

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>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>Knowledge To know 5 songs off by heart.</p> <p>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 learn how songs can tell a story or describe an idea.</p> <p>Knowledge To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</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>Knowledge 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: <input type="radio"/> Its lyrics: what the song is about <input type="radio"/> Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) <input type="radio"/> Identify the main sections of the song (introduction, verse, chorus etc.)</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>Knowledge To choose one song and be able to talk about: <input type="radio"/> Some of the style indicators of that song (musical characteristics that give the song its style).</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>To talk about the musical dimensions working together in the Unit songs.</p> <p>Knowledge 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>Talk about the music and how it makes you feel, using musical language to describe the music.</p> <p>Knowledge To choose three or four other songs and be able to talk about: <input type="radio"/> The style indicators of the songs (musical characteristics that give the songs their style) <input type="radio"/> The lyrics: what the songs are about <input type="radio"/> Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) <input type="radio"/> Identify the structure of the songs (intro, verse, chorus etc.) <input type="radio"/> Name some of the instruments used in the songs <input type="radio"/> The historical context of the songs. What else was going on at this time, musically and historically?</p>	<p>1 Listen and appraise a range of music from throughout history, using precise musical language and identifying particular stylistic indicators.</p>

				<ul style="list-style-type: none"> ○ Name some of the instruments they heard in the song 		<p>To choose two or three other songs and be able to talk about:</p> <ul style="list-style-type: none"> ○ Some of the style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs (intro, verse, chorus etc.) ○ Name some of the instruments they heard in the songs ○ The historical context of the songs. What else was going on at this time? 	<ul style="list-style-type: none"> ○ Know and talk about that fact that we each have a musical identity 	
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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.

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>Be able to sing a wide range of call and response songs.</p>	<p>2.Sing a range of well-known nursery rhymes and songs.</p>	<p>Learn about voices, singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</p>	<p>Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p> <p>Learn to find a comfortable singing position.</p> <p>Knowledge</p>	<p>To sing in unison and in simple two-parts. To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p>	<p>To rejoin the song if lost. 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>To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To demonstrate a good singing posture. 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>Knowledge</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>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, including nursery rhymes.</p> <p>Build up a bank of various voices to experiment with.</p>		<p>Learn to start and stop singing when following a leader.</p> <p>Knowledge To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>To confidently sing or rap five songs from memory and sing them in unison.</p>	<p>Rhythms are different from the steady pulse.</p> <p>We add high and low sounds, pitch, when we sing and play our instruments.</p> <p>To confidently know and sing five songs from memory.</p> <p>To know that unison is everyone singing at the same time.</p> <p>Songs include other ways of using the voice e.g. rapping (spoken word).</p> <p>To know why we need to warm up our voices.</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 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>Singing in a group can be called a choir</p> <p>Leader or conductor: A person who the choir or group follow</p> <p>Songs can make you feel different things e.g. happy, energetic or sad</p> <p>Singing as part of an ensemble or large group is fun, but that you must listen to each other</p> <p>To know why you must warm up your voice</p>	<p>How to keep the internal pulse</p> <p>Musical Leadership: creating musical ideas for the group to copy or respond to</p>	<p>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>Musical Leadership: creating musical ideas for the group to copy or respond to.</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> <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice 	
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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

<p>EA&D: Explore a wide range of media</p> <p>KS1 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>							
<p>Explore and learn how sounds can be changed either 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, tambourine and bells.</p>	<p>3.Play exploratory sounds on instruments, identifying how they can be changed.</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>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>Play the part in time with the steady pulse.</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>Knowledge Know the instruments used in class (a glockenspiel, a recorder)</p>	<p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p> <p>Knowledge Other instruments they might play or be played in a band or orchestra or by their friends.</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>To lead a rehearsal session.</p> <p>Knowledge Different ways of writing music down – e.g. staff notation, symbols</p> <p>The notes C, D, E, F, G, A, B + C on the treble stave</p> <p>The instruments they might play or be played in a band or orchestra or by their friends</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>3 Rehearse and play a musical instrument confidently with appropriate and refined technique.</p>
<p>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</p> <p>KS1 Play tuned and untuned instruments musically</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>							
<p>Improvise simple vocal chants, using question and answer phrases.</p>	<p>4.Create simple improvised rhythms and vocal chants.</p>	<p>Using the musical tracks provided:</p> <p><u>Clap and Improvise</u> Listen and clap back, then listen and clap your own answer (rhythms of words).</p>	<p>Improvise using instruments in the context of the song they are learning to perform.</p> <p><u>Sing, Play and Copy Back</u> Listen and sing back</p>	<p>Improvise using instruments in the context of a song to be performed.</p> <p><u>Play and Copy Back</u> Copy back using instruments. Use one note.</p>	<p>4 Develop a creativity for constructing improvisations</p>		

<p>Make up rhythms.</p> <p>Develop a preference for forms of expression.</p> <p>Knowledge A rhythm is a regular repeated pattern of sound.</p>		<p><u>Sing, Play and Improvise</u> Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p><u>Improvise!</u> Take it in turns to improvise using one or two notes.</p> <p>Knowledge Improvisation is about 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>Everyone can improvise!</p>	<p>Listen and copy back using instruments, using two different notes.</p> <p>Listen and copy back using instruments, two different notes.</p> <p><u>Play and Improvise</u> Using instruments, listen and play your own answer using one note.</p> <p>Using your instruments, listen and play your own answer using one or two notes.</p> <p>Using your instruments, listen and play your own answer using two different notes.</p> <p><u>Improvise!</u> Take it in turns to improvise using one note.</p> <p>Take it in turns to improvise using one or two notes.</p> <p>Take it in turns to improvise using three different notes.</p> <p>Knowledge 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>To know that you can use some of the riffs you have heard in the challenges in your improvisations</p>	<p>Copy back using instruments. Use the two notes.</p> <p>Copy back using instruments. Use the three notes.</p> <p><u>Play and Improvise</u> Question and Answer using instruments. Use one note in your answer.</p> <p>Question and Answer using instruments. Use two notes in your answer. Always start on a G.</p> <p>Question and Answer using instruments. Use three notes in your answer. Always start on a G.</p> <p><u>Improvise!</u> Improvise using one, two, then three notes.</p> <p>Knowledge 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 three well-known improvising musicians</p>	<p>of their own musical pieces.</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</p>					
<p>KS2 Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>					
<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</p>	<p>5.Copy musical rhythms lead by an adult, then create their own.</p>	<p>Help to create a simple melody using one, two, three or five notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p> <p>Knowledge Composing is like writing a story with music.</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>Knowledge</p>	<p>5 Able to create compositions for a range of purposes that are shaped by different musical elements working together.</p>

Everyone can compose.			<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>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>	
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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>Choose a song they have learnt from the scheme and perform it.</p> <p>They can add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p> <p>Knowledge A performance is sharing music with other people, called an audience.</p>	<p>Knowledge 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>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p> <p>Present a musical performance designed to capture the audience.</p> <p>Knowledge Performing is sharing music with other people, an audience</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other</p> <p>You need to know and have planned everything that will be performed</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p> <p>It is planned and different for each occasion</p> <p>It involves communicating feelings, thoughts and ideas about the song/music</p>	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</p> <p>Knowledge Everything that will be performed must be planned and learned</p>	<p>6 Record, perform and critically evaluate their musical compositions in comparison to others.</p>
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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

Play tuned and untuned instruments musically

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