

**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.
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| 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.
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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.
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| 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.
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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.
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| 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.
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| 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.
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| 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.
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