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| **Music Progression Map** |
| **Listening and appraising** |
|  | **EYFS** | **Key Stage One** | **Lower Key Stage Two** | **Upper Key Stage Two** |
| **Knowledge and 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. |
| **Vocabulary** | Sound, noise, hear, listen, silence, pitch, beat, tunedynamics, tempo, pulse, melody, rhythm, ensemble, duration | **Year 1**Instrument, orchestra, drum, percussion, woodwind, pitch, beat, pulse, tempo, dynamics, rhythm | **Year 2**strings, piano, brassGraphic notation | **Year 3**Composer, cadenza, Texture, timbre, crescendo, diminuendo, genre, theme, structure/form, ostinato, rondo, movement, concerto, coda, motif,Violin, Cello, Trumpet, Clarinet, Trombone, Horn, Flute, Oboe Pitched and unpitched percussion | **Year 4**Forte, pianoBassoon, cor anglaisAccompaniment, Symphony, movement, sonataIncidental music, soundtrack | **Year 5**Lyrics, moodFugue, Round, CanonToccata | **Year 6**Major, minor keyTone, harmonyBallet, leitmotif, fanfare, overtureTernary form (ABA) |

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| **Performing** |
| **Knowledge and 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.  |
| **Vocabulary** | Sing, song, rhyme, poem, soloConductor, voice dynamics, tempo, pulse, melody, rhythm | **Year 1**Chant, lyrics, instrument, ensemble | **Year 2**solo, duet, conductor | **Year 3**Texture, timbre, crescendo, diminuendo, Crotchet, quaverScalePitched percussionUnpitched percussion | **Year 4**Forte, pianobar, stave, clef time signature, minim, semibreve, crotchet rest, minim rest, semibreve rest | **Year 5**Chord, octave, ostinato, slur, staccatoSee the source imageSee the source image | **Year 6**Major, minor key, harmonyTriad, trill |
| **Singing** |
| **Knowledge and 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.  |
| **Vocab** | Pitch, tune, songdynamics, melody, rhythm | **Year 1**Voice, pulse, tempo, rhythm, ensemble | **Year 2**Solo, duet | **Year 3**Texture, timbre, crescendo, diminuendo  | **Year 4**Forte, pianoaccompaniment | **Year 5**Unison | **Year 6**Harmony |
| **Playing** |
| **Knowledge and 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. |
| **Vocabulary** | Pitch, beat, tuneBody percussioninstrumentDynamics - Quietly, loudly, quickly, slowlytempo, pulse, melody, rhythmConductor  | **Year 1**Instrument, voice, orchestra, drum, percussion | **Year 2**solo, duetpercussion | **Year 3**Texture, timbre, crescendo, diminuendo, Crotchet, quaverScale Pitched percussionUnpitched percussion | **Year 4**Forte, pianobar, stave, clef time signature, minim, semibreve, crotchet rest, minim rest, semibreve restAccompaniment  | **Year 5**Chord, octave, ostinato, slur, staccato, off beatSee the source imageSee the source image | **Year 6**Major, minor key, harmonyRound, canon, fugue |

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| **Improvising and composing** |
| **Knowledge and 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.  |
| **Vocab** | Beat, rhythm, dynamics, silencetempo, pulse, melody | **Year 1**Composition, conductor, ensemblepitch, pulse, tempo, dynamics, rhythm | **Year 2**Composition, solo, duet, conductor, ensemble, strings, piano, brassGraphic notation | **Year 3**Texture, timbre, crescendo, diminuendo, Crotchet, quaverScale  | **Year 4**Forte, pianobar, stave, clef time signature, minim, semibreve, crotchet rest, minim rest, semibreve rest | **Year 5**Chord, octave, ostinato, slur, staccato, standard notationSee the source imageSee the source image | **Year 6**Major, minor key, harmony |

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| **Musical Vocabulary Progression** |
| **EYFS** | Loud, quiet, slow, fast/quickPitch – how High or Low Beat - unit of rhythm Rhythm – strong, regular repeated patternMelody- a tune is a combination of pitch and rhythmDynamics (volume) – how loud or quiet a piece of music isTempo – speed of a piece.Pulse – the steady beat in a piece of music Duration – how long a note lastsBody percussion instrumentVoice SingConductor – someone who**directs an ensemble** to allow them to fully step into and express the music |
| **Year 1** | **EYFS vocabulary plus –** Chant - singing in unison, with a similar rhythm to speechRest – 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 Ensemble – Group of musicians who perform together.Lyrics – words of a songDrum Woodwind Percussion Composition  |
| **Year 2** | **Year 1 vocabulary plus –** Notation/Graphic notation – symbols used for writing music Solo – one person performingDuet – two vocalists or instruments.Strings Brass Piano Percussion Woodwind |

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| **Year 3** | **Prior Vocabulary plus –** Drone - one long, continuous sound (pitched or unpitched) that is present throughout a piece, usually at the bottom of the texture Motif - a very short musical ‘idea’ Pitched percussion - percussion instruments that can play different pitches (‘notes’) – xylophones, glockenspiels, chime bars etc. Unpitched percussion - percussion instruments that make sounds that don’t have a specific pitch (or ‘note’) – drums, shakers, woodblocks, tambourine etc.Composer – person who writes musicGenre – a style of musicTheme - another word for ‘tune’ or ‘melody’. A linear line of notes, like a musical sentence Texture - the different layers in a piece of music.Timbre – the quality/type of soundStructure/form – arrangement of parts or elements of musicCadenza - a moment of showing off for one player Coda - another word for ending Concerto - a piece with a prominent solo role for one player Movement - a large section within a symphony or a concerto Musicologist -an academic who studies how pieces work Rondo - a musical structure with one section that keeps returning (A-B-A-C-A etc) Trill two notes alternating back and forth very fast (like a wobble)Ostinato - a repeating (often rhythmic) patternCrescendo – getting louderDiminuendo - 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 Scale – successive notes of a key, higher or lower. Violin Cello Trumpet Trombone Horn Flute Clarinet Oboe |

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| **Year 4** | **Prior Vocabulary plus –** Accompaniment - the music that supports and runs alongside the main melody Cor anglais - the bigger, deeper oboe: part of the woodwind family Largo - slowly Phrase - a short musical sentence Symphony - a large piece of music for orchestra, usually in 4 sections called ‘movements’ Forte – loudPiano – quietMovement - a large section Sonata - An oft-used shape in music made up from three sectionsIncidental music - background music to a story or a play Soundtrack - a recording of the music to accompany a film (or similar)Bar – a regular section on a staff, separated by vertical lines. 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 barMinim – 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.  |

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| **Year 5** | **Prior Vocabulary plus –** Lyrics – words to a songMood – a prevailing atmosphere or feeling created by the music. Unison – perform simultaneouslyOffbeat (rhythm) – the unaccented beat.Fugue - a complex musical shape similar to a round Orchestrate - choose which instruments play which parts Round - a music shape with several groups performing the same music but starting at staggered intervals Canon - where two or more parts perform the same melody or sound, but at different timesToccata - means ‘touch’ and is typically a piece with many fast notes 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. Slur – a curve over notes, suggesting that it is slurred together. Staccato – short, sharp notes.See the source image |
| **Year 6** | **Prior Vocabulary plus –** Ballet - A story told through music and danceMajor keyMinor keyLeitmotif - a short musical idea that represents a character, place, emotion or thing Fanfare - a short, often loud, flourish of music Overture - an, often exciting, opening piece in a concert, an opera or a playTriad - a chord made up of three notes (most are found by playing alternate notes on a xylophone) Trill - two notes alternating back and forth very fast (like a ‘wobble’) Ternary Form ABA – a very popular musical shape which features the opening music returning at the end after a contrasting middle sectionTone - **a vocal or instrumental sound that denotes its pitch, relevant to where it is on the musical scale**Harmony – pleasing combination of two or more notes, played in background behind melody. |