

Music Progression Map

NB: The music curriculum is made up of 6 key areas. These are singing, playing, improvising, composing, listening and SMSC (Social, Moral, Spiritual and Cultural). They are presented individually here to understand the key processes that are taught in music, however it is important to remember that music is taught in a holistic fashion and not as individual skills.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<p>Sing a large repertoire of songs. Know many rhymes Remember and sing entire songs Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Learn rhymes, poems and songs.</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Singing and learning to play instruments within a song</p>	<p>Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader.</p>	<p>Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.</p>	<p>Sing unison songs with widening pitch range, in varying styles, tunefully and with expression. Perform actions confidently and in time. Perform as a choir in school assemblies.</p>	<p>Sing unison songs with an octave range, pitching accurately, and following choral directions. Sing rounds and partner songs with different time signatures. Sing songs with a simple second part to introduce vocal harmony. Perform a range of songs in school assemblies</p>	<p>Sing songs with a sense of ensemble and performance. Observe phrasing, accurate pitching and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Perform in school assemblies and other performance opportunities</p>	<p>Sing songs with syncopated rhythms. Sing as part of a choir, with a sense of ensemble and performance. Observe rhythm, phrasing, accurate pitching and appropriate style. Experiment with positioning singers. Perform in school and to a wider audience.</p>
Composing	<p>Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p>	<p>Explore and engage in music making and dance, performing solo or in groups. Embedding foundations of the interrelated dimensions of music</p>	<p>Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary. <i>Start to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way</i></p>	<p>Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary. Records own compositions through simple notation</p>	<p>Compose in response to different types of stimuli. Structure musical ideas to create music that has a beginning, middle and end. Create and simply notate three-note phrases. Compose song accompaniments on untuned percussion.</p>	<p>Make compositional decisions about the overall structure of improvisations. Create and play short pentatonic phrases using five notes.</p>	<p>Compose melodies made from pairs of phrases in a major and minor key. Compose a short ternary piece. Enhance these melodies with rhythmic or chordal accompaniment.</p>	<p>Compose melodies made from pairs of phrases in a major and minor key. Compose a short ternary piece. Enhance these melodies with rhythmic or chordal accompaniment. Extend improvised melodies beyond 8 beats.</p>

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<p>Improvising</p>	<p>Create their own songs or improvise a song around one they know.</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Improvising leading to playing classroom instruments</p> <p>Improvisation using voices and instruments</p>	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <p>1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>3. Improvise! – Take it in turns to improvise using one or two notes.</p>	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <p>1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>3. Improvise! – Take it in turns to improvise using one or two notes.</p>	<p>To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</p> <p>To know that using one or two notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided,</p>	<p>Improvise with a limited range of notes, paying attention to musical features such as legato and staccato (smooth and detached) articulation.</p> <p>Improvise freely over a drone or groove, developing a sense of shape and character.</p> <p>Experiment with a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo).</p>	<p>Develop improvisation skills to create music with multiple sections that include repetition and contrast.</p> <p>Use chord changes as part of an improvised sequence.</p>	
<p>Playing</p>	<p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Learn rhymes, poems and songs.</p> <p>Share and perform the learning that has taken place</p> <p>Singing and learning to play instruments within a song</p>	<p>Treat instruments carefully and with respect.</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>Treat instruments carefully and with respect.</p> <p>Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder)</p> <p>To treat instruments carefully and with respect.</p> <p>Play one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p>	<p>Play tuned percussion, classroom and whole-class instruments (if appropriate) using notes C, D, E, F, G, A, and B</p> <p>Play a musical instrument with the correct technique within the context of the Unit song.</p>	<p>Play tuned percussion, classroom and whole-class instruments (if appropriate) using major and minor scales and chords.</p> <p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p>	<p>Play tuned percussion, classroom and whole-class instruments (if appropriate) using major and minor scales and chord progressions.</p> <p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p>

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								<p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p>
<p>Critical Engagement (listening, appraising, evaluating)</p>	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Listening and responding to different styles of music</p> <p>Listening and appraising Funk music</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>To learn how songs can tell a story or describe an idea.</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>To learn how songs can tell a story or describe an idea.</p>	<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about:</p> <p>Its lyrics: what the song is about.</p> <p>Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>Identify the main sections of the song (introduction, verse, chorus etc.)</p> <p>Name some of the instruments they heard in the song</p> <p>To confidently identify and move to the pulse.</p> <p>To think about what the words of a song mean.</p> <p>To take it in turn to discuss how the song makes them feel.</p>	<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> • Some of the style indicators of that song (musical characteristics that give the song its style). • The lyrics: what the song is about. • Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). • Identify the main sections of the song (introduction, verse, chorus etc). • Name some of the instruments they heard in the song. 	<p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>To know the style of the five songs and to name other songs from the Units in those styles.</p> <p>To choose two or three other songs and be able to talk about: ○ Some of the style indicators of the songs (musical characteristics that give the songs their style)</p> <p>The lyrics: what the songs are about.</p> <p>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>Identify the main sections of the songs (intro, verse, chorus etc.) ○ Name some of the instruments they heard in the songs.</p> <p>The historical context of the songs. What else was going on at this time?</p>	<p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>To know the style of the five songs and to name other songs from the Units in those styles.</p> <p>To choose two or three other songs and be able to talk about: ○ Some of the style indicators of the songs (musical characteristics that give the songs their style)</p> <p>The lyrics: what the songs are about.</p> <p>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>Identify the main sections of the songs (intro, verse, chorus etc.) ○ Name some of the instruments they heard in the songs.</p> <p>The historical context of the songs. What else was going on at this time?</p>

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					Listen carefully and respectfully to other people's thoughts about the music			
Social, moral, spiritual, and cultural (SMSC)	<p>Christmas concert</p> <p>Indian music-Divali</p> <p>Chinese dragon dancing- Chinese New Year. Listening to Chinese music to accompany dance.</p> <p>Drumming-Handa's Surprise</p>	<p>Christmas concert</p> <p>Weekly year group Singing assemblies</p> <p>Class/year group assembly</p>	<p>Christmas production</p> <p>Class assembly</p>	<p>Celebration of South African music- 'Hands, Feet Heart' from Charanga</p> <p>Christmas Carol concert at Emmanuel Church</p> <p>Learning Ho, Ho, HO (song from Charanga)</p> <p>Class assembly</p>	<p>Christmas Production</p> <p>Carol Concert Songs</p> <p>Dragon Song - Friendship</p>	<p>Christmas Production</p> <p>Carol Concert Songs</p> <p>Cultural - Mamma Mia</p>	<p>Christmas Production</p> <p>Carol Concert Songs</p> <p>Social link</p>	<p>Christmas Production</p> <p>Carol Concert Songs</p> <p>Social - moving on</p>
Technology	<p>Experiences simple music technology eg CD player</p> <p>Watches rhymes and songs on whiteboard</p>	<p>Listens to and makes recordings of own voice</p> <p>Engages with Charanga using the whiteboard</p>	<p>Experiences music technology to capture, change and combine sounds</p> <p>Engages with Charanga using the whiteboard</p>	<p>Records a composition using music technology, then discuss the performance</p> <p>Offer helpful and thoughtful comments and feedback about others</p> <p>Engages with Charanga using the whiteboard</p>	<p>Engages with Charanga using the whiteboard</p> <p>Online recorder videos</p> <p>Recordings of performances</p>	<p>Engages with Charanga using the whiteboard</p> <p>Chrome Music Lab</p> <p>Recordings of performances</p>	<p>Engages with Charanga using the whiteboard</p> <p>Online clarinet content</p> <p>Recordings of performances</p> <p>Composition software</p>	<p>Engages with Charanga using the whiteboard</p> <p>Ukulele</p> <p>Recordings of performances</p> <p>Composition software</p>
Vocabulary	<ul style="list-style-type: none"> • Music • Play • Instruments 	<ul style="list-style-type: none"> • Beat • Low/high (pitch) • Melody • Call 	<ul style="list-style-type: none"> • sing back • improvise • rap • pulse 	<ul style="list-style-type: none"> • Improvise • style • South African • Christmas 	<ul style="list-style-type: none"> • dynamics • genre • tempo • texture 	<ul style="list-style-type: none"> • semi-quaver • brieve • semi-breve • Piano forte 	<ul style="list-style-type: none"> • sharps • flats • major • minor 	<ul style="list-style-type: none"> • chords • performance • style indicators

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<p>NB: This vocabulary will be introduced in nursery and then built upon each year with their new vocabulary list in the relevant boxes (see across)</p>	<ul style="list-style-type: none"> • Tap/pat/clap/hit/shake/scrape/bang • Rhyme • Loud/quiet (dynamics) • Fast/slow (tempo) • Listen • Perform 	<ul style="list-style-type: none"> • Instruments • Pulse • Compose • Perform • Voice • share 	<ul style="list-style-type: none"> • rhythm • pulse • pitch • dancing • singing • vocal • glockenspiel • Latin • Pop • Jazz • Big band • Imagination • Improvisation • Composition • Share and perform 	<ul style="list-style-type: none"> • Rock • Reggae • Friends 	<ul style="list-style-type: none"> • timbre • structure • crotchet • minim • quaver • disco • classical • reggae • R&B • verse • chorus • pulse • bass • drums • guitar • keyboard • synthesizer • texture • electric guitar • organ • backing vocals • riff • pentatonic scale 	<ul style="list-style-type: none"> • allegro • hook • Melody • Texture • structure • Hook • Imagination • swing • funk 	<ul style="list-style-type: none"> • orchestra • rock • bridge, • backbeat • amplifier • appraising • syncopation • tune/head • ballad • interlude • tag ending • strings • old-school Hip Hop • rap • scratching • soul • groove 	<ul style="list-style-type: none"> • dimensions of music • Neo Soul • Producer • Motown • Blues • Jazz • by ear • Ostinato • Phrases • Unison • Urban Gospel • civil rights • gender equality
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KEY MUSICAL STRANDS

<p>Dynamics</p>	<p>Explores and learns how sounds can be changed</p>	<p>Can distinguish between loud and quiet sounds</p>	<p>Understands that dynamics are one of the dimensions of music and is able to discuss how they fit (with the other dimensions) into a piece of music</p> <p>Can create a crescendo* and diminuendo* vocally and instrumentally</p> <p>Can follow a leader or conductor and respond to simple actions that indicate dynamics</p>	<p>Can recognise crescendo*, diminuendo*, forte* and piano* when listening and performing</p> <p>Can create a crescendo* and diminuendo* vocally and instrumentally</p> <p>Children will continue to learn how to follow a leader or conductor and respond to simple actions that indicate dynamics</p>	<p>Can recognise crescendo*, diminuendo*, forte* and piano* when listening and performing</p> <p>Can create a crescendo* and diminuendo* vocally and instrumentally</p> <p>Children will continue to learn how to follow a leader or conductor and respond to simple actions that indicate dynamics</p>	<p>To talk about any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</p>	<p>To know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p>	<p>To know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p>
<p>Tempo</p>	<p>Can recognise fast and slow sounds</p>	<p>Responds to obvious changes in tempo</p>	<p>Understands that tempo is one of the dimensions of music and is able to discuss how it fits (with</p>	<p>Is able to recognise accelerando*, rallentando*, allegro* and lento* when</p>	<p>Is able to recognise accelerando*, rallentando*, allegro*</p>	<p>Listen to and reflect upon the developing composition and make</p>	<p>A composition has pulse, rhythm and pitch that work together and are shaped by tempo,</p>	<p>To choose three or four other songs and be able to talk about:</p>

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	Creates fast and slow sounds using voice, body percussion and instruments	Can change tempo when playing instruments and singing	the other dimensions) into a piece of music Is able to create <i>accelerando*</i> and <i>rallentando*</i> vocally and instrumentally	listening and performing	and <i>lento*</i> when listening and performing	musical decisions about tempo.	dynamics, texture and structure	Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo , rhythm, pitch and timbre)
Texture			Experiences a range of textures	Explores a range of textures vocally, aurally and instrumentally	Explores a range of textures vocally, aurally and instrumentally	Explores a range of textures vocally, aurally and instrumentally	Explores a range of textures vocally, aurally and instrumentally	Explores a range of textures vocally, aurally and instrumentally
Performing	Sings a few familiar songs	Performs a repertoire of songs Sings songs, makes music and dances	Performs a repertoire of songs from memory Uses a variety of tuned and untuned instruments as part of a group to create a band or ensemble	Uses instruments musically part of a group to create a band or ensemble Continue to sing songs/raps together in a group/ensemble	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. 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...?”	To know and be able to talk about: Performing is sharing music with an audience with belief A performance doesn’t have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don’t know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music

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<p>Composing & Improvising</p>	<p>Moves in response to movement</p> <p>Sings to self and makes up songs</p>	<p>Creates movement in response to music</p> <p>Experiments with creating sounds and changing them</p>	<p>Can respond creatively in response to music</p> <p>Beginning to understand how pulse, rhythm and pitch work together to create music</p> <p>Beginning to understand that improvisation is when you make up your own tune or rhythm An improvisation is not written down or notated If written down in any way or recorded, it becomes a composition</p> <p>Starting to create own compositions in the form of very simple rhythms and melodies that are notated or recorded in some way</p>	<p>Experiments with, creates, selects and combine sounds using the interrelated dimensions of music</p> <p>Understands that improvisation is when you make up your own tune or rhythm An improvisation is not written down or notated If written down in any way or recorded, it becomes a composition</p> <p>Continue to create own compositions in the form of simple rhythms and melodies that are notated or recorded in some way</p>	<p>Help create at least one simple melody using one, three or five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>Help create at least one simple melody using one, three or all five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>To know and be able to talk about:</p> <p>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</p> <p>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <p>Notation: recognise the connection between sound and symbol</p> <p>Improvise using instruments in the context of a song to be performed</p>
<p>Timbre (character or quality of a musical sound or voice)</p>	<p>Experiments with changing sounds (eg body percussion, voice)</p>	<p>Distinguishes between sounds and remembers patterns of sound</p>	<p>Can name some common percussion instruments and recognise their sound aurally</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p>Is able to identify a wider range of musical instruments</p> <p>Can select appropriate instruments to create a musical idea</p>	<p>Is able to identify a wider range of musical instruments</p> <p>Can select appropriate instruments to create a musical idea</p>	<p>Is able to identify a wider range of musical instruments</p> <p>Can select appropriate instruments to create a musical idea</p>	<p>Is able to identify a wider range of musical instruments</p> <p>Can select appropriate instruments to create a musical idea</p>	<p>Is able to identify a wider range of musical instruments</p> <p>Can select appropriate instruments to create a musical idea</p>
<p>Structure</p>	<p>Begins to experience a range of structures through simple song and musical activities</p>	<p>Begins to experience a range of structures through simple song and musical activities</p>	<p>Begins to experience a range of structures through simple song and musical activities</p>	<p>Explores a range of structures in their own compositions</p>	<p>Explores a range of structures in their own compositions</p>	<p>Explores a range of structures in their own compositions</p>	<p>Explores a range of structures in their own compositions</p>	<p>Explores a range of structures in their own compositions</p>

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<p>Pulse & Rhythm</p>	<p>Begins to move rhythmically</p> <p>Taps out simple repeated rhythms</p> <p>Enjoys rhyming and rhythmic activities</p> <p>Recognises rhythm in spoken words</p> <p>Makes up rhythms</p>	<p>Copies simple rhythms based on words and rhythm of speech</p> <p>Develops an awareness of sounds and rhythms</p>	<p>Begins to understand how pulse, rhythm and pitch work together to create music</p> <p>Uses movement to find/feel the pulse together and begin to understand/feel what pulse is/does/means etc</p> <p>Can copy a short rhythm</p>	<p>Understand how pulse, rhythm and pitch work together to create music</p> <p>Continues to use movement to find/feel the pulse together and understands what the pulse is/does/means etc</p> <p>Can identify the difference between the pulse and the rhythm</p> <p>Can play the pulse on a percussion instrument</p>	<p>Know how to find and demonstrate the pulse.</p> <p>Know the difference between pulse and rhythm.</p> <p>Know how pulse, rhythm and pitch work together to create a song.</p> <p>Know that every piece of music has a pulse/steady beat.</p> <p>Know the difference between a musical question and an answer.</p>	<p>Know and be able to talk about:</p> <p>How pulse, rhythm and pitch work together</p> <p>Pulse: Finding the pulse – the heartbeat of the music</p> <p>Rhythm: the long and short patterns over the pulse</p> <p>Know the difference between pulse and rhythm</p> <p>How to keep the internal pulse.</p>	<p>How to keep the internal pulse</p> <p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p>	<p>Know and be able to talk about:</p> <p>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</p> <p>How to keep the internal pulse</p>
<p>Pitch</p>	<p>Explores and learns how sounds can be changed</p>	<p>Can respond to obvious changes in pitch</p> <p>Can broadly control changes in pitch when playing instruments and vocally</p>	<p>Beginning to understand how pulse, rhythm and pitch work together to create music</p> <p>Can respond physically too high and low sounds</p> <p>Can copy a short melody using tuned percussion or voice</p>	<p>Uses pulse, rhythm and pitch work together to create music</p> <p>Knows that pitch means “high and low” sounds</p> <p>Can identify high and low sounds when listening to a piece of music</p>	<p>To know that pitch is defined as high and low sounds that create melodies.</p>	<p>To know that pitch is defined as high and low sounds that create melodies.</p>	<p>To know that pitch is defined as high and low sounds that create melodies.</p>	<p>To know that pitch is defined as high and low sounds that create melodies.</p>
<p>Listening & Appraising</p>	<p>Imitates movement in response to music</p>	<p>Improvises and combines movements in response to music</p> <p>Aurally recognises the sound of a few common percussion instruments</p>	<p>Begins to talk about the music and how it makes us feel</p> <p>Beginning to use some musical language during discussions and when describing feelings</p>	<p>Listens to a variety of live and recorded music of styles from different times, traditions and composers</p> <p>Recognises how musical elements can be used</p>	<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about:</p>	<p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p>	<p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>To know the style of the five songs and to name other songs from the Units in those styles.</p>	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their</p>

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			<p>Listens to music from a variety of cultures, traditions and historical periods</p> <p>Can respond creatively in response to music</p>	<p>to create different moods and effects</p> <p>Discusses music using musical language</p> <p>Listens to and discusses recordings of own compositions and suggests how they can improve their own work</p>	<p>Its lyrics: what the song is about</p> <p>Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>Identify the main sections of the song (introduction, verse, chorus etc.)</p> <p>Name some of the instruments they heard in the song</p>	<p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p>	<p>To choose two or three other songs and be able to talk about: ○ Some of the style indicators of the songs (musical characteristics that give the songs their style)</p> <p>The lyrics: what the songs are about.</p> <p>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>Identify the main sections of the songs (intro, verse, chorus etc.)</p> <p>Name some of the instruments they heard in the songs</p> <p>The historical context of the songs. What else was going on at this time?</p>	<p>Similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Use musical words when talking about the songs.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p>
Technology	Experiences simple music technology eg CD player	Listens to and makes recordings of own voice	Experiences music technology to capture, change and combine sounds	<p>Records a composition using music technology, then discuss the performance.</p> <p>Offer helpful and thoughtful comments and feedback about others</p>	<p>Records a composition using music technology, then discuss the performance.</p> <p>Offer helpful and thoughtful comments and feedback about others</p>	<p>Records a composition using music technology, then discuss the performance.</p> <p>Offer helpful and thoughtful comments and feedback about others</p>	<p>Records a composition using music technology, then discuss the performance.</p> <p>Offer helpful and thoughtful comments and feedback about others</p>	<p>Records a composition using music technology, then discuss the performance.</p> <p>Offer helpful and thoughtful comments and feedback about others</p>
Vocal Skills	Sings a few familiar songs	Begins to build a repertoire of songs	Start to sing songs/raps together in a group/ensemble	<p>Continue to sing songs/raps together in a group/ensemble</p> <p>Use their voices expressively and creatively by singing</p>	<p>Continue to sing songs/raps together in a group/ensemble</p> <p>Use their voices expressively and creatively by singing</p>	<p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p>	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To choose a song and be able to talk about:</p>	<p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p>

Music Progression Map



				songs and speaking chants and rhymes	songs and speaking chants and rhymes	<p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To rejoin the song if lost.</p> <p>To listen to the group when singing.</p>	<p>its main features</p> <p>Singing in unison, the solo, lead vocal, backing vocals or rapping</p> <p>To know what the song is about and the meaning of the lyrics</p> <p>To know and explain the importance of warming up your voice</p>	<p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>
Notation	N/A	Begin to understand simple notation of the notes C and G.	Start to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way	Records own compositions through simple notation	Records own compositions through simple notation	Records own compositions through simple notation	<p>Different ways of writing music down – e.g. staff notation, symbols</p> <p>Records own compositions through simple notation</p>	Records own compositions through simple notation

*Crescendo: Gradual increase in the volume of music, *Diminuendo: Gradual decrease in the volume of music, *Forte: Meaning loud, *Piano: Meaning soft, *Accelerando: Gradual increase in speed of music, *Rallentando: Gradual decrease in speed of music, *Allegro: Fast tempo, *Lento: Slow tempo