

Bledington Primary School

MUSIC PROGRESSION MAP

(Started September 2019 Reviewed July 2021 with new EYFS)

“Music is one of the most powerful things the world has to offer. No matter what race or religion or nationality or sexual orientation or gender that you are, it has the power to unite us.”

Lady Gaga - musician & performer

	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing	<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody • Explore and engage in music making performing solo or in groups. • Perform songs, rhymes/poems and (when appropriate) try to move in time with music. • Sing a range of well-known nursery rhymes and songs. • Remember and sing entire songs. 	<ul style="list-style-type: none"> • Vocal - Pupils sing simple songs from memory. • Instrumental Pupils begin to use correct technique for a range of percussion instruments. • Pupils keep a steady beat and copy simple rhythm patterns 	<ul style="list-style-type: none"> • Vocal Pupils sing songs, rounds and chants and use simple vocal patterns as accompaniments. • Instrumental Pupils use correct technique for a range of percussion instruments. • Pupils choose and play patterns with increasing confidence 	<ul style="list-style-type: none"> • Vocal Pupils sing rounds and partner songs, maintaining own part. • Instrumental Pupils use correct technique for a range of percussion instruments, • Pupils copy and match simple patterns. • Pupils keep to a steady beat. • Pupils maintain an independent part within a group 	<ul style="list-style-type: none"> • Vocal Pupils sing rounds and partner songs, maintaining own part. • Instrumental Pupils maintain rhythmic and melodic ostinato. • Pupils maintain an independent part within a group, using controlled playing techniques. 	<ul style="list-style-type: none"> • Vocal Pupils sing simple part songs with control and an awareness of phrasing. • Instrumental Pupils play simple parts with accuracy. • Pupils accurately maintain an independent part within a group, using controlled playing techniques. 	<ul style="list-style-type: none"> • Vocal Pupils confidently sing part songs with control, expression & an awareness of phrasing. • Instrumental Pupils play simple parts with accuracy and awareness of pitch, dynamics and balance. • Pupils accurately maintain independent part within a group, using controlled playing techniques with awareness of the occasion and purpose.
Listening and understanding	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Listen attentively, move to and talk about music, expressing their feelings and responses. 	<ul style="list-style-type: none"> • Respond to changes in character through movement, words or pictures. • Talk about music heard with appropriate vocabulary, giving opinions. Pitch 	<ul style="list-style-type: none"> • Respond to changes in mood through movement, words or pictures. • Give opinions, justifying musical ideas with appropriate vocabulary. 	<ul style="list-style-type: none"> • Develop an awareness of the music's context and purpose. • Identify some of the structural and expressive aspects of music heard (e.g. starts quiet and gets gradually louder). • Identify instruments heard and how th 	<ul style="list-style-type: none"> • Listen to music with layered parts, noticing how the layers fit together. • Develop an awareness of the music's context, purpose and the composer's intent. • Identify some structural & expressive aspects of music heard (e.g. rhythmic ostinato on the drum). • Give opinions, using appropriate musical vocabulary to justify these. 	<ul style="list-style-type: none"> • Listen to music with a variety of textures, noticing different types of harmony • Compare/contrast different music, with an awareness of music's context, purpose and the composer's intent. • Identify some of the structural and expressive aspects of music heard (e.g. major/minor chords used). • Identify different ensemble combinations, instruments heard & their role within the ensemble (e.g. melody). 	<ul style="list-style-type: none"> • Listen to music with a range of different metres. • Identify some of the structural and expressive aspects of music heard (e.g. chromatic scales used in the melody). • Give opinions, using appropriate and extended vocabulary to justify these.

Improvising and composing

- Respond to what they have heard, expressing their thoughts and feelings.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas

- Pupils choose, create and order sounds for different purposes.
- Pupils choose, create and remember higher and lower sound patterns and simple rhythmic patterns.
- Pupils invent symbols to represent sounds.

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- Pupils choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points.
- Within a group, Pupils create and play layered music with an awareness of how the layers fit together.
- Pupils represent sounds with symbols.
- Pupils begin to recognise and use different rhythms and that positioning represents pitch.

- Pupils improvise and compose within known structures featuring musical changes.
- Pupils improvise and compose with an awareness of context and purpose.
- Pupils recognise and use simple rhythms and a limited number of pitches.

- Pupils improvise and compose including the use of simple chord structures.
- Pupils improvise, compose and refine with an awareness of context and purpose.
- Pupils represent sounds with detailed symbols.
- Pupils recognise and use simple rhythms, rests and a limited number of pitches.

- Pupils improvise and compose including the use of scales, complex rhythm patterns and chord structures.
- Within a group, Pupils create and play with an awareness of balance.
- Pupils represent sounds with detailed symbols including understanding the use of the treble clef.
- Pupils recognise and use simple rhythms, rests and an increased number of pitches including understanding time signatures.

Dimensions

<p>Pupils will:</p> <p>Pitch: Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Dynamics: explore loud, quiet and silence.</p> <p>Tempo: explore fast and slow.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Pupils will:</p> <p>Pitch: recognise and respond to high and low sounds.</p> <p>Duration: recognise and respond to steady beats and patterns of long and short sounds.</p> <p>Dynamics: Understand loud, quiet and silence.</p> <p>Tempo: Understand fast and slow.</p> <p>Timbre: Identify families of school percussion instruments and their properties by sound.</p> <p>Texture: Recognise and respond to one sound and to many sounds.</p> <p>Structure: Understand and identify the use of beginning, middle, end and the use of introduction and repetition.</p>	<p>Pupils will:</p> <p>Pitch: recognise and respond to higher and lower sounds and general shapes of melodies; begin to recognise steps, leaps and repeated notes.</p> <p>Duration: recognise, respond and distinguish between beat and rhythm. Understand that rhythmic patterns fit to the beat.</p> <p>Dynamics: Understand getting louder and quieter.</p> <p>Tempo: Understand getting faster and slower.</p> <p>Timbre: Identify the way sounds are made.</p> <p>Texture: Recognise and respond to different layers in music.</p> <p>Structure: Understand and identify repetition and contrast.</p>	<p>Pupils will:</p> <p>Pitch: identify steps, leaps and repeated notes in melodies.</p> <p>Duration: begin to understand 2, 3 and 4 metre and how rhythms fit into a steady beat.</p> <p>Dynamics: Understand getting louder and quieter in finer graduations.</p> <p>Tempo: Understand getting faster and slower in finer graduations.</p> <p>Timbre: Identify a range of percussion and nonpercussion instruments by name and the way they are played.</p> <p>Texture: Recognise different combinations of layers in music. Structure: Develop understanding of repetition (e.g. ostinato) and contrast (e.g. verse/chorus) structures.</p>	<p>Pupils will:</p> <p>Pitch: identify melodic shape and different scale patterns (pentatonic, major and minor).</p> <p>Duration: understand 2, 3 and 4 metre and how rhythms fit into a steady beat.</p> <p>Dynamics: Identify getting louder and quieter.</p> <p>Tempo: Understand getting faster and slower in finer graduations.</p> <p>Timbre: Identify a wide range of nonpercussion instruments by name and the way they are played.</p> <p>Texture: Identify solo, unison, drone, layers and simple harmony (e.g. drone; melodic ostinati).</p> <p>Structure: Develop understanding of conventional musical structures (e.g. rondo, theme and variations, drone/ostinato).</p>	<p>Pupils will:</p> <p>Pitch: identify a range of different scale patterns (pentatonic, major and minor, chromatic).</p> <p>Duration: understand more complex rhythms and metres, e.g. counting in 6 or 8.</p> <p>Dynamics: Understand how a wide range of dynamics can be manipulated for expressive effect.</p> <p>Tempo: Understand how a wide range of tempi can be manipulated for expressive effect.</p> <p>Timbre: Identify families of instruments and different ensemble combinations (e.g. samba band, orchestra, choir).</p> <p>Texture: Begin to understand types of harmony (e.g. simple parts; use of chords as an accompaniment).</p> <p>Structure: Understand a wider range of musical structures (e.g. rondo, theme and variations, blues</p>	<p>Pupils will:</p> <p>Pitch: identify a range of different scale patterns (pentatonic, major and minor, chromatic, modes, raga).</p> <p>Duration: understand more complex rhythms and metres, e.g. counting in 6, 8, 5 or 7.</p> <p>Dynamics: Understand how a wide range of dynamics can be manipulated for expressive effect.</p> <p>Tempo: Understand how a wide range of tempi can be manipulated for expressive effect.</p> <p>Timbre: Identify families of instruments and different ensemble combinations (e.g. jazz band, orchestra, choir, blues group).</p> <p>Texture: Begin to understand types of harmony (e.g. simple parts; use of chords as an accompaniment), and how they can be used for effect.</p> <p>Structure: Understand a wider range of musical structures (e.g. rondo, theme and variations, drone/ostinato, 12 bar blues</p>
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