"> > Treat instruments carefully and with respect. > Know and recognise the sound and names of some of the instruments they use. > Know the names of untuned percussion instruments played in class. > Play a tuned instrumental part with the song they perform. > 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). > Listen to and follow musical instructions from a leader. > Change the tempo or dynamics while playing an instrument. > Play and perform with an awareness of pulse and rhythm. > Learn the names of the notes in their instrumental part from memory or when written down. | <p><u>Year 3 Violins</u></p> <p>Develop facility in playing tuned percussion or a melodic instrument. Play and perform melodies following <i>staff notation</i> using a small range (e.g. <i>Middle C–E/do–mi</i>) as a whole class or in small groups (e.g. <i>trios</i> and <i>quartets</i>).</p> <ul style="list-style-type: none"> > Treat instruments carefully and with respect. > Use the correct technique to play instruments. > Play any one, or all 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. > To rehearse and perform their part within the context of the Unit song. > Listen to and follow musical instructions from a leader. > Experience leading the playing by making sure everyone plays in the playing section of the song. | <ul style="list-style-type: none"> > To know and be able to talk about: <ul style="list-style-type: none"> - 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 - The instruments they might play or be played in a band or orchestra or by their friends > Play a musical instrument with the correct technique within the context of the Unit song. > 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. > Lead a rehearsal session. |
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| <p>Practise, rehearse and present performances</p> | <ul style="list-style-type: none"> > Understand that a performance is sharing music. > Think about others when performing – begin to have a sense of ‘audience’. > Children perform nursery rhymes by singing and adding actions or dance. | <ul style="list-style-type: none"> > Develop the awareness of audience – think about this during practice and the performance itself. > Perform together in an ensemble, working together with others to create a performance. > <i>Know a performance is sharing music with an audience.</i> <ul style="list-style-type: none"> - <i>A performance can be a special occasion and involve a class, a year group or a whole school.</i> - <i>An audience can include your parents and friends.</i> <i>Choose a song they have learnt from the Scheme and perform it.</i> <ul style="list-style-type: none"> - <i>They can add their ideas to the performance.</i> - <i>Record the performance and say how they were feeling about it.</i> | <ul style="list-style-type: none"> > Continue to develop awareness of audience. > Perform with awareness of different parts. > <i>To know and be able to talk about:</i> <ul style="list-style-type: none"> - <i>Performing is sharing music with other people, an audience</i> - <i>You need to know and have planned everything that will be performed</i> - <i>You must sing or rap the words clearly and play with confidence</i> - <i>A performance can be a special occasion and involve an audience including people you don’t know</i> - <i>It is planned and different for each occasion</i> - <i>It involves communicating feelings, thoughts and ideas about the song/music</i> <i>To choose what to perform and create a programme.</i> <ul style="list-style-type: none"> - <i>Present a musical performance designed to capture the audience.</i> - <i>To communicate the meaning of the words and clearly articulate them.</i> - <i>To talk about the best place to be when performing and how to stand or sit.</i> - <i>To record the performance and say how they were feeling, what they were pleased with, what they would change and why.</i> | <ul style="list-style-type: none"> > Have a strong awareness of the audience – consider how to create a specific effect with the audience in mind. > Rehearse and perform their part within the context of the Unit song. > <i>To know and be able to talk about (as LKS2 plus):</i> <ul style="list-style-type: none"> - <i>Everything that will be performed must be planned and learned</i> - <i>You must sing or rap the words clearly and play with confidence</i> > <i>Choose what to perform and create a programme (as LKS2 plus):</i> <ul style="list-style-type: none"> - <i>To talk about the venue and how to use it to best effect.</i> - <i>To record the performance and compare it to a previous performance.</i> - <i>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</i> |
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MMC

| | Year 3 | Year 4 | Years 5 & 6 |
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| Crotchets | ✓ | ✓ | ✓ |
| Paired quavers | ✓ | ✓ | ✓ |
| Minims | ✓ | ✓ | ✓ |
| Semibreves | | | ✓ |
| Semiquavers | | | ✓ |
| Rests | | ✓ | ✓ |
| Time signatures 2/4, 3/4 and 4/4 | | | ✓ |
| Fast (<i>allegro</i>), slow (<i>adagio</i>) | ✓ | ✓ | ✓ |
| Getting faster (<i>accelerando</i>), getting slower (<i>rallentando</i>) | | ✓ | ✓ |
| Stave, lines and spaces, clef*, reading dot notation | ✓ do-me Range of a 3rd | ✓ do-so Range of a 5th | ✓ do-do' Range of an octave |
| Loud (<i>forte</i>) | ✓ | ✓ | ✓ |
| Quiet (<i>piano</i>) | ✓ | ✓ | ✓ |
| Getting louder (<i>crescendo</i>), Getting softer (<i>decrescendo</i>) | | ✓ | ✓ |