



MUSIC

Progression Map

MUSIC LEARNING MAP



ELG

- Sing a range of well-known nursery rhymes & songs
- Perform songs, rhymes, poems & stories with others, & - when appropriate – try to move in time with music

ELG

Progression Map

MUSIC PROGRESSION MAP



Vocabulary

Sound effects
Improvise
Compose
Composition
Melody
Bassline
Ostinato

RECEPTION

- Choose particular movements, instruments/ sounds for their own imaginative purposes
- Explore & engage in music making & dance, performing solo or in groups

YEAR 1

- Listen with concentration and begin to **recall** sounds with increasing aural memory
- Begin to **evaluate** an exemplar as a starting point for the process of critique by talking about likes and dislikes.
- Begin to **create** musical patterns that express their ideas and feelings using movement or dance
- Rehearse and perform with others and begin to **assess** their work suggesting some improvements

NURSERY

- Develop an understanding of how to create & use sounds intentionally
- Create own songs, or improvise a song around one they know

Improvisation and Composition Progression Map

MUSIC PROGRESSION MAP



Vocabulary

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

RECEPTION

- Make music in a range of ways e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to
- Sing in a group or on their own, increasingly matching the pitch & following the melody

YEAR 1

- Sing songs, chants and rhymes and begin to **explain** how music is made for different purposes
- Begin to **demonstrate** some control and rhythmic awareness when playing un-tuned instruments
- Rehearse and perform with others and begin to **assess** their work suggesting some improvements

NURSERY

- Remember & sing familiar songs e.g. pop songs, rhymes
- Taps out simple repeated rhythms
- Creates sounds to accompany stories
- Sing the melodic shape (moving melody, such as up & down, down & up) of familiar songs
- Play instruments with increasing control to express their feelings & ideas

Appreciation, Listening and Performance

Progression Map

MUSIC PROGRESSION MAP



Vocabulary

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

RECEPTION

- Listen attentively, move to & talk about music, expressing their feelings & responses
- Respond imaginatively to music e.g. *this music sounds like dinosaurs*

NURSERY

- Explore & learn how sounds & movements can be changed e.g. louder, quieter
- Notice what other children & adults do, mirror what is observed, adding variations & doing it spontaneously
- Respond to what they have heard, expressing their thoughts & feelings

APPRAISING

Progression Map

YEAR 1

- Begin to **demonstrate** an understanding of how sound can be changed within a performance
- Play tuned and un-tuned instruments and begin to **describe** some of the different ways that sounds can be made.
- Listen with concentration and begin to **summarise** their ideas and feelings
- Begin to **appreciate** the dynamics and tempo within a piece
- Rehearse and perform with others and begin to **assess** their work suggesting some improvements

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

Rhythm and Pitch

Progression Map

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

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