



MUSIC

Progression Map

MUSIC PROGRESSION MAP



Vocabulary

Pulse
Rhythm
Note
Pitch
Tempo
Melody
Tonic solfa
Notation
Crotchet
Quaver
Crotchet rest
Common time
Bars
Allegro
Largo
Stave
Treble clef
Quavers
Minims
Semibreve
Syncopation
Ostinato
Harmony
Scale
Pentatonic

YEAR 1

- To find the pulse of in a piece of music
- To understand that beats can be long or short and rhythm is a mixture of beats over a pulse
- Understand high pitch and low pitch
- Listen to and repeat a simple

YEAR 2

- To understand a melody is made up of pitch and rhythm
- To understand melody can ascend and descend
- To understand the musical alphabet
- To understand musical alphabet in tonic solfa
- Improvise simple rhythms using instruments and voice

YEAR 3

- To understand notation with the use of crotchets and rests
- Use of graphic score
- To understand metre - common time
- To understand bars
- Listen to and repeat more complex melodies
- To understand terminology for tempo

YEAR 4

- To listen to and copy increasingly challenging melodies
- To introduce the stave and how it works
- To introduce the treble clef
- To introduce quavers and minims
- To introduce $\frac{3}{4}$ metre and understand feel
- To introduce major and minor keys and be able to identify between them

Rhythm and Pitch

Progression Map

YEAR 6

- To Listen with attention to detail and recall sounds with increasing aural memory
- To deepen understanding of written notation using stave, crotchet, minim, quavers, semibreves and dotted notes
- To a major scale
- To understand a pentatonic scale
- Deepen understanding of major and minor keys and how they relate

YEAR 5

- To listen to and recall sound with increasing aural memory
- To introduce treble clef notation on the stave
- To introduce semibreves and syncopation - dotted notes and how the function of the dot
- Understand how pulse, rhythm and pitch work together
- 2 part harmonies

MUSIC PROGRESSION MAP



Vocabulary

Sound effects
Soundscape
Percussion
Piano
Trumpet
Flute
Violin
Verse Chorus
Dynamics
Timbre
Texture
Introduction
Round
Instrument families
String
Woodwind
Brass
Orchestra
Ensemble
Quartet
12 bar blues
Jazz
Chord structure
Harmony
Crescendo
Diminuendo

YEAR 1

- Recognise sounds of the environment
- To use percussion instruments effectively as sound effects
- To create soundscapes
- Recognise sounds of different instruments
- To recognise simple song structures using verse and chorus
- To understand and identify dynamics - loud and quiet music

YEAR 2

- To understand how a piano works
- To understand how classroom percussion instruments work and play them correctly
- To understand that structure is how the music is ordered in sections
- To introduce the percussion family and understand the characteristics of percussion instrument
- To introduce the string family
- Understand what timbre means - it describes the quality of music
- To understand what texture means - the layers of sound in music
- To understand what a round is
- To understand introductions and endings
- To listen to music and identify dynamics forte and piano

YEAR 3

- To understand that instruments are grouped into families
- To learn to identify instruments from the string, woodwind, brass and percussion family
- To understand a crescendo and diminuendo

YEAR 4

- To understand and identify instruments that would be found in an orchestra
- To understand and identify smaller ensembles such as quartets and trios
- To identify a melody and bassline

Timbre, Texture and Form

Progression Map

YEAR 6

- To understand rock/pop music and ensembles
- To introduce jazz and blues
- To understand electric/digital music and the impact it had
- To introduce the 12 bar blues structure
- To understand a simple chord structure

YEAR 5

- To understand world music and ensembles
- To introduce two part harmony
- To identify an ostinato bassline

MUSIC PROGRESSION MAP



Vocabulary

Sound effects
Improvise
Compose
Composition
Melody
Bassline
Ostinato

Improvisation and Composition

Progression Map

YEAR 1

- Use sound effects to make sound scapes
- Use sound effects in songs

YEAR 2

- Using pitch effectively to reproduce sounds
- Improvise simple rhythms on percussion instruments and using voice
- Experiment with a combination of sounds and voice to create a character piece

YEAR 3

- Improvising around a simple chord structure using five notes do-soh
- Understand what a composition/composer is
- Five note compositions using do-soh
- Understand what an improvisation is

YEAR 4

- To understand a bassline and compose a melody over a bassline
- Improvise rhythmically with increasing confidence and
- Composition techniques

YEAR 5

- Compose with increasing confidence using 8 note scale
- To compose over an ostinato bassline
- To compose a character piece using the dimensions of music

YEAR 6

- To compose using a major scale
- To compose using a pentatonic scale
- To notate a simple composition
- To compose a character piece with a deeper understanding of the dimensions of music

MUSIC PROGRESSION MAP



Vocabulary

Rehearse
Perform
Round
Two-part songs
Baroque
Bach
Vivaldi
Concerto
Classical
Beethoven
Mozart
Symphony
Romantic
Tchaikovsky
Prokofiev
Ballet
World Music

Appreciation, Listening and Performance

Progression Map

YEAR 1

- Listen to music with sustained concentration
- Use correct musical language to describe a piece of music in terms of dynamics and tempo
- Discuss feelings and emotions linked to music
- Music and movement
- Singing and performing simple songs in class and in front of an audience

YEAR 2

- musical instruments from the beginning and what they were used for
- Listen with increased concentration to a live and recorded music
- Begin to Describe music using dimensions of musical dimensions
- Using voice expressively and creatively when singing
- Sing in a round
- Rehearse and perform in front of an audience

YEAR 3

- Listen with focus to live and recorded music
- Sing songs in two parts
- Play and perform with increasing confidence in front of class and in front of an audience
- Introduction to Baroque music - Bach and Vivaldi and the concerto

YEAR 4

- Use musical language to discuss the elements and appraise a piece of music listened to live or recorded
- Sing and perform as part of an ensemble with increased confidence and precision in front of an audience
- Explore a range of styles and identify the differences from Early music to the classical period
- Introduce the music of Mozart and Beethoven - core pieces and the symphony

YEAR 6

- Perform with confidence and precision on class percussion instruments
- Sing with confidence and precision in front of an audience
- Develop a deeper understanding of the history and context of music
- Appreciate and understand music from different traditions and from great composers
- Introduce 20th Century music and prolific artists i.e. The Beatles

YEAR 5

- Sing and perform with increasing confidence and precision in front of an audience
- Develop a context of the history of music
- Explore a range of styles and differences in music including the Romantic period
- Introduce the music of Tchaikovsky and Prokofiev and ballet music
- To understand world music and recognise differing styles

SCIENCE LEARNING MAP



YEARS 1-2

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YEARS 3-4

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YEARS 5-6

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AREA

Progression Map

Vocabulary