

**Sherdley Primary School**  2022-23

**Music** Progression Map

Early Years Foundation Stage

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|  | Autumn | Spring | Summer |
| Preschool | **Expressive Arts and Design: Being Imaginative and Expressive**   * To respond emotionally and physically to music. * To move and dance to music. * To explore their voice. * To enjoy songs and rhymes. * To begin to explore different sound makers. To create sound effects and movements, e.g., the sound of a car. * To use words to identify and name sounds.   **Communication and Language: Listening, Attention and Understanding**   * To listen to a nursery rhyme. * To try and join in with part of a nursery rhyme. * To listen to simple songs. | **Expressive Arts and Design: Being Imaginative and Expressive**   * To make rhythmical and repetitive sounds. * To enjoy taking part in action songs. * To move, sing and listen whilst playing instruments. * To listen with increased attention to sounds. * To partake in songs and rhymes. * To explore different sound makers and match the sounds.   **Communication and Language: Listening, Attention and Understanding**   * To retell a nursery rhyme. * To listen in a large group. * To answer a simple question about a nursery rhyme or familiar story. | **Expressive Arts and Design: Being Imaginative and Expressive**   * To sing an entire song. * To ‘pitch match’. * To sing a melodic shape of a familiar song. * To play a range of instruments with increasing control, expressing their ideas and feelings/emotions. * To create their own song based on a familiar song. * To use words to describe sounds and music.   **Communication and Language: Listening, Attention and Understanding**   * To listen and respond in a large group. * To begin to join in with repeated refrains. * To be able to sing a range of songs. * To know many rhymes. |
| Reception | **Expressive Arts and Design: Being Imaginative and Expressive**   * To listen to music from different cultures, faiths and countries. * To talk about how music makes them feel and move. * To tap/clap the rhythm of the different sounds. * To copy simple rhythms. * To listen to and talk about high and low pitches. * To explore the percussion instruments. * To learn to sing Nursery Rhymes. * To create narratives based around stories. * To engage in story times, joining in with repeated phrases and actions.   **Communication and Language: Listening, Attention and Understanding**   * To learn the understanding of pitch, dynamics and rhythm. | **Expressive Arts and Design: Being Imaginative and Expressive**   * To listen to music from Africa. * To move in response to the music. * To join in with a simple rhythm using a chime bar. * To make high and low pitches. * To name the percussion instruments. * To experiment with African instruments. * To beat out a simple rhythm on a drum. * To explore dynamics – fast and slow sounds.   **Communication and Language: Listening, Attention and Understanding**   * To learn the understanding of pitch, dynamics and rhythm. | **Expressive Arts and Design: Being Imaginative and Expressive**   * To listen to traditional music. * To explore pitch by creating sounds using voices and instruments. * To perform songs to others. * To copy and create sound patterns using simple graphic scores. * To create their own rhythms that can be copied.   **Communication and Language: Listening, Attention and Understanding**   * To learn the understanding of pitch, dynamics and rhythm. |

Key Stage 1

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|  | Musicianship: Pulse | Musicianship: Rhythm | Musicianship: Pitch | Listening | Improvising and Composing | Performing and Singing |
| Year 1 | * Walk, move or clap a steady beat with others in time with the tempo of music. * Use body percussion and classroom percussion to play short, repeated patterns (ostinato). * Respond to the pulse in recorded/live music eg. by stepping, jumping or walking on tiptoes. | * Perform short copycat rhythms, following the teacher. * Performing short repeating rhythm patterns staying in time with a steady beat. * Perform word-pattern chants. | * Listen to sounds in the school environment, identifying and comparing high and low sounds. * Sing familiar songs in high and low voices. * Explore percussion sounds to enhance storytelling. | * Respond to different moods in music saying how it makes me feel. * Listen to a range of live and recorded music. | * Improvise simple vocal chants, using question and answer phrases. * Invent and remember simple pitch and rhythm patterns. * Know how graphic notation can represent sounds and invent and use their own symbols. | * Perform simple rhythm and pitch patterns for others, taking turns. * Sing simple songs. chants and rhymes from memory, collectively and at the same picture. * Respond to simple visual directions (eg. stop, start, loud, quiet) and counting in. |
| Year 2 | * Understand that the speed of the beat can change, creating a faster or slower pace (tempo). * Walk in time to the beat of a piece of music or song. * Begin to group beats in twos and threes. | * Play copycat rhythms, copying a leader and invent rhythms for others to copy. * Create rhythms using word phrases as a starting point. * Read and respond to chanted rhythm patterns and represent them with stick notation including crotchets, quavers and crotchet rests. | * Play a range of singing games matching voices accurately. * Sing short phrases independently within a singing game or short song. * Respond to pitch changes in short melodic phrases and indicate these with actions. | * Recognise repeating patterns when listening to music eg. chorus, verse. * I can listen and recognize some elements of music: timbre, pitch, dynamics. | * Create and perform their own chanted rhythm patterns with stick notation including crotchets, quavers and crotchet rests. * Create music in response to a non-musical stimulus (eg. a storm, a car race). * Work with a partner to improvise simple question and answer phrases to be sung and played on untuned percussion, creating a musical conversation. | * Sing songs with a pitch range of do-so (C-G) with increasing vocal control. * 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 and/or visual cues. * Recognise dot notation and match it to 3-note tunes played on tuned percussion. |

Key Stage 2

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|  | Listening | Improvising and Composing | Singing | Performing |
| Year 3 | * I can use musical vocabulary to describe what I like/do not like about a piece of music eg. I liked the tempo of the piece, the dynamics in the chorus made me feel… * I can identify some musical features in music and how they might change eg. dynamics, tempo, staccato/legato phrases. * Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes. | * Develop skills in improvising eg. become more confident at inventing short on-the-spot responses using the note range C-E. * Structure musical ideas to create music that has a beginning, middle and end. * Compose in response to different stimuli eg. stories, images, poems and musical sources. | * Perform actions confidently and in time to a range of action songs (eg. Heads and Shoulders). * Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. * Sing a widening range of songs in unison using the notes range C-G. | * Copy stepwise melodic phrases with accuracy at different speeds – allegro and adagio (fast and slow). * Accurately play question and answer phrases. * Notation: use dot notation to show higher or lower pitch. * Notation: Understand the difference between crotchets and paired quavers. * Perform as a choir in school assemblies. |
| Year 4 | * I can explain the place of silence and say what effect it has. * I can start to identify the character of a piece of music. * Begin to recognise key features of different styles of music and explore genres in more depth. | * Improvise on a limited range of pitches (C-G) using legato and staccato (smooth and detached) note durations. * Combine known rhythmic notation (crotchets, quavers and minims) with the note range C-G in compositions. * Use notation cards of known note values to create 2,3 and 4 beat phrases. * Capture and record creative ideas eg. through graphic scores, staff notation, technology and/or rhythm notation. | * Sing a range of unison songs with a note range C-C. * Sing rounds and partner songs in different time signatures (2, 3 and 4/4 time). * Begin to sing songs with small and large leaps. * Sing songs with a simple second part to introduce vocal harmony. | * Play and perform melodies following staff notation using a small note range (C-G). * Perform in two or more parts (eg. melody and accompaniment, duet) from simple notation. * Identify static and moving parts. * Notation: introduce and understand the differences between minims, crotchets, paired quavers and their rests. * Notation: read and perform pitch notation with notes C-G. * Notation: follow and perform simple rhythmic scores to a steady beat, including maintaining individual parts accurately. * Perform a range of songs in school assemblies. |
| Year 5 | * I can describe and compare music using musical vocabulary. * I can begin to recognize different eras in music: Baroque, Classical, Romantic, 20th Century. | * Improvise over a drone using tuned percussion and melodic instruments. * Improvise over a simple groove responding to the beat and creating a satisfying melodic shape. * Compose melodies made from pairs of phrases in C Major or A minor. * Work in pairs to create a short ternary piece. * I can explain why I think my music is successful or unsuccessful. | * Sing a range of songs with a sense of ensemble, including observing phrasing increasingly accurate pitching and appropriate style. * Sing three-part rounds, partner songs and songs with a verse and a chorus. | * Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation using notes C-C. * Understand how triads are formed and play them on tuned percussion. * Perform simple chordal arrangements to familiar songs (eg. *Yellow Submarine* by The Beatles). * Further understand the difference between semibreves, minims, crotchets, and their rests. * Notation: understand the differences between 2/4, 3/4 and 4/4 time signatures. * Notation: read and perform pitch notation within an octave. * Perform a range of songs in school assemblies and in school performance opportunities. * Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. |
| Year 6 | * I can identify different musical devices in a variety of musical genres. * I can show some awareness of the influence and place music has had in society over time. | * Create music with multiple sections that include repetition and contrast. * Use chord changes as part of an improvised sequence. * Extend improvised melodies beyond 8 beats. * Plan and compose an 8 or 16 beat melody using the pentatonic scale (C, D, E, G, A). Play and notate. * Compose melodies made from pairs of phrases in either G major or E minor. * Compose a ternary piece of music (3 sections), using available and appropriate music software and apps. * Can improve their work and suggest improvements to others. | * Sing a broad range of songs, including those involving syncopated rhythms, as part of a group with a sense of ensemble and performance. * Continue to sing three and four part rounds. * Develop greater listening skills, balance between parts and vocal independence eg. by positioning singers randomly within the group. | * Play a melody following staff notation written on one stave using notes with an octave range (eg. C-C). Make decisions about dynamics (very loud – ff; very quiet – pp; moderately loud – mf; and moderately quiet – mp). * Accompany melodies using block chords or a bass line eg. by using tuned percussion, tablets or an online keyboard. * Further understand the difference between semibreves, minims, crotchets, quavers, and semi quavers, and their equivalent rests. * Further develop the skills to read and perform pitch notation within an octave. * Read and play confidently from rhythm notation cards and rhythmic scores. * Read and play from notation a four bar phrase confidently identifying note names and durations. * Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. * Engage with others through ensemble playing, with pupils taking on melody or accompaniment roles. |