

## MUSIC PROGRESSION MAP

Listen & Appraise						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>To begin to identify and move to the pulse.</li> <li>To talk about whether you like the music and why.</li> </ul>	<ul style="list-style-type: none"> <li>To confidently identify and move to the pulse.</li> <li>To talk about how music makes you feel or want to move.</li> <li>To understand that a piece of music may be made up of sounds from different instruments.</li> </ul>	<ul style="list-style-type: none"> <li>To respond to different moods in music, thinking about the changes in sound.</li> <li>To hear the sounds made by different instruments in a piece of music.</li> <li>To know some songs have a chorus or a response part.</li> <li>To know that songs have a musical style.</li> <li>To begin to talk about the tempo and dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>To explore and comment on the ways sounds can be used expressively.</li> <li>To know and recognise the sound and names of some of the instruments that can be heard.</li> <li>Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>To identify the style of music.</li> <li>To begin to talk about the musical dimensions*</li> <li>To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.</li> <li>To identify the musical characteristics that give the song its style.</li> <li>To begin to talk about the musical dimensions* featured.</li> <li>Begin to notice and explore the lyrics used in the song.</li> <li>To listen to and respond to a wide range of live and recorded music drawn from different traditions, great composers and musicians.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to talk about how the musical dimensions work together throughout the piece.</li> <li>To identify the style of music and name other pieces in the same style.</li> <li>To begin to talk about the historical context of the song.</li> <li>To talk about the lyrics of the song and explore the message or story being portrayed.</li> <li>To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*.</li> <li>To compare two songs in the same style, talking about what stands out musically in each of them; their similarities and differences.</li> <li>To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.</li> </ul>
Sing and Perform						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>To sing a few familiar songs.</li> <li>To tap out simple repeated rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>To listen and sing back.</li> <li>To explore the different types of sounds that can be</li> </ul>	<ul style="list-style-type: none"> <li>To sing notes from different pitches.</li> <li>To know that songs include other ways</li> </ul>	<ul style="list-style-type: none"> <li>To develop an awareness of singing 'in tune'.</li> <li>To use voices as instruments to listen</li> </ul>	<ul style="list-style-type: none"> <li>To understand that a solo singer makes a thinner texture than a group of singers and begin to talk</li> </ul>	<ul style="list-style-type: none"> <li>To sing with a strong internal pulse.</li> <li>To identify different vocals in a song –</li> </ul>	<ul style="list-style-type: none"> <li>To know about the style of song in order that the feeling and context can be</li> </ul>

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	<p>made with your voice.</p> <ul style="list-style-type: none"> <li>• To begin to start and stop singing at the right time.</li> <li>• To begin to follow musical instructions from a leader.</li> <li>• To understand that a performance is sharing music with an audience.</li> </ul>	<p>of using the voice e.g. rapping.</p> <ul style="list-style-type: none"> <li>• To know that unison is everyone singing at the same time.</li> <li>• To explore singing solo.</li> <li>• To know why voices need to be warmed up.</li> <li>• To find a comfortable singing position.</li> <li>• To follow musical instruction from a leader or conductor.</li> <li>• To be aware of the audience when performing.</li> </ul>	<p>and sing back the notes.</p> <ul style="list-style-type: none"> <li>• To know that singing in a group can be called a choir.</li> <li>• To sing in unison and in two-parts.</li> <li>• To develop an awareness of the pulse internally when singing.</li> <li>• To demonstrate a good singing posture.</li> <li>• To communicate the meaning of words clearly.</li> <li>• To play instruments confidently.</li> </ul>	<p>about different singing parts e.g. backing vocal.</p> <ul style="list-style-type: none"> <li>• To sing with an awareness of being 'in tune'.</li> <li>• To listen to the group when singing.</li> <li>• To talk about how songs can make you feel different things.</li> <li>• To communicate feelings, thoughts and ideas through performance.</li> <li>• To talk about the best place to be and how to stand or sit when performing.</li> <li>• To record and evaluate the performance.</li> </ul>	<p>solo, unison, lead vocal, backing vocals.</p> <ul style="list-style-type: none"> <li>• To listen to each other and be aware of how you fit into the group.</li> <li>• To choose what to perform and create a programme.</li> <li>• To talk about the venue and how to use it to best effect.</li> <li>• To record the performance and compare it to previous performances, saying what went well and what could be improved.</li> </ul>	<p>represented when singing.</p> <ul style="list-style-type: none"> <li>• To share music with an audience with belief.</li> </ul>
<b>Improvise and Compose</b>						
<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<ul style="list-style-type: none"> <li>• To begin to experiment with sounds and how they can be changed.</li> <li>• To make up simple songs and rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that improvising is making up tunes on the spot; they are not written down and they belong to you.</li> <li>• To understand that composing is like writing a story with music.</li> <li>• To work as a class or group to create a</li> </ul>	<ul style="list-style-type: none"> <li>• To improvise using three given notes.</li> <li>• To understand that a composition can kept by being written down or recorded.</li> <li>• To compose a simple two-note melody</li> <li>• To make simple suggestions about what could make their own work</li> </ul>	<ul style="list-style-type: none"> <li>• To improvise and compose using up to three given notes.</li> <li>• Improvise along to a piece of music.</li> <li>• To know that using one or two notes confidently is better than using more, ineffectively.</li> <li>• To begin to understand that there are different</li> </ul>	<ul style="list-style-type: none"> <li>• To improvise and compose using up to five given notes.</li> <li>• To plan and create a section of music that can be performed within a song, beginning to think about some of the interrelated dimensions of music.</li> <li>• To record the composition in any</li> </ul>	<ul style="list-style-type: none"> <li>• To incorporate riffs from other songs in your own improvisations.</li> <li>• To know some musicians who use improvisation in their work.</li> <li>• To compose a piece of music using up to five notes and simple rhythms.</li> <li>• To consider the interrelated</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.</li> <li>• To improvise and compose for an intended outcome, considering the interrelated</li> </ul>

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	<p>simple melody using two notes.</p> <ul style="list-style-type: none"> <li>To improvise using two given notes.</li> <li>To make simple suggestions about what could make their own work better e.g. play faster or louder.</li> </ul>	<p>better and make simple changes.</p>	<p>ways of recording a composition e.g. letter names, symbols, audio, etc.</p> <ul style="list-style-type: none"> <li>To reflect on their own composition and make improvements.</li> </ul>	<p>way that recognises the connection between sound and symbol.</p> <ul style="list-style-type: none"> <li>To reflect on their own composition and make improvements based on the intended outcome.</li> </ul>	<p>dimensions of music when composing a piece.</p> <ul style="list-style-type: none"> <li>To reflect on their own composition and make musical decisions based on the intended outcome.</li> <li>To reflect on the work of others.</li> </ul>	<p>dimensions of music.</p> <ul style="list-style-type: none"> <li>To evaluate the success of their own and others' work, suggesting specific improvements based on the intended outcomes and how these could be achieved.</li> </ul>
Notes Introduced						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
• C	• C, D,	• C, D, E, F, G	• C, D, E, F, G, A, B	• C, D, E, F, G, A, B	• C, D, E, F, G, A, B	• C, D, E, F, G, A, B
Playing an Instrument						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>To begin to explore the sounds made by different instruments.</li> </ul>	<ul style="list-style-type: none"> <li>To learn the names of some different instruments.</li> <li>To treat instruments carefully and with respect.</li> <li>To play a tuned instrument part within a song.</li> <li>To understand that notes have names e.g. C, D</li> <li>To begin to follow musical instructions from a leader.</li> </ul>	<ul style="list-style-type: none"> <li>To learn the names of the notes being played.</li> <li>To know the names of some tuned and untuned instruments.</li> <li>To play the instrument in time with a steady pulse.</li> <li>To follow musical instructions from a leader.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to talk about the features of the instruments used in class.</li> <li>To play a melody from memory.</li> <li>To begin to use a form of written musical notation to play a melody.</li> <li>To rehearse and play a part within a song.</li> </ul>	<ul style="list-style-type: none"> <li>To know the names of some instruments that might be played in a band or orchestra.</li> <li>To play a melody by following a form of written musical notation.</li> <li>To understand that notes can be held for different lengths of time.</li> <li>To experience leading other musicians by getting them to start playing at the correct time.</li> </ul>	<ul style="list-style-type: none"> <li>To play instruments with the correct technique.</li> <li>To know that staff/stave notation represents the pitch and duration (note value) of the notes.</li> <li>To begin to use the correct names to describe the duration of notes e.g. crotchet</li> <li>To lead a rehearsal session.</li> </ul>	<ul style="list-style-type: none"> <li>To play an instrument by reading the staff/stave notation and following the musical instructions from the leader.</li> </ul>

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Cross-curricular Musical Links (songs/genres/artists/composers/times in history e.g. war, Tudors)						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Topic songs Maths songs Christmas songs/carols	Phonic songs Maths songs Topic songs e.g. Our Body Easter Songs Christmas songs/carols	History – ‘London’s Burning’ Christmas songs/carols	Festival songs in church RE – music from different faiths French – vocab. Songs Christmas songs/carols	Literacy – African rhythms History – Stone Age chanting/percussion Christmas songs/carols	Art – ‘Matchstalk Men’ Music of Ancient Greece Christmas songs/carols	History – war songs Christmas songs/carols
New Vocabulary**						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Pulse Beat Instrument Loud Quiet Sing Rap	Rhythm Pitch Volume Tempo Improvise Compose Melody Note Audience Perform	Chorus Verse Response Dynamics Solo Conductor Unison Percussion Tuned Untuned	Structure Choir Notes Musical notation Rehearse	Lyrics Texture Orchestra	Ensemble Riff Hook Staff/stave notation Note values Semibreve - 4 beats Minim - 2 beats Crotchet - 1 beat Quaver - ½ beat Semiquaver - ¼ beat	Style indicator Ostinato Musical phrase Improvisation

NB. This plan is to be used in conjunction with the Charanga whole-school music scheme.

\*The inter-related dimensions of music are – pulse, pitch, rhythm, dynamics, tempo, timbre, texture, structure

\*\*There is a supplementary vocabulary list specific to the Charanga scheme.