|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | |
| **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, tune  dynamics, tempo, pulse, melody, rhythm, ensemble, duration | **Year 1**  Instrument, orchestra, drum, percussion, woodwind, pitch, beat, pulse, tempo, dynamics, rhythm | **Year 2**  strings, piano, brass  Graphic 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, piano  Bassoon, cor anglais  Accompaniment,  Symphony, movement, sonata  Incidental music, soundtrack | **Year 5**  Lyrics, mood  Fugue, Round, Canon  Toccata | **Year 6**  Major, minor key  Tone, harmony  Ballet, leitmotif, fanfare, overture  Ternary form (ABA) |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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, solo  Conductor, voice  dynamics, tempo, pulse, melody, rhythm | **Year 1**  Chant, lyrics, instrument, ensemble | **Year 2**  solo, duet, conductor | | **Year 3**  Texture, timbre, crescendo, diminuendo,  Crotchet, quaver  Scale  Pitched percussion  Unpitched percussion | **Year 4**  Forte, piano  bar, stave, clef time signature, minim, semibreve, crotchet rest, minim rest, semibreve rest | **Year 5**  Chord, octave, ostinato, slur, staccato  See the source image  See the source image | | **Year 6**  Major, minor key, harmony  Triad, 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, song  dynamics, melody, rhythm | **Year 1**  Voice, pulse, tempo, rhythm, ensemble | **Year 2**  Solo, duet | | **Year 3**  Texture, timbre, crescendo, diminuendo | **Year 4**  Forte, piano  accompaniment | **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, tune  Body percussion  instrument  Dynamics - Quietly, loudly, quickly, slowly  tempo, pulse, melody, rhythm  Conductor | **Year 1**  Instrument, voice, orchestra, drum, percussion | | **Year 2**  solo, duet  percussion | **Year 3**  Texture, timbre, crescendo, diminuendo,  Crotchet, quaver  Scale  Pitched percussion  Unpitched percussion | **Year 4**  Forte, piano  bar, stave, clef time signature, minim, semibreve, crotchet rest, minim rest, semibreve rest  Accompaniment | **Year 5**  Chord, octave, ostinato, slur, staccato, off beat  See the source image  See the source image | **Year 6**  Major, minor key, harmony  Round, canon, fugue | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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, silence  tempo, pulse, melody | **Year 1**  Composition, conductor, ensemble  pitch, pulse, tempo, dynamics, rhythm | **Year 2**  Composition, solo, duet, conductor, ensemble, strings, piano, brass  Graphic notation | **Year 3**  Texture, timbre, crescendo, diminuendo,  Crotchet, quaver  Scale | **Year 4**  Forte, piano  bar, stave, clef time signature, minim, semibreve, crotchet rest, minim rest, semibreve rest | **Year 5**  Chord, octave, ostinato, slur, staccato, standard notation  See the source image  See the source image | **Year 6**  Major, minor key, harmony |

|  |  |
| --- | --- |
| **Musical Vocabulary Progression** | |
| **EYFS** | Loud, quiet, slow, fast/quick  Pitch – how High or Low  Beat - unit of rhythm  Rhythm – strong, regular repeated pattern  Melody- a tune is a combination of pitch and rhythm  Dynamics (volume) – how loud or quiet a piece of music is  Tempo – speed of a piece.  Pulse – the steady beat in a piece of music  Duration – how long a note lasts  Body percussion  instrument  Voice Sing  Conductor – 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 speech  Rest – 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 song  Drum Woodwind Percussion  Composition |
| **Year 2** | **Year 1 vocabulary plus –**  Notation/Graphic notation – symbols used for writing music  Solo – one person performing  Duet – two vocalists or instruments.  Strings Brass Piano Percussion Woodwind |

|  |  |
| --- | --- |
| **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 music  Genre – a style of music  Theme - 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 sound  Structure/form – arrangement of parts or elements of music  Cadenza - 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) pattern  Crescendo – getting louder  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  Scale – successive notes of a key, higher or lower.  Violin Cello Trumpet Trombone Horn Flute Clarinet Oboe |

|  |  |
| --- | --- |
| **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 – loud  Piano – quiet  Movement - a large section  Sonata - An oft-used shape in music made up from three sections  Incidental 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 bar  Minim – a symbol used in musical notation that represents a note that last for two beats  Semibreve - a symbol used in musical notation that represents a note that last for four beats  Crotchet 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 –**  Lyrics – words to a song  Mood – a prevailing atmosphere or feeling created by the music.  Unison – perform simultaneously  Offbeat (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 times  Toccata - 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 dance  Major key  Minor key  Leitmotif - 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 play  Triad - 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 section  Tone - **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. |