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| **Music Progression Map** |
| **Listening and appraising** |
|  | **EYFS** | **Key Stage One** | **Lower Key Stage Two** | **Upper Key Stage Two** |
| **Skills** | - Use large-muscle movements to wave flags and streamers, paint and make marks in response to music.- Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings.- Listen carefully to rhymes and songs, paying attention to how they sound. - Create collaboratively, sharing ideas, resources and skills.- Explore, use and refine a variety of artistic effects to express their ideas and feelings. | - Listen with concentration and understanding to a range of high-quality live and recorded music. - Listen to and comment on pieces of music that describe, e.g., Planets, animals etc. - Begin to use musical language appropriately to describe basic features. - Recognise some instruments I can hear. - - Respond to music by clapping, moving, playing along to the pulse and rhythm. - Create dances and actions to music. - Use adjectives to describe music they hear, e.g., lively, cheerful.  | - Identify musical features in a wide range of high-quality music, both live and recorded from a variety of styles, genres and traditions from a variety of composers. - Recognise and describe sounds and changes in a piece of music, using musical vocabulary. - Build on the correct language to suit the style of music being learnt about, e.g., rhythm, timbre, volume, pitch- Sing or play back simple melodies I hear. - Discuss feelings and emotions/likes and dislikes that are linked to music. - Recognise different instruments and describe how they are used throughout the music to add interest and meaning. - Develop an understanding of the history and context of music, recognising some key composers.  | - Develop a broad understanding of a wide range of live and recorded music from different styles, genres, periods in history and traditions from a variety of composers and musicians.- Explain how pitch, tempo, rhythm, melody, dynamics and major/minor tonality have been used to create a particular feeling to the listener. - Analyse and comment on the effectiveness of how sounds, images and lyrics are used to create different moods. - Explore and explain my own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. - Identify how music reflects different intentions, time and place. - Develop an understanding of the history and context of music, recognising some key composers. |
| **Performing** |
| **Skills** | - Learn rhymes, poems and songs.- Explore and engage in music making and dance, performing solo or in groups.- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | - Copy a simple rhythm by clapping or using percussion.- Identify and keep a steady pulse. - Work together in an ensemble/band. - Appreciate the importance of starting and ending together by learning to follow a conductor. - Play rhythms and phrases on untuned percussion instruments and body percussion.  | - Play or sing a part with increased control, fluency, expression and accuracy on tuned and untuned instruments, including body percussion. - Play simple rhythms on instruments with some control and accuracy to an audience.- Use graphic notation to develop a deeper understanding of shape/form of melodies. - Recognise and respond to invented musical notation and symbols.  | - Maintain their part in a performance with confidence, accuracy, fluency, control and expression, and with awareness of what others are playing or singing. - Recognise and respond to graphic notation and staff notation to develop a deeper understanding of shape/form of melodies.- Take the lead in instrumental or singing performances and provide suggestions to others. - Use gesture and expression to create a finished, polished performance.  |
| **Singing** |
| **Skills** | - Sing a large repertoire of songs.- Remember and sing entire songs. - Sing the pitch of a tone sung by another person (‘pitch match’). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.- Sing in a group or on their own, increasingly matching the pitch and following the melody.- Sing a range of well-known nursery rhymes and songs. | - Use my voice to make sound effects. - Clap in time to a steady pulse. - Learn appropriate songs, rhymes and raps.- Play singing games. - Recognise phrase lengths and know when to breathe. - Sing songs in tune. | - Use my voice to create and control sounds. - Keep in time with the pulse when singing and chanting. - Sing with expression. - Rehearse my singing and make improvements. - Sing in two parts. | - Create different vocal effects when singing and rapping. - Sing songs in unison and two parts. - Sing with increased control, expression, fluency and confidence. - Sing with clear diction and with a sense of phrase. - Control my breathing, posture and projection. - Sing in two parts.  |
| **Playing** |
| **Skills** | - Play instruments with increasing control to express their feelings and ideas. | - Describe, name and identify a range of instruments.- Handle and play a range of tuned and un-tuned instruments with some control, including body percussion. - Identify and keep a steady pulse.- Play and sing together, starting and finishing together. - Perform long and short sounds on different instruments, including body percussion. - Understand that music can be written down and read.  | - Play a tuned instrument and keep a steady pulse. - Describe, name and group instruments. - Play or sing a part with increased control, fluency, expression and accuracy on tuned and untuned instruments, including body percussion. - Play or sing simple melodies from standard and invented musical notation and symbols. - Keep in time with a steady pulse. - Contribute to a class performance and rehearse together.  | - Play a tuned instrument with control and rhythmic accuracy. - Perform cyclic patterns, e.g., samba, African drumming.- Demonstrate awareness of my own contribution – leading others, taking a solo part or providing accompaniment. - Rehearse and play with others to achieve a high standard performance for an audience. |
| **Improvising and composing** |
| **Skills** | - Create their own songs, or improvise a song around one they know.- Create collaboratively, sharing ideas, resources and skills. | - Experiment with creating, selecting and combining sounds and rhythms to make music. - Use a variety of instruments, objects and voice. - Make my own short sequences of sounds, including body percussion. - Create and choose sounds/instruments in response to a stimulus, e.g., birdsong etc | - Improvise on my own, in a pair and as a group. - Improvise and compose sequences of sounds and vocals and record them using notes or pictures. - Create repeated patterns and combine layers of sounds. - Devise melodic phrases in response to a stimulus, e.g., story, picture. - Use a variety of graphic notation or standard notation to record ideas. | - Improvise with an increasing number of notes (crotchets, quavers, minims and rests). - Create melodic phrases. - Create harmonic accompaniments.- Create a composition that combines layers of sound and vocalisations and show an awareness of pitch, tempo rhythm, melody and dynamics. - Devise more complex rhythmic patterns, including ostinato, and combine some.- Create music with contrasting moods/different occasions. - Use graphic and standard notation as appropriate.- Add words to create a group/class song.  |

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| **Musical Vocabulary Progression** |
| **EYFS** | Pitch – how High or Low Beat - unit of rhythm Voice Body Sing |
| **Year 1** | **EYFS vocabulary plus –** Pulse – the steady beat in a piece of music Chant - singing in unison, with a similar rhythm to speechTempo – speed of a piece.Dynamics – how loud or quiet a piece of music isRest – moment when a note is not played for a defined length of time. Instrument - an instrument which is hit to make a sound. Orchestra – a large group of instruments, usually classical Drum Woodwind Flute Percussion   |
| **Year 2** | **Year 1 vocabulary plus –** Melody- a tune is a combination of pitch and rhythmNotation – symbols used for writing music Solo – one vocalist or instrument.Duet – two vocalists or instruments.Ensemble – Group of musicians who perform together.Strings Violin Cello Piano |
| **Year 3** | **Prior Vocabulary plus –** Texture - the different layers in a piece of music.Timbre – the quality/type of soundBar – a regular section on a staff, separated by vertical lines. Downbeat – first beat in a bar. Stave – five horizontal lines on which notes are written.Clef – a symbol on written music, defining what pitch to play the note. Time signature – how many beats to a barCrescendo – getting louderScale – successive notes of a key, higher or lower. Brass Trumpet Trombone |
| **Year 4** | **Prior Vocabulary plus –** Forte – loud. Piano - quiet.Diminuendo - gradually getting quieter and slows down.Crochet – a symbol used in musical notation that represents a note that lasts for one beat Quaver –a symbol used to show a note that lasts for half a beat Minim – a symbol used in musical notation that represents a note that last for two beatsSemibreve - a symbol used in musical notation that represents a note that last for four beatsCrotchet Rest – a pause that lasts for one beat.Minim rest - a pause that lasts for two beats. Semibreve rest – a symbol used in written music to show a pause that last for four beats.  |
| **Year 5** | **Prior Vocabulary plus –** Mood – a prevailing atmosphere or feeling created by the music. Offbeat – the unaccented beat.Chord – three or more notes (pitches) played together at the same time. Octave – a range of eight whole notes, for example: middle C, D, E, F, G, A, B, C. Ostinato – a repeated rhythm or phrase. Slur – a curve over notes, suggesting that it is slurred together. Staccato – short, sharp notes.See the source image |
| **Year 6** | **Prior Vocabulary plus –** Harmony – pleasing combination of two or more notes, played in background behind melody. |