

Beam County Primary School: Progression Map

Subject: Music



Key concepts

Singing

Listening

Composing

Performing/Instrumental Performance

EYFS	End Points EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	End Points KS2
<p>Listening to recorded performances and opportunities to listen to live music.</p> <p>Follow and copy instructions verbally and with movement.</p> <p>Knowledge Listening includes an understanding of the stories, origins, traditions, history and social context of the music.</p>	<p>1.Listen and respond to instructions and different musical styles, paying attention to particular sounds.</p>	<p>Listening should include an understanding of the stories, origins, traditions, history and social context of the music.</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music too, e.g. other year groups performances or music specialists.</p> <p>Knowledge To know what the songs are about.</p> <p>To know and recognise the sound and names of some of the instruments they use.</p> <p>To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p> <p>Able to recognise both low and high pitch.</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>Listen carefully and respectfully to other people's thoughts about the music.</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>Talk about the music and how it makes them feel.</p> <p>When you talk try to use musical words.</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 similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>Talk about the music and how it makes you feel, using musical language to describe the music.</p>	<p>1 Listen and appraise a range of music from throughout history, using precise musical language and identifying particular stylistic indicators.</p>

NC Alignment

Early Learning Areas

C&L: Engaging children actively in rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts.

Literacy: Enjoy rhymes, poems and songs together.

UTW: Listening to a broad selection rhymes and poems will foster their understanding of our culturally diverse world.

KS1

Listen with concentration and understanding to a range of high-quality live and recorded music

KS2

Listen with attention to detail and recall sounds with increasing aural memory

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Develop an understanding of the history of music.

<p>Be able to sing simple, familiar songs, chants and rhymes, singing collectively and at the same pitch with a very small range.</p>	<p>2.Sing a range of well-known nursery rhymes and songs.</p>	<p>Be able to sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch with a very small range</p>	<p>Be able to sing songs regularly with a pitch range of do-so with increasing vocal control.</p>	<p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do-sol tunefully and with expression. Able to</p>	<p>Continue to sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for</p>	<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</p> <p>Sing three- and four-part rounds, partner songs, and songs with a verse and a</p>	<p>2 Use their voices to sing fluently after musical warm ups and games, demonstrating control,</p>
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<p>Be able to sing a wide range of call and response songs.</p> <p>Be able to imitate movement in response to music.</p> <p>Be able to tap out simple repeated rhythms.</p> <p>Explore and learn how sounds can be changed either by voice or on instruments.</p> <p>Knowledge Build a repertoire of songs and dances.</p> <p>Build up a bank of various voices to experiment with.</p>		<p>Be able to sing a wide range of call-and-response songs.</p>	<p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to a leader's directions and visual symbols (e.g. crescendo, decrescendo, pause).</p>	<p>perform loud and soft.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To have an awareness of the pulse internally when singing.</p> <p>Knowledge Know how to find and demonstrate the pulse.</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>Songs can make you feel different things e.g. happy, energetic or sad</p> <p>To know why you must warm up your voice</p>	<p>getting louder and quieter.</p> <p>Sing rounds and partner songs in different time signatures (2, 3 and 4 time).</p> <p>Begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.</p> <p>To listen to the group when singing.</p> <p>Knowledge Know the difference between pulse and rhythm</p> <p>Pitch: High and low sounds that create melodies</p> <p>Musical Leadership: creating musical ideas for the group to copy or respond to</p>	<p>chorus.</p> <p>To enjoy exploring singing solo.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>Knowledge How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</p> <p>How to keep the internal pulse</p>	<p>expression and accuracy.</p>
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NC Alignment

Early Learning Areas

C&L: Engaging children actively in rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts.

PD: Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations

EA&D: Explore a wide range of media

KS1

Use their voices expressively and creatively by singing songs and speaking chants and rhymes

KS2

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

<p>Explore and learn how sounds can be changed either</p>	<p>3.Play exploratory sounds on</p>	<p>Use body and classroom percussion (both</p>	<p>Play the part in time with the steady pulse.</p>	<p>Develop facility in playing tuned percussion.</p>	<p>Develop facility in playing a melodic instrument such as recorder.</p>	<p>Play melodies on tuned percussion, melodic instruments</p>	<p>Play a melody following staff notation written on</p>	<p>3 Rehearse and play a musical instrument</p>
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<p>by voice or on instruments.</p> <p>Explore different sounds on instruments.</p> <p>Knowledge Build up familiarity of a variety of percussion instruments such as claves and bells.</p>	<p>instruments, identifying how they can be changed.</p>	<p>untuned and tuned) to play repeated rhythm patterns (ostinati).</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Knowledge Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Learn the names of the instruments they are playing.</p>	<p>Knowledge Know the names of untuned percussion instruments played in class.</p>	<p>To treat instruments carefully and with respect.</p> <p>Play any 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>Compose song accompaniments on untuned percussion using known rhythms and note values.</p> <p>Knowledge Know the instruments used in class (a glockenspiel)</p>	<p>Play melodies following staff notation using a small range (e.g. C-G, do-sol) as a whole-class or in small groups.</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments.</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p>	<p>or keyboards, following staff notation written on one stave and using notes within the C–C', do-do range.</p> <p>Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards.</p> <p>Develop the skill of playing by ear on tuned instruments.</p>	<p>one stave and using notes within an octave range (C-C' , do-do); make decisions about dynamic range.</p> <p>Accompany using block chords or a bass line. This could be done using keyboards or tuned percussion.</p>	<p>confidently with appropriate and refined technique.</p>
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NC Alignment
Early Learning Areas
 PD: Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations
 EA&D: Explore a wide range of media

KS1
 Play tuned and untuned instruments musically

KS2
 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

<p>Improvise simple vocal chants, using question and answer phrases.</p> <p>Make up rhythms.</p> <p>Develop a preference for forms of expression.</p> <p>Knowledge</p>	<p>4.Create simple improvised rhythms and vocal chants.</p>	<p>Able to improvise simple vocal chants, using question and answer phrases.</p> <p>Knowledge Improvisation is about making up your own tunes on the spot.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Able to improvise with a partner simple question and answer phrases, to be sung and played on untuned percussion.</p>	<p>Improvise using voices, tuned and untuned percussion and instruments played as whole-class/group/individual, inventing short 'on-the-spot' responses using a limited note-range.</p> <p>Improvise on a limited range of pitches on the instrument making use of musical features including smooth and detached.</p> <p>Knowledge To know that using one or two notes confidently is better than using five.</p>	<p>Improvise freely, developing a sense of shape and character, using tuned percussion and melodic instruments.</p> <p>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics.</p> <p>Extend improvisation skills through working in small groups to: Create music with multiple sections that include repetition and contrast. Use chord changes as part of</p>	<p>4 Develop a creativity for constructing improvisations of their own musical pieces.</p>
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A rhythm is a regular repeated pattern of sound.			To know that if you improvise using the notes you are given, you cannot make a mistake	an improvised sequence. Extend melodies beyond 8 beats.	
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NC Alignment
Early Learning Areas
 C&L: Engaging children actively in rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts.
 EA&D: Explore a wide range of media

KS2
 Improvise and compose music for a range of purposes using the inter-related dimensions of music

<p>Be able to tap out simple repeated rhythms.</p> <p>Explore a variety of materials, tools and techniques to experiment with colour, texture, form, movement and function based on music.</p> <p>Knowledge Everyone can compose.</p>	<p>5.Copy musical rhythms lead by an adult, then create their own.</p>	<p>Able to walk, move or clap a steady beat with others changing the speed when necessary.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p> <p>Recognise graphic notation based on symbols, e.g. dots.</p> <p>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat.</p> <p>Able to respond independently to pitch changes heard in short melodic phrases, indicating with actions</p> <p>Knowledge Composing is like writing a story with music.</p> <p>Use graphic symbols, dot notation and stick notation.</p> <p>Understand that the speed of the beat can change.</p> <p>Read and respond to chanted rhythm patterns, able to recognise the stick notation including crotchets, quavers and crotchet rests</p> <p>Able to recognise dot notation and match it to 3-note tunes played on tuned percussion.</p>	<p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of music changes.</p> <p>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (C, D, E/do, re, mi).</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p> <p>Combine known rhythmic notation with letter names to create short phrases using a limited range of 5 notes suitable for the instruments being learnt.</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood - introduce major and minor chords.</p> <p>Arrange individual notation cards of known note values to create sequences of 2-, 3- or 4-beat phrases.</p> <p>Knowledge 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>Different ways of recording compositions (letter names, symbols, audio etc.)</p> <p>Notation: recognise the connection between sound and symbol</p>	<p>Compose melodies made from pairs of phrases.</p> <p>Compose a short ternary piece.</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment.</p> <p>Plan and compose an 8- or 16-beat melodic phrase using the 5 note scale and incorporate rhythmic variety and interest.</p> <p>Compose melodies made from pairs of phrases.</p> <p>Knowledge A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p>	<p>5 Able to create compositions for a range of purposes that are shaped by different musical elements working together.</p>
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NC Alignment
Early Learning Areas
 C&L: Engaging children actively in rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts.
 EA&D: Explore a wide range of media and materials.

KS1
 Experiment with, create, select and combine sounds using the inter-related dimensions of music.

KS2
 Use and understand staff and other musical notations

Improvise and compose music for a range of purposes using the inter-related dimensions of music					
<p>Be able to sing simple, familiar songs, chants and rhymes, singing collectively and at the same pitch with a very small range.</p> <p>Be able to sing a wide range of call and response songs.</p> <p>Be able to tap out simple repeated rhythms.</p> <p>Knowledge Showing others what I have created is classed as a performance.</p>	<p>6.Perform short repeating rhythmic patterns and a range of familiar chants, songs and nursery rhymes.</p>	<p>Able to perform word-pattern chants (long and short sounds).</p> <p>Knowledge A performance is sharing music with other people, called an audience.</p> <p>A performance can be a special occasion and involve a class, a year group or a whole school.</p> <p>An audience can include your parents and friends.</p>	<p>Perform actions confidently and in time to a range of action songs.</p> <p>Develop facility in playing tuned percussion or a melodic instrument such as recorder. Play and perform melodies following staff notation using a small range (e.g. C-E, do-mi) as a whole class or in small groups.</p> <p>Individually (solo) copy stepwise melodic phrases with accuracy at different speeds.</p> <p>Play melodies following staff notation using a small range (e.g. C-G, do-sol) as a whole-class or in small groups.</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments.</p>	<p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the C–C', do-do range.</p> <p>Engage with others through ensemble playing with pupils taking on melody or accompaniment roles.</p>	<p>6 Record, perform and critically evaluate their musical compositions in comparison to others.</p>
<p>NC Alignment Early Learning Areas: C&L: Engaging children actively in rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts. EA&D: Explore a wide range of media and materials.</p> <p>KS1 Play tuned and untuned instruments musically Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>KS2 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>					