



Music Progression Map

Intent:

Our music curriculum nurtures, inspires and enriches our pupils' learning experience. Our curriculum will build the confidence in children to sing within a group or solo, sing in harmony, perform, develop an understanding of musical terminology, creating and developing music ideas, listening, responding and reviewing music.

Development matters

EAD

3-4 year olds

- Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.

Reception children

- Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.

ELG – Being Imaginative and Expressive

- Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories

National Curriculum Key stage 1

- Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhyme
- Pupils should be taught to play tuned and untuned instruments musically
- Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music
- Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.

National Curriculum Key stage 2

- Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music
- Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory
- Pupils should be taught to use and understand staff and other musical notations
- Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Pupils should be taught to develop an understanding of the history of music

with others, and (when appropriate) try to move in time with music.				
Development of musicianship	EYFS	KS1 Years 1 and 2	KS2 Years 3 and 4	KS2 Years 5 and 6
Controlling sounds through singing and playing (performing)	<ul style="list-style-type: none"> • To sing or rap nursery rhymes and simple songs from memory. • To explore singing at different speeds and pitch to create moods and feelings. • To discover how to use the voice to create loud and soft sounds. • To know songs have sections. • To sing along with a pre-recorded song and perform movements to a steady beat. • Perform any of the nursery rhymes by singing and adding actions or dance. • Perform any nursery rhymes or songs adding a simple instrumental part. • Record the performance to talk about. 	<ul style="list-style-type: none"> • To sing simple songs, chants and rhymes from memory, singing as a group and at the same pitch. • Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear accurately (high and low). • To sing with a sense of shape of the melody. • To know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to the leaders' directions and visual symbols (e.g. crescendo, decrescendo and pause). • To follow instructions on how and when to sing/play an instrument. • To make and control short and long sounds (duration) using voices and instruments. To include simple improvisation. • To take notice of others when performing. • Record the performance to talk about. 	<ul style="list-style-type: none"> • To sing in unison tunefully with awareness of pitch and with expression. • To perform actions confidently and in time to a range of actions songs. • To walk, move or clap a steady beat with others, changing speed of the beat as the tempo of the music changes. • To demonstrate a good singing posture • To follow a leader when singing. • To sing with awareness of being 'in tune', pronouncing words carefully and breathe well. • To have an awareness of the pulse internally when singing. • Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). • Perform with control and awareness of what others are singing/ playing. • To listen to and follow musical instructions from a leader (crescendo, decrescendo and pause). • To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<ul style="list-style-type: none"> • To sing a broad range of songs, exploring phrasing, accurate pitch and style. • To sing three- and fourpart rounds, partner songs and songs with a verse and a chorus. • To experience rapping and solo singing. • To maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. • To sing with awareness of being 'in tune', pronouncing words carefully and breathe well. • Sing or play from memory with confidence. • Play more complex instrumental parts. • To record the performance and compare it to a previous performance. • To discuss and talk musically about it – "What went well?" and "It would have been even better if...?" • Play a musical instrument with the correct technique within the context of the Unit song. • To play more complex • instrumental parts.
Creating and developing musical ideas (composing).	<ul style="list-style-type: none"> • Play instruments to a steady beat. • Understand how to hold and play an instrument with care. 	<ul style="list-style-type: none"> • Make a sequence of long and short sounds with help (duration). • Clap longer 	<ul style="list-style-type: none"> • To compose and perform melodies using three or four notes. • To make creative use 	<ul style="list-style-type: none"> • To compose and perform melodies using five or more notes. • To compose short

	<ul style="list-style-type: none"> • Explore the different sounds instruments make. • Choose an instrument to create a specific sound. 	rhythms with help. • Make different sounds (high and low–pitch; loud and quiet–dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre) • Improvise simple chants using question and answer phrases. • To create musical sounds effects and short sequences of sound in response to stimuli e.g. rainstorm or train journey. Combine to make a story (sound scape) choosing and playing classroom instruments or sounds makers. • To understand the difference between creating a rhythm pattern and a pitch pattern. • Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. • Recognise how graphic notation can represent created sounds. Explore and invent own symbols e.g. • To play tuned and untuned instruments musically. • Use graphic symbols, dot notation and stick notation to record composed pieces.	of the way sounds can be changed, organised and controlled (including ICT). • To create accompaniments for unes using drones or melodic ostinato (riffs). • To create (dotted) rhythmic patterns with awareness of timbre and duration. • To begin to use musical features such as legato (smooth) and staccato (detached/short) notes. • To combine rhythmic notation with letter names to create short pentatonic phrases. • To begin to learn about major and minor chords. • Record creative ideas using graphic scores, rhythm notation, staff notation and technology.	ternary pieces of music (ABA). • To compose melodic phrases using the pentatonic scale (e.g. C, D, E, G, A). • To improvise music over a simple groove, responding to a beat and creating a melody. • To experiment with a wider range of dynamics, including, very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). • To begin to use major and minor chords to compose melodies. • Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. • Create music reflecting given intentions and record using standard notation. • Use ICT to organise musical ideas (where appropriate). • Record creative ideas using graphic scores, rhythm notation, staff notation and technology. • To play tuned, untuned and/or orchestral instruments.
Responding and reviewing (appraising)	<ul style="list-style-type: none"> • Express feelings in music by responding to different moods in a musical score. • Listen to music and respond by using hand and 	<ul style="list-style-type: none"> • Hear and identify the pulse in music. • Hear different moods in music. • Identify texture–one sound or several sounds? • 	<ul style="list-style-type: none"> • Know how pulse stays the same but rhythm changes in a piece of music and dance. • Listen to several layers of 	<ul style="list-style-type: none"> • Use musical vocabulary confidently to describe music and dance structures such as cannon, fugue, unison, rondo. •

	<p>whole-body movements. • Listen to different sounds (animal noise, water etc.) and respond with voice and movement.</p>	<p>Begin to recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). • Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). • Start to recognise different instruments</p>	<p>sound (texture) and talk about the effect on mood and feelings. Interpret in dance. • Use more musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. • Counting simple music when dancing. • To think about what the words of a song mean.</p>	<p>Refine and improve own/ others’ work. Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo). • Use these words to identify strengths and weaknesses in own and others’ music. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences • Identify orchestral family.</p>
<p>Listening and applying knowledge and understanding.</p>	<p>• Choose different instruments, including the voice, to create sound effects in play • Investigate a variety of ways to create sound with different materials. • Experiment performing songs and music together with body movements to a steady beat.</p>	<p>• To begin to recognise instruments being played in a piece of music. • To begin to recognise simple repeated patterns and follow musical instruction (tempo, dynamics). • Know how sounds are made and changed. • To understand how changing musical elements can create different moods and effects. • To begin to represent sounds with a range of symbols, shapes and marks (graphic notation). To know</p>	<p>• To listen with attention and begin to recall sounds with increasing accuracy. • To understand how musical elements are combined and used for effect. • To begin to use simple dot notations to show higher and lower pitch. • To know what the stave line and clef represent. • To begin to understand how many beats a musical note is worth (quaver, crochet, minim, rest). • To describe different purposes of music in history/</p>	<p>• To listen and recall a range of sounds and patterns with accuracy and confidence. • To use increased aural memory to recall sounds accurately. • To know and use standard musical notation to perform and record own music (adding semiquavers, semibreves). • To understand the difference between 2/4, 3/4 and 4/4 time signatures. • To play melodies following staff notation. • To use different venues and occasions to vary</p>

				music can be played or listened to for a variety of purposes.	other cultures. • To listen to music identify instruments and suggest historical period. • To know the names of Classical composers such as Mozart, Beethoven and Hayden. Respond in movement and dance to musical scores.	performances. • To describe different purposes of music in history/ other cultures. • To retain knowledge of musical periods and assign key works to historical period through deduction To know of key composers and which period they relate to.	
Songs from Sing up		Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
	EYFS -R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<u>Sing up songs:</u> - I've got a grumpy face - The Sorcerer's Apprentice - Witch, witch - Row, row, row your boat	Childhood: <u>Sing up songs:</u> - Menu song - Colonel Hathi's March - Magical musical aquarium - The king is in the castle	Movers and Shakers: <u>Sing up songs:</u> - Tony Chestnut - Carnival of the Animals - Creepy castle - Magical musical aquarium	Through the Ages: <u>Sing up songs:</u> - I've been to Harlem - Nao chariya de/ Mingulay boat song - Sound symmetry - Chilled out clap rap	Invasion: <u>Sing up songs</u> - This little light of mine - The Pink Panther Theme - Sound symmetry - My fantasy football team	Dynamic Dynasties: <u>Sing up songs:</u> - What shall we do with the drunken sailor? - Why we sing - Keep the home fires burning - Song writing	Maafa: <u>Sing up songs:</u> - Hey Mr Miller - Shadows - Touch the sky - Song writing
Spring	<u>Sing up songs:</u> - Bird spotting: Cuckoo polka - Shake my sillies out - Up and down - Five fine bumble bees	Bright Lights, Big City: <u>Sing up Sings:</u> - Football - The sea: 'Dawn' from Sea Interludes - Musical conversations - Who stole my chickens and	Coastline: <u>Sing up songs:</u> - Grandma rap - Orawa Musical conversations - Minibeasts	Rocks, Relics and Rumbles: <u>Sing up songs:</u> - Ukulele 1: Latin dance - March' from The Nutcracker - From a railway carriage - The bare	Misty Mountain, Winding River: <u>Sing up songs:</u> - Ukulele 3: The doot doot song - Fanfare for the common man - From a railway carriage - Tongo	Sow, Grow and Farm: <u>Sing up songs:</u> - Madina tun nabi - Época - Compose 2 - Three little birds	Frozen Kingdoms: <u>Sing up songs:</u> - Dona nobis pacem - Listen 2 - Compose 2 - Ain't gonna let nobody

		my hens?		necessities			
Summer	<u>Sing up songs:</u> - Down there under the sea - Listen 3 - Slap clap clap - Bow, bow, bow Belinda.	School Days: <u>Sing up songs:</u> - Just like me - Listen 3 Compose 3 - As I was walking down the street	Magnificent Monarchs: <u>Sing up songs:</u> - Tanczomy labada -Listen 3 - Compose 3 The rockpool rock	Emperors and Empires: <u>Sing up songs:</u> - Ukulele 2: Fly with the stars - Listen 3 Compose 3 - Four white horses	Ancient Civilisations: <u>Sing up songs:</u> - Ukulele 4: Favourite song - Listen 3 - Compose 3 - Consider yourself	Ground-breaking Greeks: <u>Sing up songs:</u> - Baloo baleerie - Listen 3 - Compose 3 - Kis nay banaayaa	Britain at War: <u>Sing up songs:</u> - Ame sau vala tara bal - Listen 3 - Compose 3 - Nobody knows (The Lumineers)