

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>Listen and respond to different styles of recorded and live music.</p> <p>Move expressively to music, exploring tempo (fast/slow) and dynamics (loud/soft).</p> <p>Begin identifying simple musical patterns.</p> <p>Engage with live performances</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.</p>		<p>Develop an understanding of different genres such as Baroque, Romantic, Funk, and 21st Century music.</p> <p>Listen to recorded music, understanding the context and traditions behind each genre.</p>	<p>Broaden listening to include Classical, Early Music, Jazz, Blues, and world music.</p> <p>Explore how music relates to historical, social, and cultural contexts.</p>	<p>Listen to a range of 20th and 21st-century music, including Classical, 80s/90s Pop and Disco.</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>Sing simple, familiar songs, rhymes, and chants collectively and in small groups.</p> <p>Participate in call-and-response songs to develop pitch-matching and listening skills.</p>	<p>2.Sing a range of well-known nursery rhymes and songs.</p>	<p>Sing simple songs, chants, and rhymes from memory, using a small pitch range (mi-sol).</p> <p>Develop confidence through collective singing and call-and-response songs.</p>	<p>Sing songs with a wider pitch range (do-so) and improved vocal control.</p> <p>Demonstrate dynamics (loud/quiet) and tempo (fast/slow) through visual and verbal cues.</p>	<p>Sing a widening range of unison songs of varying styles and structures, with a pitch range of do-sol.</p> <p>Perform action songs confidently and in time, incorporating movement.</p>	<p>Sing songs with a pitch range of an octave (do-do), demonstrating vocal control and expression.</p> <p>Begin to introduce simple vocal harmony and small and large leaps in melody.</p>	<p>Focus on ensemble performance, with an emphasis on melody accompaniment, phrasing, accurate pitching, and appropriate style.</p>	<p>2 Use their voices to sing fluently after musical warm ups and games, demonstrating control, expression and accuracy.</p>
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<p>Engage in movement and action songs to internalise pulse and rhythm.</p> <p>Be able to tap out simple repeated rhythms.</p> <p>Explore and experiment with changing sounds using voice and instruments.</p> <p>Explore pitch (high and low sounds) through singing and instrument play.</p>				<p>Walk, move, or clap a steady beat with others, adjusting the speed as the tempo of the music changes.</p>	<p>To listen to the group when singing.</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>Play untuned percussion instruments to explore pulse, rhythm, and timbre.</p> <p>Experiment with different ways of producing sounds</p> <p>Begin to associate sounds with simple graphic marks or visual representations.</p> <p>Explore pitch (high and low sounds) through singing and instrument play.</p>	<p>3.Play exploratory sounds on instruments, identifying how they can be changed.</p>	<p>Use body and classroom percussion (both untuned and tuned) to play repeated rhythm patterns (ostinati).</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>Develop skills in playing tuned percussion or melodic instruments , following simple stave notation.</p> <p>Perform stepwise melodic phrases solo, with accuracy, adjusting for tempo changes.</p> <p>Develop rhythm, time signature, and tempo understanding through clapping, tapping, or playing percussion in time with others.</p> <p>Introduce high/low pitch concepts and</p>	<p>Play and perform melodies in small groups, following stave notation (e.g., C-G, do-sol).</p> <p>Perform duets or simple parts (melody and accompaniment) from written notation.</p> <p>Recognise simple time signatures (2/4, 3/4, 4/4)</p>	<p>Play melodies on tuned percussion, keyboards, or melodic instruments, using one stave notation, tablature and/or chord chart</p> <p>Understand and play triad chords</p> <p>Begin to understand basic harmonic structures, including simple major and minor chords.</p>	<p>Making decisions about dynamic range.</p> <p>Engage in ensemble playing, taking on melody accompaniment.</p> <p>Study triads, incorporating them into performance and composition.</p>	<p>3 Rehearse and play a musical instrument confidently with appropriate and refined technique.</p>
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				basic intervals within a limited range (do-sol).				
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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 vocal patterns through question-and-answer songs.</p> <p>Create simple rhythmic patterns using body percussion or instruments.</p> <p>Begin to express personal responses to music through movement and storytelling.</p> <p>Develop a sense of pulse (steady beat) through clapping, tapping, and movement.</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>Improvise with a partner using question and answer phrases.</p> <p>Develop skills in using rhythm chanting using note values (Ta, Ti-ti).</p>	<p>Improvising simple phrases using tuned and untuned percussion.</p> <p>Improvise using voices, tuned, and untuned percussion, inventing short 'on-the-spot' responses with a limited note range.</p> <p>Combine known rhythmic notation to create simple melodies and rhythmic phrases.</p>	<p>Improvising over simple scales using a limited note range.</p>	<p>Extend improvisation skills by creating music with multiple sections, using chord changes and extended melodies.</p>	<p>4 Develop a creativity for constructing improvisations of their own musical pieces.</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

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

<p>Begin to associate sounds with simple graphic marks or visual representations.</p> <p>Be able to tap out simple repeated rhythms.</p>	<p>5.Copy musical rhythms lead by an adult, then create their own.</p>	<p>Move, clap, or tap a steady beat with others, adjusting the speed when needed.</p> <p>Perform simple rhythm patterns (ostinati) and recognise high/low pitch.</p>	<p>Recognise simple graphic notation (e.g. dots) for rhythms and pitch patterns (end of year 2 in preparation for year 3)</p> <p>Learn how the notes of the composition</p>	<p>Develop skills in playing tuned percussion or melodic instruments, following simple stave notation.</p> <p>Perform stepwise melodic phrases solo, with accuracy, adjusting for tempo changes.</p>	<p>Play and perform melodies in small groups, following stave notation (e.g., C-G, do-sol).</p> <p>Perform duets or simple parts (melody and accompaniment) from written notation.</p>	<p>Play melodies on tuned percussion, keyboards, or melodic instruments, using one stave notation, tablature and/or chord chart</p> <p>Understand and play triad chords</p>	<p>Making decisions about dynamic range.</p> <p>Engage in ensemble playing, taking on melody accompaniment.</p> <p>Study triads, incorporating them</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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Participate in group music-making activities that promote listening, turn-taking, and ensemble playing.			<p>can be written down and changed if necessary.</p> <p>Understand that the speed of the beat can change.</p> <p>Begin grouping beats in twos and threes.</p> <p>Recognise and respond to chanted rhythm patterns using rhythm/note values (ta, ti-ti, shh).</p> <p>Respond to pitch changes in melodic phrases and to 3-note melodies on tuned percussion.</p>	<p>Combine known rhythmic notation to create simple melodies and rhythmic phrases.</p> <p>Develop rhythm, time signature, and tempo understanding through clapping, tapping, or playing percussion in time with others.</p> <p>Introduce high/low pitch concepts and basic intervals within a limited range (do-sol).</p>	Recognise simple time signatures (2/4, 3/4, 4/4)	Begin to understand basic harmonic structures, including simple major and minor chords.	into performance and composition.	
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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>Engage with live performances</p> <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>Build confidence in performing for</p>	<p>6.Perform short repeating rhythmic patterns and a range of familiar chants, songs and nursery rhymes.</p>	<p>Develop confidence through collective singing and call-and-response songs.</p> <p>Perform simple rhythm patterns (ostinati) and recognise high/low pitch.</p> <p>Use body and classroom percussion (both untuned and tuned) to play repeated rhythm patterns (ostinati).</p>	<p>Develop skills in playing tuned percussion or melodic instruments, following simple stave notation.</p> <p>Perform stepwise melodic phrases solo, with accuracy, adjusting for tempo changes.</p>	<p>Play and perform melodies in small groups, following stave notation (e.g., C-G, do-sol).</p> <p>Perform duets or simple parts (melody and accompaniment) from written notation.</p>	<p>Play melodies on tuned percussion, keyboards, or melodic instruments, using one stave notation, tablature and/or chord chart</p> <p>Understand and play triad chords</p>	<p>Making decisions about dynamic range.</p> <p>Engage in ensemble playing, taking on melody accompaniment.</p>	<p>6 Perform and critically evaluate their musical compositions in comparison to others.</p>
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peers during end-of-term class performances.							
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 Play tuned and untuned instruments musically
 Use their voices expressively and creatively by singing songs and speaking chants and rhymes

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