

MUSIC Curriculum Progression Map						
Year Group	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
EYFS	<p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with the music</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>					
Year 1	<p>OURSELVES</p> <p>Use voice expressively to create a musical story</p> <p>NUMBER</p> <p>Identify and perform changes in tempo</p> <p>Play percussion with control</p> <p>Keep a steady beat</p> <p>Use dynamics effectively</p>	<p>ANIMALS</p> <p>Relate pitch to animals and body posture</p> <p>Sing and play music with high and low pitches</p> <p>Create music using</p> <p>WEATHER</p> <p>Explore dynamics, timbre and duration</p> <p>Perform music controlling dynamics, duration and timbre</p> <p>Create music using the above a variety of pitches</p>	<p>MACHINES</p> <p>Perform and compose music with changes of tempo and beat</p> <p>SEASONS</p> <p>Listen compose and perform music using different pitches</p> <p>Write a graphic score representing different pitches</p>	<p>OUR SCHOOL</p> <p>Explore different sounds that can be made in school</p> <p>Identify the different dynamics and timbres of these sounds</p> <p>Compose a soundscape to a song</p> <p>Introduce texture in a soundscape composition</p> <p>PATTERN</p> <p>Count in beats of 2 and 3</p> <p>Perform songs in 2 and 3 time</p> <p>Perform and compose music</p>	<p>STORYTIME</p> <p>Understand that changes in tempo, duration, timbre and dynamics can change the mood of music</p> <p>Compose and play music that compliments a story</p> <p>OUR BODIES</p> <p>Use changes in tempo and duration to compose music</p> <p>Compose and perform music that changes mood</p>	<p>TRAVEL</p> <p>Use skills developed throughout year to produce a song</p> <p>WATER</p> <p>Compose and perform music using voices and percussion based on Saint Saens Carnival of animals</p>

				with different rhythmic patterns		
Year 2	<p>THE LONG AND SHORT OF IT Discriminate between long and short sounds Listen to pieces of music using long and short sounds and how this affects mood Children work in pairs and in groups to produce sequences of sounds using long and short sounds Sing songs that use long and short sounds effectively</p>	<p>FEEL THE PULSE Listen to music and be able to clap its pulse Notice when pulse changes and be able to suggest what difference it makes to the music and mood Perform songs in small groups using body movements to emphasize pulse Perform simple melodies on instruments Children compose movements to a piece of music that has in it changes of pulse</p>	<p>TAKING OFF Children listen to music with distinct higher and lower sounds suggesting what effect this has. Children work in groups to produce a vocal abstract piece of music that exploits high and low sounds also using changes of dynamics to give the music interest Work in groups to produce instrumental abstract pieces using high and low sounds</p>	<p>WHAT'S THE SCORE Match sounds to graphics Take a graphic score and represent the sounds Explore what symbols can be used to indicate changes of dynamics and texture Work in pairs and groups to produce a graphic score and perform it Perform as a class a graphic score suggesting how it may be performed Perform graphic scores produced by classmates</p>	<p>TOYS Toys that move Counting four beats Using descriptive words and inventing actions to describe what toys do, e.g. bounce, stomp, splat Slowing down and speeding up with changes in gradient – uphill and downhill Children compose and perform in groups using changes of tempo, dynamics and texture to create the above</p>	<p>ANIMALS Children explore characteristics of animals, how they move, how they sound and represent this in musical timbres and tempos Children sing and accompany songs attributed to animals Children compose and perform in groups, using tuned and untuned percussion pieces that represent animals or groups of animals Listen to Saint Saens carnival of animals for inspiration</p>
Year 3	RHYTHM AND BEATS	MUSICAL SCALES AND MOOD	ORIENTAL MUSIC	CARNIVAL OF ANIMALS	FOLKMUSIC OF THE BRITISH ISLES	MUSIC TECHNOLOGY

	<p>Listen to perform and compose music with different beats and rhythms in groups</p>	<p>Explore how changes in musical scales can affect mood Sing and play music using different scales..major, minor and whole tone Compose music in groups and individually showing changes of music</p>	<p>Listen to music understanding that culture and tradition shapes the music</p> <p>Explore the pentatonic scale individually and in groups singing and performing accurately songs Compose in groups and individually music using the pentatonic scale</p>	<p>Listen in detail to Saint Saens Carnival of animals noting how timbre, duration, pitch, duration are used to portray each animal Children work individually, in pairs and in groups to compose and perform pieces depicting each animal Understand where Saint Saens and contemporaries fit into musical history</p>	<p>Sing accurately and with expression folksongs understanding the meaning behind the songs. Experiment with modal scales Listen to music of Vaughn Williams who based much of his music on modal scales and British folk melodies</p> <p>Perform folksong melodies on keyboards Perform in groups using instruments and voices folksongs expressively In pairs compose melodies to fit to given words of a well-known folksong</p>	<p>Will seek guidance on this and have in place for September 2020</p>
Year 4	<p>CYCLIC PATTERNS IN MUSIC</p> <p>Listen to and understand how cyclical patterns have been used</p>	<p>RAPPING MUSIC</p> <p>Look at the history of rap in popular music</p>	<p>BLUES</p> <p>Listen to Blues music throughout history understanding the</p>	<p>MUSIC TECHNOLOGY</p> <p>Will seek guidance on this and have in place</p>	<p>POPULAR MUSIC FROM THE 1950'S ONWARDS</p> <p>Understand where popular music came from and how it differs to classical music</p>	<p>ABSTRACT MUSIC</p> <p>What is sound? Is music just sound?</p>

	<p>throughout musical history Use voices and instruments effectively to compose and perform music with a cyclic structure Use changes of dynamics, texture and timbre to give the music contrast Use major, minor whole tone scales learnt in year 3</p>	<p>Understand that rap has a social context that affects the music Work in pairs to expressively chant words Work in pairs to copy a rapping song taking notice of the nuances created by the performer Work in pairs to compose and perform a rapping song</p>	<p>plight of the black people and slavery Understand that music grew out of working in fields call and response Perform with expression blues songs In pairs compose and perform blues song Perform on keyboards notated blues melodies Compose on keyboards blues melodies using the blues scale of notes</p>	<p>for September 2020</p>	<p>Understand the post war cultural change in Britain and how popular music reflected this Listen to and sing songs from each decade from the 50's until now Identify the big changes in melody and instrumentation Play notated melodies(and chords) from pop songs throughout the decades on keyboards Work in groups to perform a pop song of choice using instruments and voices</p>	<p>Explore how sound is used to become music Listen to music that abandons the trad use of melody and harmony Compose music that copies the stylistic methods of composers such as Schoenberg, berg and Webern Perform as a group Pendereki's threnody</p>
<p>Year 5</p>	<p style="text-align: center;">BRASS PROJECT</p> <p>Understand how a brass instrument works Understand that different instruments have different timbres Learn to buzz and make a sound in a brass instrument Read musical notation Play as part of an ensemble Listen to music for brass instruments from its beginnings to now</p>					

Year 6	<p>AFRICAN MUSIC</p> <p>Understand and know that African music is the basis for jazz and much popular music in the western world</p> <p>Listen to examples of African music both instrumental and vocal understanding the social context for it</p> <p>Improvise African rhythms in groups</p> <p>Perform African rhythms using notation grids</p> <p>Perform African songs with instrumental accompaniment</p> <p>In groups compose and perform African instrumental pieces using changes of</p>	<p>CHURCH MUSIC AND PLAINCHANT</p> <p>Understand the development of melody used in the church during the 14th, 15th and 16th centuries and how it complements the religious words spiritually</p> <p>Sing plainchant melodies expressively in groups and in pairs</p> <p>Compose melodies using melisma to create the unique sound of plainchant</p> <p>Given words compose and perform in pairs plainchant melodies</p>	<p>JAZZ</p> <p>Listen to Blues music and realise that jazz came out of this</p> <p>Sing some classic jazz songs expressively as a class</p> <p>Identify the elements of chords, rock and swing grooves and hook melodies that make jazz what it is.</p> <p>Individually perform jazz melodies on keyboards.</p> <p>In pairs perform jazz melodies and chords on a keyboard</p> <p>In pairs compose and perform jazz melodies and chords</p>	<p>MUSIC TECHNOLOGY</p>	<p>MUSIC OF THE 20TH CENTURY</p> <p>Match impressionistic and expressionistic art to musical extracts</p> <p>Reason why music has changed so radically</p> <p>Explore pitch, timbre, dynamics, texture and duration in an unconventional way</p> <p>Explore the whole tone scale (learnt in year 3) and the music of Debussy</p> <p>Children compose in groups and individually using the musical elements unconventionally with pieces of modern art as stimuli</p> <p>Children perform pieces to live audience giving a description of how their pieces reflect the art</p>	<p>YEAR 6 SHOW</p> <p>Children will sing songs in different styles and use their bodies to create postures that complement the song or scene</p> <p>Children will learn to use their spoken voice expressively when acting a scene</p> <p>Children will learn to work together to create illusion and moments of poignancy in performance</p> <p>Children will explore the use of silence and dynamics when trying to create mood in a scene</p>

	dynamics, texture and timbre Compose individually on keyboards African melodies	In groups perform plainchant melodies at the same time producing polyphony				
--	--	--	--	--	--	--

Music Outcomes:

KS1

- I can use my voice expressively and creatively by singing songs and speaking chants and rhymes.
- I can play tuned and un-tuned instruments musically.
- I can listen with concentration and understanding to a range of high-quality live and recorded music.
- I can experiment with, create, select and combine sounds using the interrelated dimensions of music.

KS2

- I can play and perform in solo and ensemble contexts.
- I can use my voice with increasing accuracy, fluency, control and expression.
- I can play musical instruments with increasing accuracy, fluency, control and expression.
- I can improvise and compose music for a range of purposes using interrelated dimensions of music.
- I can listen with attention to detail and recall sounds with increasing aural memory
- I can use and understand staff and other musical notations.
- I can appreciate and understand a wide-range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- I can develop an understanding of the history of music.