

Progression Map of Music 2021-2022

Key Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>SING</b>	<p><b>Use their voices expressively and creatively by singing songs and speaking, chants and rhymes.</b> Accomplished by: singing a range of rhymes and chants in a group or on their own, using the singing voice in different ways through tempo, dynamics, pitch and timbre, increasingly matching pitch and melody. Demonstrate and practice by using different modes by trying various characters (e.g. giant, witch, fairy, mouse etc.)</p>	<p><b>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</b> Accomplished by: Speaking chants and rhymes, mark the phrases of a song, tap / clap the beat whilst singing. Sing questions (call and response songs).</p>	<p><b>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Sing with control of pitch and an awareness of other performers.</b> Accomplished by: Speaking chants and rhymes. Mark the phrases of a song. Tap the beat while singing. Clap the rhythm of words of a song while singing. Sing questions (call and response songs). Singing simple two-note phrases from notation.</p>	<p><b>Sing with an understanding of how to improve accuracy, fluency, control and expression.</b> Accomplished by: Exploring and using changes of tempo/dynamics. Decide how to perform a song.</p>	<p><b>Sing with an understanding of how to improve accuracy, fluency, control and expression.</b> Accomplished by: Exploring and use changes of tempo / dynamics. Decide how to perform a song. Sing in parts.</p>	<p><b>Sing with an understanding of how to improve accuracy, fluency, control and expression.</b> Accomplished by: Choosing appropriate tempo and dynamics while singing. Sing an ostinato accompaniment. Sing in 2 parts in harmony.</p>	<p><b>Sing with an understanding of how to improve accuracy, fluency, control and expression.</b> Accomplished by: Choosing appropriate tempo and dynamics while singing. Sing an ostinato accompaniment. Sing in 2 and 3 parts in harmony.</p>
<b>PLAY</b>	<p><b>Play tuned and un-tuned instruments.</b> Accomplished by: Using tuned percussion, e.g. xylophone, triangle with increasing control. Know the names of instruments and what they're made of (wood, skin, metal).</p>	<p><b>Play tuned and un-tuned instruments musically.</b> Accomplished by: Copy a given rhythm, play the rhythm of a song, play the beat of a song, Explore tempo, dynamics, pitch. Play a simple ostinato.</p>	<p><b>Handle and play tuned and un-tuned instruments with control.</b> Accomplished by: Copying a given rhythm. Play the beat/rhythm of a song. Play the rhythm of a song whilst others tap the pulse. Exploring tempo, dynamics, pitch, texture and timbre.</p>	<p><b>Play with an understanding of how to improve accuracy, fluency, control and expression.</b> Accomplished by: Copying a rhythmic phrase. Clap the rhythm of a song while others tap the beat. Tap the metre of songs. Play simple tunes by ear.</p>	<p><b>Play with an understanding of how to improve accuracy, fluency, control and expression.</b> Accomplished by: Organise musical phrases (ternary form ABA). Create a melodic phrase. Improvise rhythmic phrases of equal length in pairs. Work in pairs to structure a piece, using 2 simple musical ideas.</p>	<p><b>Play with an understanding of how to improve accuracy, fluency, control and expression.</b> Accomplished by: Copying and improvising rhythmic phrases. Tap/clap the metre of the song while others clap the rhythm. Explore different metres / play on beat ONE. Play simple tunes, add drone accompaniment. Read, play and write 4&amp;8 beat rhythm notation (crotchet, crotchet rest, quavers, minim, dotted crotchets,</p>	<p><b>Play with an understanding of how to improve accuracy, fluency, control and expression.</b> Accomplished by: Copying and improvising rhythmic 4&amp;8bar phrases. Combine ostinato phrases. Explore different metres / play on beat ONE. Play simple tunes and add ostinato-accompaniment. Notate compositions using the most appropriate method where applicable. Notate</p>
<b>NOTATION</b>	<p>Clap / play back a modelled rhythm. Playing along to songs and distinguish rhythm and beat (shakers, clave, triangles)</p>	<p>Play a rhythmic phrase, following a simple graphic score (with images)</p>	<p>Play a given ostinato as part of a group. Play the melody of a 5-note song on a xylophone.</p>	<p>Play two ostinato rhythms simultaneously. Read and play 4 and 8-beat rhythm notation (e.g. crotchet, crotchet,</p>	<p>Create an ostinato to reflect the mood suggested by a painting, poem, story or other external stimuli.</p>	<p>minim, dotted crotchets,</p>	

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			Read simple notation flash cards.	rest, quaver). Read and play simple pitch notation.		semi-breves). Read and play simple melodic phrases.	simple melodic phrases from dictation.
<b>COMPOSE AND IMPROVISE</b>	<p><b>Experiment with, create, select and combine sounds using the elements of music: dynamics, tempo, pitch, duration, texture and timbre.</b></p> <p>Accomplished by: Exploring pitch, duration and develop representing their own ideas, thoughts and feelings through music. Create pieces of music in response to given stimuli (e.g. choose instruments to make different sounds in a story).</p>	<p><b>Experiment with, create, select and combine sounds, using the elements of music.</b></p> <p>Accomplished by: Improvising and creating rhythms. Take turns when playing with a partner. To be aware of rests in music. Choose sounds to illustrate a poem/story/picture etc.</p>	<p><b>Experiment with, create, select and combine sounds, using inter-related elements of music.</b></p> <p>Accomplished by: Creating a melodic ostinato using two notes. Play equal length phrases with a partner, using graphic notation and picture scores. Create, choose and organise sounds and musical ideas in response to a poem/picture/story etc.</p>	<p><b>Experiment with, create, select and combine sounds, using inter-related elements of music.</b></p> <p>Accomplished by: Improvise / create rhythms. Take turns when playing with a partner. To be aware of rests in music. Choose sounds to illustrate a poem/story/picture/scene.</p>	<p><b>Experiment with, create, select and combine sounds, using inter-related elements of music.</b></p> <p>Create a melodic ostinato using two notes. Play equal length phrases with a partner. Use graphic notation. Create, choose and organise sounds and musical ideas in response to a poem/picture/scene.</p>	<p><b>Compose and improvise including the use of music technology.</b></p> <p>Accomplished by: Organising rhythmic and melodic phrases in a simple structure. Create an ascending and descending tune. Improvise melodic phrases using the pentatonic scale. Create and play an instrumental accompaniment with a simple 2-chord progression. Compose music to evoke contrasting moods suggested by a stimulus. Using a simple device (e.g. i-pad) to record a loop, repeat and edit loop. Create a melody.</p>	<p><b>Compose and improvise including the use of music technology.</b></p> <p>Accomplished by: Organise rhythmic and melodic phrases in a simple structure. Create a tune using 2- or 3 phrases. Improvise melodic phrases. Combine melody and ostinato accompaniment. Compose music to evoke contrasting moods suggested by a stimulus. Using a simple device (i-pad) to record a loop, repeat and edit loop. Create a melody.</p>
<b>LISTEN</b>	<p><b>With concentration and understanding to a range of high quality live and recorded music.</b></p> <p>Accomplished by: Developing attentive listening skills by matching sounds with movement. Explore how music makes you feel.</p>	<p><b>Listen with concentration and understanding to a range of high quality live and recorded music.</b></p> <p>Accomplished by: Moving with the pulse/ beat to a piece of music. Identify repeated sections in a piece of music. Trace the shape of a song. Identify ascending and descending sounds in a song. Recognise percussion instruments being played in music. Recognise changes in dynamics and tempo. Listen to and respond to live /recorded music.</p>	<p><b>Listen with concentration and understanding to a range of high-quality live and recorded music.</b></p> <p>Accomplished by: Identifying the beat and metre of a song. Identify a repeated motif in a piece of music. Trace the shape of a song. Identify ascending and descending passages in a piece of music. Recognise percussion, brass and string instruments being played in music.</p>	<p><b>With attention to detail and recall sounds with increasing aural memory.</b></p> <p>Accomplished by: Listening to a range of music from different traditions. Recognise individual key instruments in a piece of music. Identify repeated &amp; contrasting sections in recorded music. Identify phrases in a song. Listen/ respond to live/recorded music, talk about how it makes you feel.</p>	<p><b>With attention to detail and recall sounds with increasing aural memory.</b></p> <p>Accomplished by: Listening to a range of music from different traditions. Identify instruments, style &amp; era of different recorded music. Identify repeated &amp; contrasting sections in recorded music. Analyse basic song structures. Listen to/ respond to live/ recorded music. Talk about how it makes you feel. Recognise how music can reflect different dimensions.</p>	<p><b>With attention to detail and recall sounds with increasing aural memory.</b></p> <p>Accomplished by: Listening to/ make comparison of a range of music from different traditions. Listen to an individual part in 3- and 4-part music. Recognise how sounds are used to achieve an intended effect. Analyse basic song structures. Listen / respond to live/ recorded music, talk about how it makes us feel.</p>	<p><b>With attention to detail and recall sounds with increasing aural memory.</b></p> <p>Accomplished by: Listening to/making comparison of a range of music from different traditions. Listen to an individual rhythm in a five part structure. Recognise how layers of sound can achieve an intended effect. Analyse basic song structures. Listen/respond to live/ recorded music, talk about how it makes you feel, e.g. explore major and minor chords.</p>

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			Describe changes in dynamics and tempo.				
<b>PERFORM</b>	Perform songs, rhymes, poems and stories expressively with others and (when appropriate) try to move in time with music.	Perform together and follow instructions that combine the musical elements.	Perform together and on their own, following instructions that combine the musical elements with an awareness of different parts.	<b>Present musical skills with an awareness of musical elements.</b> Accomplished by: Performing together and on their own, in different ways, with an awareness of different parts.	<b>Present musical skills with an awareness of musical elements.</b> Accomplished by: Performing together and on their own, in different ways, with an awareness of different parts and of the audience.	<b>Present musical skills with an awareness of musical elements.</b> Accomplished by: Perform together and on their own, in different ways, with an awareness of different parts, the audience and occasion.	<b>Presenting performances effectively</b> , with an awareness of different parts, the audience, venue and occasion and an ability to improve their work through evaluation and comparison.
<b>VOCABULARY</b>	Duration, pitch, tempo, dynamics, timbre, structure, pulse/beat	Duration, pitch, tempo, dynamics, timbre, structure, call and response, pulse/beat, rhythm improvise, rests, melodic, graphic score, notation.	Duration, pitch, tempo, dynamics, timbre, structure, call and response, texture, pulse/beat, rhythm, ostinato, improvise, rests, motif /theme, melodic, graphic score, notation.	Duration, pitch, tempo, dynamics, timbre, structure, call and response, texture, pulse/beat, rhythm, metre, melody, harmony, ostinato, improvise, rests, motif /theme, melodic, graphic notation.	Duration, pitch, tempo, dynamics, timbre, structure, call and response, texture, pulse/beat, rhythm, metre, melody, harmony, ostinato, improvise, rests, motif /theme, melodic, graphic notation, pentatonic, phrase, sequence, (graphic score), staff notation, stave, improvisation, Binary Form, ternary form	Duration, pitch, tempo, dynamics, timbre, structure, call and response, texture, pulse/beat, rhythm, metre, melody, harmony, ostinato, improvise, rests, motif /theme, melodic, graphic notation, pentatonic, phrase, sequence, (graphic score), staff notation, stave, chord, chord progression, improvisation, Binary Form, ternary form,	Duration, pitch, tempo, dynamics, timbre, structure, call and response, texture, pulse/beat, rhythm, metre, melody, harmony, ostinato, improvise, rests, motif /theme, melodic, graphic notation, pentatonic, phrase, sequence, (graphic score), staff notation, stave, improvisation, chord, chord progression, Binary Form, ternary form